

SARVA SHIKSHA ABHIYAN

SERCHHIP DISTRICT



DISTRICT ELEMETARY EDUCATION PLAN

SERCHHIP DISTRICT, MIZORAM

*Prepared by : District Unit of The SSA Mission,
Serchhip District, Mizoram*

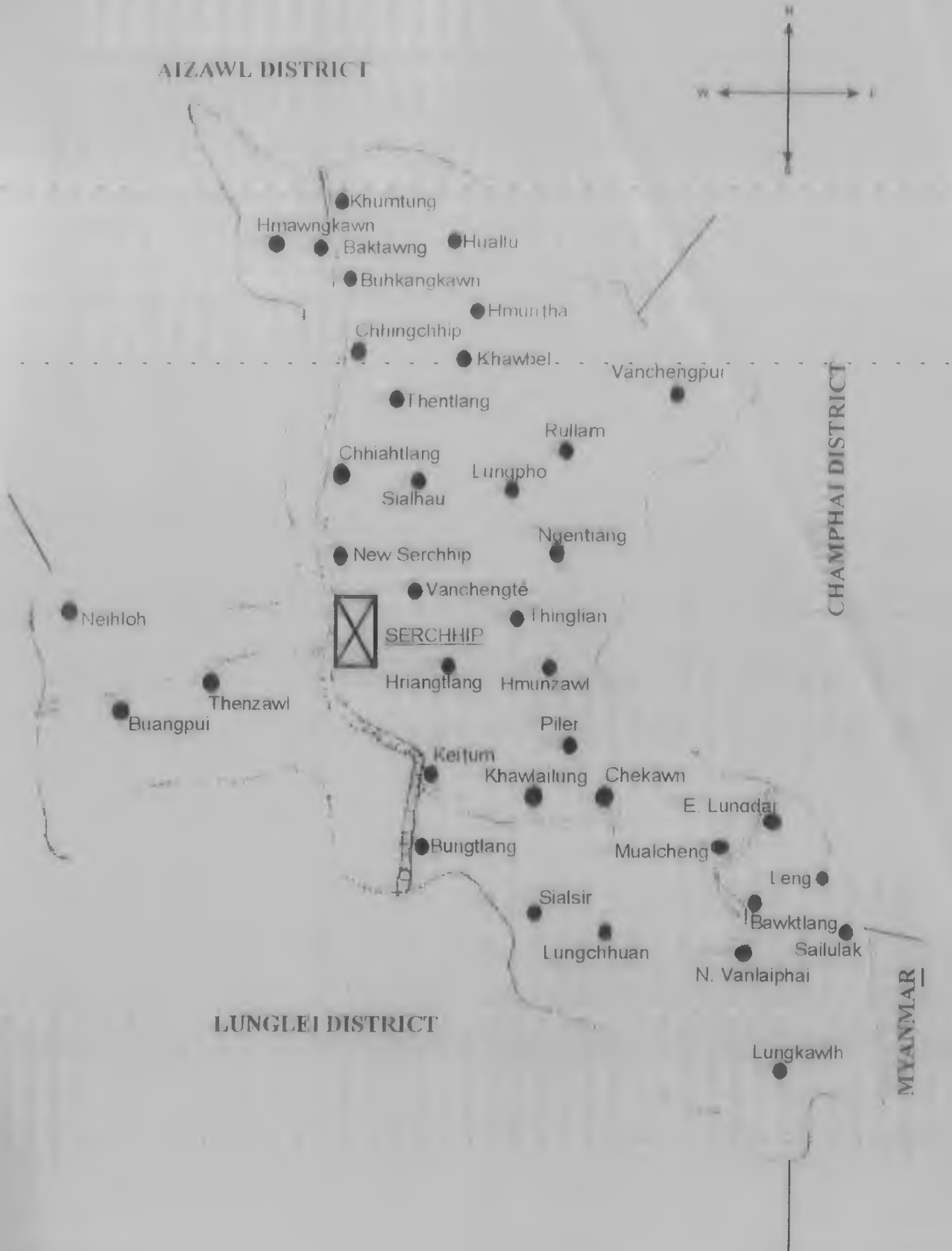
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MAP OF SERCHHIP DISTRICT



SERCHHIP DISTRICT AT A GLANCE

1. Name of District	Serchhip
2. Name of headquarters	Serchhip
3. Areas	1372.61 Sq. Km. (Approx)
4. Total Population	55539
(i) Urban population	29206
(ii) Rural population	26333
5. Literacy percentage	96.17%
6. Density of population	47 per Sq. Km.
7. No. of villages/habitations	38
8. No. of towns	3
9. (i) No. of Primary Schools (<i>Including private</i>)	98
(ii) No. of Upper Primary Schools (<i>Incl. private</i>)	68
(iii) No. of HS's (<i>Including Private</i>)	23
(iv) No. of HSS's	2
(v) No. of College	1
10. No. of Educational Clusters	12
11. No. of Educational Circles	3
12. No. of Educational Sub-Division	1
13. No. of Rural Development Blocks	2
14. No. of Civil Sub-Divisions	2

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CHAPTER - I

GENERAL PROFILE OF THE DISTRICT

1.1 INTRODUCTION

Mizoram erstwhile Lushai Hills was brought under the British India in 1891 after a severe struggle in a number of places. The then chiefs of Mizoram were recognised as the rulers of their respective villages.

The then North Lushai Hills was attached to Assam while the Southern portion of Lushai Hills was left in the Bengal province. In 1954 by an act of parliament, the name of the district was changed from Lushai hills to Mizo District. The name Mizo literally meant those people who originally live on the hilly regions.

With the implementation of the North-Eastern Re-organisation Act (1971) Mizo District ceased to be a part of Assam and became Union Territory on the 21st January 1972 with a new name Mizoram. As per 53rd amendment bill and the state of Mizoram bill 1986 passed by the parliament on 7th August 1986, Mizoram was given statehood on the 20th February 1987 to become the 23rd state of Indian Union. From the statehood of Mizoram the number of member of Legislative Assembly was increased from 30 to 40. Lieutenant Governor was no longer administrator and instead Governor became the head of Government.

Since Mizoram became union territory, the province was divided into three administrative districts viz. Aizawl District (Hqrs. Aizawl), Lunglei District (Hqrs. Lunglei) and Chhimtuipui District (Hqrs. Saiha). Aizawl is the state capital till date.

Aizawl District is now divided into 5 (five) administrative districts viz. Aizawl District, Mamit District, Kolasib District, Champhai District and Serchhip District. The name of each district carry the name of

its capital. Hence eight administrative district then came to exist in Mizoram and Serchhip district being the youngest districts in Mizoram. Serchhip District covers 36 villages and 2 habitations. The district is bounded on the north by Aizawl District, on the east by Champhai District and Myanmar, and on the south by Lunglei District. Serchhip District is situated in the Central part of Mizoram and an imaginary line of tropic of cancer passes through it from west to east. Like it National Highway - 54 passes through Serchhip district from North to South.

Serchhip District covers East Lungdar Rural Development Block, Serchhip Rural Development Block and part of Thingsulthlah Rural Development Block which is under Aizawl District.

Serchhip District has recently been divided into three Civil Sub Divisions as follows :

- N. Vanlaiphai Civil Sub Division
- Thenzawl Civil Sub Division
- Serchhip Sadar Sub Division

The creation of three new Civil Sub Division does not conform with the three Assembly constituencies which are Serchhip A/C, N. Vanlaiphai AC and Lungpho Assembly constituency.

Serchhip District being located in the central part of Mizoram is a turning place in the History of Mizoram as the first peace arrangement was made here between Mizos and the then British Indian with compromise of both sides. The peace agreement was made following the demand to release the captive English girl Mary Winchester who was enslaved in the house of the then Mizo Chief Bengkhuaia who at that time dwelt on the top hill of Serchhip town. The first expedition to Cachar District (Assam) was launched by this chief in 1871. By this expedition Mr. Winchester was killed and his daughter Mary

Winchester was taken alive on 23.1.1871 and brought home for life to this place. the impact of this incident was the launch of first expedition to Mizoram.

Moreover the highest waterfall in Mizoram named Vantawngkhawhthla is found inside Serchhip District which is quite attractive. The name is also a peculiar one that Van means sky and Tawng-means reach. Thus the literal meaning may be the length of the fall that reaches the sky. This fall used to find place in bed time story of children for uncountable ages.

1.2 GEOGRAPHICAL BACKGROUND

Serchhip District is located in the Central part of Mizoram and no place of the state is very far off from here. Except very few areas of River Valley Serchhip District is formed of hilly high lands with stiff mountains with cliff. The recorded renoun high mountains viz. Tawi mountain, Hrangturzo mountain and Thinglian mountin are found in Serchhip District. The Tawi mountain being the biggest mountain in Mizoram is in a peculiar position that no hunter can be familiar as each and every hunter used to lose way in every occasion of hunting till now. The people of Mizos meant it as a fairy land owing to a large number of big caves being found here. The climate condition is mostly moderate all through the year with temperature between 18° celsius to 28° celsius throughout the year. The annual rainfall is about 3821 mm.

Non navigable big rivers like Tuipui, Tuichang and Mat rivers flow through Serchhip District. All the rivers flow from North to South. A big river Tiau is flowing at the border of Burma. The rivers are mostly rough with rapid flow in a number of places. Among these rivers only Mat has flat valley near Serchhip town which is the vegetable basket of Mizoram with abundant wet cultivation of rice and mustard seeds. Thus the biggest production of vegetables of different kinds is found here.

1.3 SOCIO CULTURAL BACKGROUND

The Socio-cultural background of a single district is difficult to describe in particular as everything is comparatively alike with most districts of Mizoram.

The district being located in the Central part of the state, the inhabitants are wholly Mizos without pollution and dilution in caste and Mizo being the *Lingua Franca*.

Community and Society even before the advent of Christianity do not have any kind of caste system as the inhabitants of this district were speaking the same language. Anyone can mix or accompany with one another freely with a sense of brotherhood and loyalty. Young boys were trained by the old ones in Mizo moral laws for leading good life at the Zawlbuk institution which every village had by its own. Courting used to have been a universal practise among the young group of Society with definite rules and regulation till date. The conversion into christianity and introduction of education brought about many social changes. As such many undesirable habits and unnecessary fears caused by ignorance rapidly vanished. People were then convinced to embrace the modern socio-economic and cultural changes.

The inhabitants of Serchhip District being undiluted and unpolluted are quite familiar with different cultural, religious and social practices of the Mizos.

1.4 POPULATION

In Serchhip District there are 36 villages and 2 habitations. According to the provisional census of India 2001 the total population of Serchhip district is 55539, out of the total population there are 952 female for every 1000 male. Thus the total female population is 27094 while male population reaches 28445. Moreover the urban population of Serchhip District is 29206 and the rural population is 26333. The increase rate of urban population is higher than rural popula-

tion. Again out of the total population of Serchhip 52.59% live in urban areas, and the decadal growth rate between 1991 - 2001 is 18.45 percent of the population. The clear picture may be shown in the following table :

1.5 POPULATION PROJECTION

For good and proper planning, it is very important to know the exact position of population. If a plan is to be prepared for a long period of time, projection of population will also be a must.

It may be pointed out that the decadal growth rate of population of Mizoram during the decade 1991-2001 was 29.18 percent against all India average growth rate of 21.34 percent during the same period. The growth rate of population during 1991-2002 in Mizoram State was 10.62 percent less than the growth rate of population recorded for the period 1981-1991.

Regarding percentage of child population in the age group of 0-6 years, it may be seen that against a total percentage of 15.88 in this group, the percentage of female children was higher (16.17) than the percentage of male children (15.620 in the state).

As to child population (0-14 yrs.) in Serchhip District, 52.58% live in urban areas whereas 47.41% live in rural areas.

Population Projection of Serchhip District (0-14yrs.) has been prepared on the basis of census of India, 2001 and survey under SSA conducted in August, 2001. The population projection is shown in the table.

Table 1.1(a)

Projected Population of 6-14 age group (2001-2010)

Sl. No.	Year	Male	Female	Total
1	2	3	4	5
1	2001	5708	5658	11366
2	2002	5850	5799	11649
3	2003	5996	5943	11939
4	2004	6145	6091	12236
5	2005	6298	6243	12541
6	2006	6455	6399	12854
7	2007	6616	6558	13174
8	2008	6781	6721	13502
9	2009	6950	6889	13839
10	2010	7123	7061	14184

Table 1.1 (b)

CASTE-WISE POPULATION/LITERACY, SERCHHIP DISTRICT, 2001 (CENSUS PROVISIONAL)													
Name of District	Total/Rural/Urban	Population			Scheduled Caste			Scheduled Tribe			Literate		
		Person	Male	Female	Person	Male	Female	Person	Male	Female	Person	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Serchhip	Total	55539	28445	27094	277	251	26	55262	28294	26968	44642	23210	21432
	Rural	26333	13340	12993	6	6	-	26327	13479	12848	20712	10700	10012
	Urban	29206	15105	14101	271	251	26	28935	14843	14092	23930	12510	11420

Table 1.1 (c)

	Person	Male	Female	Percentage of decadal growth rate	Percentage of population	Literacy rate		
						Person	Male	Female
Total	55539	28445	27094	18.45		96.16	97.24	95.02
Rural	26333	13340	12993	11.73	47.41	95.6	97.17	93.97
Urban	29206	15105	14101	25.25	52.59	96.66	97.31	95.95

Source : Census of India, 2001 (Provisional)

1.5 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 Serchhip district is 952 with 974 Rural and 933 Urban.

Table No. 1.2 Sex Ratio of Population

TOTAL	RURAL	URBAN
1	2	3
952	974	933

Source : Census of India 2001

1.6 LITERACY

In 1991 the literacy percentage of Mizoram remained 82.26 which was the second most literate state in India. But as per census of

India 2001 the percentage of literacy in Mizoram has increased upto 88.49 percent literate retaining its second position in all India level. Among the districts of Mizoram, Serchhip ranked second in literacy with the percentage of 96.16 while rate of male literacy in Serchhip stood in the first position in the state with the percentage of 97.24 literates which is higher than male's literacy rate in Aizawl District. As a whole Aizawl District stood first in literacy.

The following table indicates the rate of literacy in Serchhip District in the distribution of sex, rural and urban distribution :

Table No. 1.3 Showing literacy rate in Serchhip District

Figure of the District			Rural			Urban		
Person	Male	Female	Person	Male	Female	Person	Male	Female
96.16	97.24	95.02	95.6	97.17	93.97	96.66	97.31	95.95

Source : Census of India, 2001

1.6 OCCUPATION

The majority of the population of Serchhip district depends on cultivation. While rice is the main crop, other crops such as ginger, sugarcane, chilly etc. were also grown in cultivation. Tobacco is also abundantly grown in the rural areas of Serchhip which is meant for commercial purposes. Since the production of Rice is minimised in the hilly places, the cultivation of Ginger, Chilly and Tobacco is rapidly increasing which is meant for commercial purposes only. The total population is depending directly or indirectly on rice as the main food. Out of the total population of 55539 only 3.80 percent are Government servant and only few persons are engaged in trade by opening shops and stalls. Except very few government servants, the majority of the rural people are depending on cultivation of jhum method.

As the courses of all the big rivers have narrow banks, the rivers are rarely having flat bank and are mainly used for fishing only. But even fishing cannot afford living. Moreover due to the lack of good and proper communication the rural people are being left poor peasant with numerous hardship.

Among the rural villages, N. Vanlaiphai has a peculiar quality having a special favour of nature that there lies a flat mountain plateau just below the village. Wet Rice Cultivation is operated here with some 60 families depending on it. Likewise Serchhip town also received nature's favour that the River Mat has a flat bank only near Serchhip town with wet Rice Cultivation operated by some 70 families. Moreover, this flat bank used to produce variety of vegetable which is almost supplied to the other big towns. But the production of vegetables is limited that it is depending upon the regularity of seasonal monsoon. As such vegetable production is not fit for family's living.

As per survey report of SSA 2001 the majority population are left low income group.

1.7 AGRICULTURE

Agriculture though the traditional and main occupation of the people in Serchhip District is losing quality and quantity due to the failure of rice cultivation in the hilly mountainous areas. The cultivators now begun to realise that they cannot become self sufficient though they used to render very hard work in their jhum method of cultivation. Thus they are now mostly inclined to adopt new system like horticulture, farming etc. Hence agriculture being the main occupation of the people at present is supposed to be replaced sooner or later in accordance with the patronage of Government authority. At the same time there lies very few hectares of fertile land on the bank of Mat river in which about 80 families can hardly depend on its rice

production. Like its fertile hill plateau of few hectares occurred in N. Vanlaiphai with some 60 families hardly depend on it so as to avoid starvation. It is a bad fortune to see that all the big rivers flowing through Serchhip district are rough with rapid flow, stiff and narrow banks on either sides rarely providing agricultural spot.

1.8 FLORA & FAUNA

Mizoram being the green land may be called the land of beauty throughout the year as beautiful sight of evergreen trees and plants with variety of wild grown flowers can be enjoyed. However it is a regret to see that the big forest trees are being cut down for timber and some other purposes to satisfy the urgent needs of the rural people. The scheme of forest preservation can hardly be successful as long as the majority people is depending on the shifting cultivation. Except human habitation almost the whole area is covered by green forest in Serchhip district. Once the forest is destroyed for cultivation it became greeny enough by the next year due to well fed with abundant monsoon rain.

In Serchhip district, department of environment and forest is operating the work of afforestation by planting good qualities of trees for the replacement of the old useless ones. Thus two divisions of forest are established one in Thenzawl and the other at N. Vanlaiphai. A considerable number of plantation are taken up by the two divisions of Forest Department.

A variety of birds, animals, insects and fishes are still to be found in the forest of Serchhip. Some wild animals like Tigers, Bears, Leopard etc. are still to be found in the forest of Serchhip District. Some horn bill bird of different kinds are still found in the forest of Serchhip district though the number is decreasing day by day. As such there is an urgent need to educate the people and create awareness to the community living in the area in the way of preserving wild life.

There is still an unavoidable thing to mention is that there lies the highest waterfall in Mizoram called Vantawhkhawhthla near Thenzawl Town. It is of course a magnificent sight especially in the rainy season which the people feared to avoid the sight. Moreover wild life sanctuary is also found on the mountains of Tawi which is in the Serchhip District. The mountain had a peculiar value as it had place in the bed time story of almost all the Mizo children since very long back.

1.9 SOME LANDMARK ACHIEVEMENT WITHIN SERCHHIP DISTRICT

- Maicham mini hydel project stationed at Maicham River near N. Vanlaiphai.
- Mizoram Food and Allied Processing Corporation (MIFCO) at Chhingchhip.

CHAPTER - II

EDUCATIONAL PROFILE

Serchhip District was formerly a part of Aizawl District and it was created as a new District by the Government of Mizoram on 15th September 1998. Serchhip District is in the middle part of Mizoram State. It is surrounded by Aizawl District in the North and West, Lunglei District in the South and West and Champhai District in the East. It also touches an International Boundary about 18 km long in the East. The Literacy Percentage according to 2001 census (provisional) is 96.16 in the District whereas overall Mizoram is 88.49.

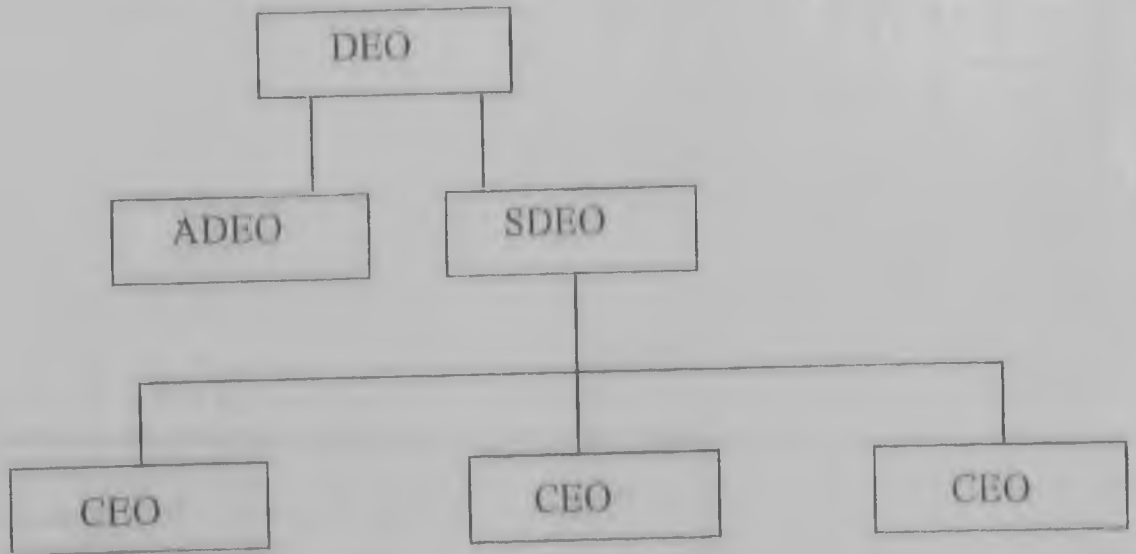
There is one Educational Sub-Division in the District i.e. Serchhip Educational Sub-Division, and it was created in the year 1994. This Sub-Division is under the Administrative Control of District Education Officer, Aizawl East, Aizawl. The management and control of elementary schools is in the hands of Sub-Divisional Educational Officer, Serchhip. The Elementary Schools are comprising of Primary Schools or Lower Primary Schools and Middle Schools or Upper Primary Schools. The Sub-Divisional Education Officer is assisted by 3 Circle Education Officers, 2 UDC's, 1 LDC and 3 Fourth Grade Staff. The Staff position is very poor compared to other Sub-Divisions of the Department.

The Educational Sub-Divisional does not conform to Civil Administration. It may be mentioned that 5 Villages/habitations under the jurisdiction of Serchhip District have fallen under other Educational Sub-Divisions. However, for the preparation of District Elementary Education Plan for Serchhip District, the 5 Villages are taken into account. In the District, 1 habitation known as Buhkangkawn has no School, and special attention has to be given.

The Educational Sub-Division of Serchhip is again divided into 3 Circles Viz., Serchhip, North Vanlaiphai and Lungpho. These Circles are managed and supervised by Circle Education Officers in their respective Circle.

2.A.I

The administrative set up in the district is indicated below :-



Dist. Edn. Officer is the administrative head of School Education (Cl. I - XII)

Asst. Dist. Edn. Officer assists DEO within his jurisdiction i.e. Secondary Education

SDEO Sub-ordinates DEO within his jurisdiction i.e. Elementary Education.

CEO Subordinator of SDEO in Elementary Education

2.A.II INSTITUTIONS IN THE DISTRICT (2001)

Types of Management and Nos of institutions in the district are shown in the table.

Table No. 2.A.II Type/Management wise Institution (2001)

Sl. No.	Type of Management	Nos. of LPS	Nos. of UPS	Nos. of H/S	Nos. of HSS	Nos. of College	Total
1	Government	83	53	16	2	1	155
2	Private	15	15	7			37
3	Private Unrecognised						
	Total	98	68	23	2	1	192

The above table shows that in Lower Primary Schools and Upper Primary Schools there are 136 schools managed by State Government and 30 schools are managed by private.

2.B. POPULATION PROJECTION OF 6-14 YEARS AGE GROUP

According to SSA household survey in 2001, the total population of 6-14 age group in the district is 11366 with 5708 male and 5658 female out of its total population 55539.

Percentage of 6-14 age group can be computed as follows -

- 1) Percentage of 6-14 age group :

$$\frac{11366}{55539} \times 100 = 20.46\%$$

- 2) Percentage of female 6-14 age group :

$$\frac{5658}{11366} \times 100 = 49.78\%$$

- 3) Percentage of male 6-14 age group :

$$\frac{5708}{11366} \times 100 = 50.21\%$$

Population projection of 6-14 age group is shown below :

Table No. 2.B.1 Projected population of 6-14 age group (2001-2010)

Sl. No.	Year	Male	Female	Total
1	2	3	4	5
1	2001	5708	5658	11366
2	2002	5850	5799	11649
3	2003	5996	5943	11939
4	2004	6145	6091	12236
5	2005	6298	6243	12541
6	2006	6455	6399	12854
7	2007	6616	6558	13174
8	2008	6781	6721	13502
9	2009	6950	6889	13839
10	2010	7123	7061	14184

2.C INDICATORS OF MEASURING EDUCATIONAL ACCESS :-

The following indicators of access are given as follows :

- i) Admission Rate
- ii) Enrolment Ratio
- iii) Transition Rate

2.D OVER AGE AND UNDER-AGE CHILDREN

For the purpose of setting up of targets for the district under SSA, estimate of over-age and under age children are important factors to be considered. Computation of over-age and under-age in circle-wise is shown below the table.

Table 2.D.1 Circle-wise over-age and under-age

Sl. No.	Circle	Class I - IV		Class V - VI	
		Overage	Underage	Overage	Underage
1	2	3	4	5	6
1	Serchhip	673	707	516	
2	N. Vanlaphai	654	720	507	
3	Lungpho	662	710	488	
	Total	1989	2137	1511	

Source SSA Survey

From the above table in every Circle of the District the number of under-age children is more than over-age in Lower Primary School while over-age student is much more than that of under-age children in Upper Primary School.

As the No. of over-age and under age children is shown above. The percentage prescribed-age children enrolled can be shown as below.

Table 2.D.II Prescribed age children enrolled (in %)

Sl. No.	Circle	Class I - IV	Class V - VI
1	Serchhip	49.89	20.1
2	N Vanlaiphai	48.75	19.41
3	Lungpho	48.61	18.72

From the above table regarding under-age, over-age and prescribed age children it can be seen that there is a high Nos. of under and over-age children as well as a low percentage of prescribed children enrolled in the district. This implies the need for establishing more the schools.

2. E. STUDENTS FLOW THROUGH THE SYSTEM

- (1) Promotion rate
- (2) Repetition rate
- (3) Dropout rate

In School Education, there are now only following three possibilities in which he/she will more.

- * Students have been promoted to the next higher grade
- * Students have to repeat their grades
- * Students have dropped out from the system

2. E I. PROMOTION RATE

To compute the promotion Rate we have to find out the number of promotees who are promoted to next grade. In the table given, the total 2847 children in Class I in 2001-2002, it look like that about 1917 children were promoted in Class II in 2001-2002. But in reality, the number of promotees were 1763 and not 1817 because of 54 repeaters who were also included in Class II which needs to be subtract from the enrollment. Thus, the actual number who were promoted to Class II in 2001-2002 was $1817 - 54 = 1763$.

By using the formula given we can calculate Promotion Rate.

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

2. E II. REPETITION RATE

Once the promotion rate is computed, the next indicator that is required to compute is repetition rate. Since the number of repeaters is already given, the computation of repetition rate is as simple as division of number of repeaters in a grade to enrolment in the previous year in the same grade.

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

2. E III. DROP-OUT RATE

After computing the rate of promotion and repetition, the balance of enrolment in a particular grade is termed as dropouts. Suppose, in 2000-2001 Class I enrolment was 2847 of which 1763 were promoted to Class II and 4 children repeated Class I which means, the resultant $2874 - 1763 - 54 = 1030$ is termed as drop-outs of Class I.

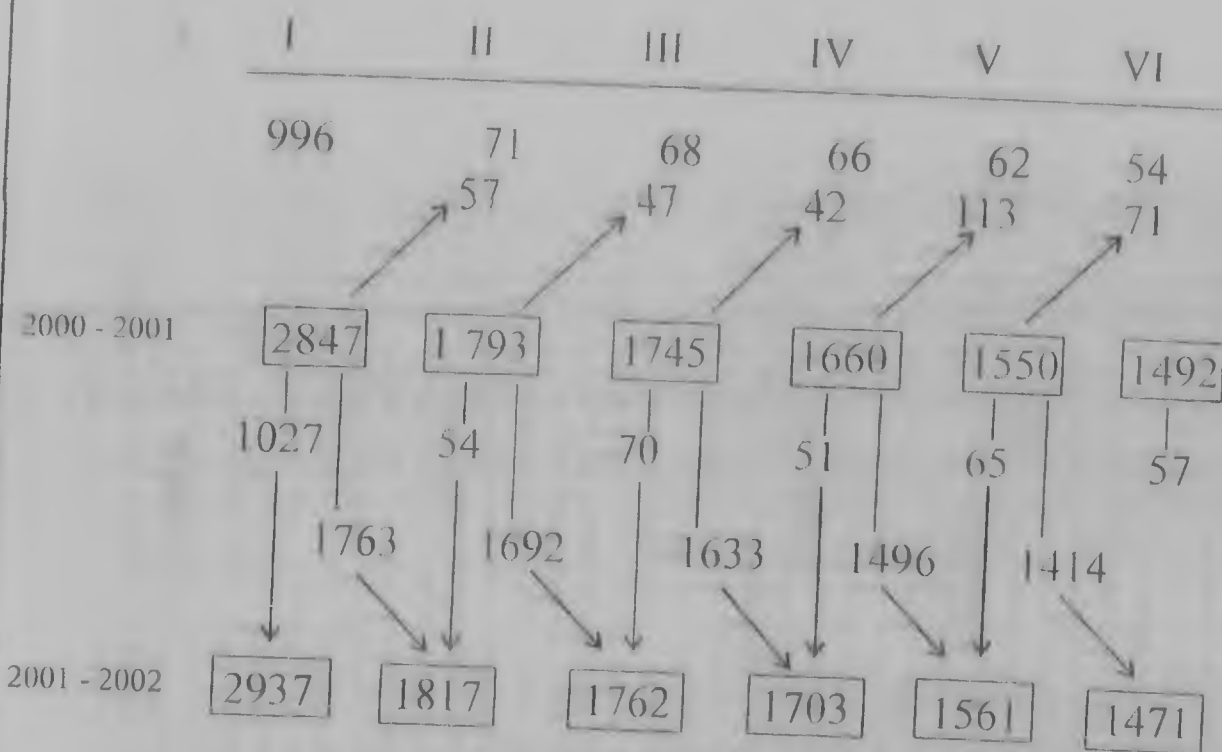
Table 2.E.IV

No. of enrolment & repeater in the district

(2000-001 & 20 01-2002)

	Year	Class I	Class II	Class III	Class IV	Total of I-IV	Class V	Class VI	Class VII	Total V-VII	Total I-VII
Enrolment	2000-2001	2847	1793	1745	1660	8045	1550	1492	1409	4451	12496
	2001-2002	2937	1817	1762	1703	8219	1561	1471	1412	4444	12663
Repeaters	2000-2001	996	71	68	66	1201	62	54	60	176	1377
	2001-2002	1027	54	70	51	1202	65	57	61	183	1385

FLOW DIAGRAM



FLOW RATES (IN PERCENT)

	I - II	II-III	III-IV	IV-V	V-VI
Promotion	61.92	94.2	94.67	90.12	90.22
Repetition	36.07	3	4.01	3.07	4.2
Pdropout	2	2.78	1.32	6.8	4.58

Source 1) District Edn. Statistics records
2) SSA Survey

From the above table No. of dropout in the district can be shown as follows :

Table No. 2.E.V Number of dropout in the district in 2000

Sl. No.	Name of Circle	Class in which dropout				
		CI I-II	CI II-III	CI III-IV	CI IV-V	CI V-VI
1	2	3	4	5	6	7
1	Serchhip	18	16	15	35	23
2	N. Vanlaiphai	19	15	13	38	23
3	Lungpho	20	16	14	40	25
	Total	57	47	42	113	71

Table No. 2.E.VI Number of dropout with reason

Sl. No.	Name of Circle	A	B	C	D	E	F	G	H	Total
1	2	3	4	5	6	7	8	9	10	11
1	Serchhip	5	40	4	49	5	2	2		107
2	N. Vanlaiphai	12	23	5	54	3	2	9		108
3	Lungpho	5	42	3	61	2	1	1		115
	Total	22	105	12	164	10	5	12	0	330

Source 1. District Edn. Statistics
2. SSA Survey

Reference :- A : Parents not interest
B : Child not interested
C : Have to help parent
D : Poverty
E : Ill Health
F : Disability
G : Others

The above table reveals that most of the children were dropped out due to poverty and not interested.

Among the different kind of reasons of dropout shown in the table code 'D' 'Poverty' gets the highest percentage. It occupies about 49%. And code 'B' child not interested is the second highest, it consists of about 31 percent. 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 those children to continue their education.

2. F. I TRANSITION RATE

In order to trace the flow of students from one cycle to another 'Transition Rate' is very useful. The Transition of Students between cycles has of course a great significance of its own.

Thus, the transition rate is computed as below -

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

$$\text{Nos. of entrants into Grade V} = 1414$$

$$\text{Enrolment in Grade IV} = 1550$$

$$\text{Transition Rate} = \frac{1414}{1550} \times 100 = 91.22\%$$

Transition Rate of Primary School in the District is quite high comparing to other state. But the quality is not at all satisfactory.

To improve the quality of the school standard in the district Teachers will be given Orientation Course training to improve their professional skills and schol provided with teaching, learning materials.

2. F II. RETENTION RATES

In order to compute the wastage and Retention Rate time series data on enrolment is required. For example, for computing wastage for cohort? 1979-80, Grade I enrolment is required. To watch movement of those who have taken admission in Grade I in 1979-80. Enrolment in successive grade in subsequent years is required. Thus Grade II enrolment in 1980-81 Grade II in 1981-82 etc. is required. So that percentage to the base year enrolment in Grade I is obtained for Grade II and onwards which is treated as retention.

Apparent Cohort Method - wastage in Primary & Middle Level 1997-1998

Table No. 2.F.II

Stage		Lower Primary				Upper Primary		
Grade Class		I	II	III	IV	V	VI	VII
Year		1997-98	1998-99	1999-2000	2000-01	1997-98	1998-99	1999-2000
Sex	Boys	100	33.11	33.41	(65.64) 34.36)	100	2.83	8.2
	Girls	100	32.85	33.34	(65.7) 34.30)	100	2.75	8.14
	Total	100	32.70	33.35	(65.68) 34.32)	100	2.8	8.01

Table No. 2.F.III Classwise enrolment during 1997-2001 in the district

Year	I	II	III	IV	Total I-IV	V	VI	VII	Total V-VII	Total I-VII
1997	2593	1720	1699	1530	7542	1535	1427	1387	4349	11891
1998	2676	1745	1712	1572	7705	1547	1449	1393	4389	12094
1999	2761	1769	1728.00	1617.00	7875	1562	1471	1404	4437	12312
2000	2847	1793	1745	1660	8045	1550	1492	1409	4451	12496
2001	2937	1817	1762	1703	8219	1561	1471	1412	4444	12663

From the above enrolment figure of Class I-VII over the period from 199-2001 we can ascertain the retention rate using the apperent method.

We can have the extent of wastage by subtracting enrolment in class IV in 2000-01 1703 children from enrolment in Class I in 1997, 2593 children and further dividing the figure by enrolment in Class I and multiply by 100. The percentage of wastage between Class I and Class IV is found. i.e. 34.32%

$$2593 - 1703 = \frac{890}{2593} \times 100 = 34.32\%$$

From the above figures it can be seen that the magnitude of wastage is due to drop out and stagnation in Primary School of the District. About 34.32% of children enrolled in Class I in 1997 failed to reach Class IV. This reveals the weakness of our Primary Schools in the District.

2.G. OUT OF SCHOOL CHILDREN

Nos. of out of School Children is shown below :-

Table No. 2.G.I

Sl. No.	Name of Cluster	Out of School Children in the age-group 6-14									Total
		Dropout			Never attended School			Disabled not attended			
		M	F	TT	M	F	TT	M	F	TT	
1	Serchhip	7	8	15	3	1	4	2	1	3	22
2	Thenzawl	7	5	12	1	0	1	2	0	2	15
3	Chhiahtlang	6	5	11	0	1	1	0	2	2	14
4	N Vanlaiphai	7	5	12	1	1	2	1	0	1	15
5	E. Lungdar	8	4	12	2	1	3	1	0	1	16
6	Khawlailung	3	7	10	1	1	2	1	1	2	14
7	Bungtlang	4	3	7	0	1	1	1	0	1	9
8	Lungpho	6	3	9	2	0	2	0	0	0	11
9	Khumitung	3	0	3	0	0	0	0	0	0	3
10	Chhingchhip	6	3	9	1	1	2	2	0	2	13
11	Thinglian	2	2	4	1	0	1	1	0	1	6
12	Hmuntha	3	1	4	2	0	2	0	0	0	6
	Total	62	46	108	14	7	21	11	4	15	144

Source SSA Survey

The above table shows out of children in the age group 6-14 of the following - (i) Dropout (ii) Never attended School and (iii) Disabled not attended. Out of the total number of out of school children drop out consists of 108 (75%) children, while never attended school consist of 21 (14.58%) and disabled - not attended are 15 (10.41%). Alternative schools will be opened for these children and awareness campaign on Education to achieve the target of Universalisation of Elementary Education..

2.H. ENROLMENT AND ENROLMENT RATIOS -

Enrolment in LPS and UPS during 1999, 2000, 2001

Sl. No.	Year	Lower Primary School			Upper Primary School		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	1999	4033	3842	7875	2296	2141	4437
2	2000	4118	3927	8045	2298	2153	4451
3	2001	4208	4011	8219	2301	2143	4444

From the above table it can be seen that the increasing rate during the last three years. In Lower Primary School the increasing rate is generally 2.1% while the increasing rate during 1999-2000 in Upper Primary School is 0.32% but decrease from 4451 in 2000 to 4441 in 2001.

ENROLMENT RATIOS :-

Enrolment Ratio of Boys and Girls are shown in separate table below :-

Table No. 2.H.I Enrolment Ratio of Boys to Girls in LPS and UPS

Sl. No.	Year	LPS	UPS
1	2	3	4
1	1999	1:0.95	1:0.93
2	2000	1:0.95	1:0.93
3	2001	1:0.95	1:0.93

Table No. 2.H.II Enrolment Ratio of Girls to boys in LPS and UPS

Sl. No.	Year	LPS	UPS
1	2	3	4
1	1999	1:1.05	1.1 07
2	2000	1:1.05	1 1 07
3	2001	1:1.05	1 1 07

Source : Statistics Recording of SDEO(S)

Table No. 2.H.III Population, Child population in the age-group 0-6 and literates by residence and sex in Serchhip District

	Population			Child Population in the age group 0-6			Population		
	M	F	Total	M	F	Total	M	F	Total
	3	4	5	6	7	8	9	10	11
Urban	15105	14101	29206	2249	2199	4448	12510	11420	23930
Rural	13340	12993	26333	2328	2339	4667	10700	10012	20712
Total	28445	27094	55539	4577	4538	9115	23210	21432	44642

Source : 2001 Census Provisional

The above table shows that regarding the child population in the age group 0-6 years, but of the total population (55539) of the district, the age group 0-6 years population in 9115, (16.41%) It may also be seen that the total percentage of children in rural areas is higher than in the urban areas.

2.H.IV DISABLED CHILDREN

Circle-wise nos. of disabled children in the district are shown in the table given below :

Table No. 2.H.IV Circle-wise Disabled children of 6-14 age children (2001)

Sl. No.	Name of Circle	School going			Out of School			Total		
		M	F	Total	M	F	Total	M	F	Total
1	Serchhip	30	20	50	3	1	4	33	21	54
2	N Vanlaiphai	34	27	61	2	3	5	36	30	66
3	Lungpho	24	21	45	4	2	6	28	23	51
	Total	88	68	156	9	6	15	97	74	171

Source : SSA Survey August, 2001

The above table shows that there are 156 school going disabled children and 15 out of school disabled children in the district.

2.H.V The following tables show circle-wise teacher-pupils ratio in Govt. LPS, Govt. U.P.S, Private LPS and Private U.P.S in Serchhip District.

Table No. 2.H.V. Circle-wise Teacher-Pupil Ratio in Govt. LPS (2001)

Sl. No.	Circle	Nos. of Teacher	No. of Pupil	Ratio
1	2	3	4	5
1	Serchhip	106	2422	1:22.84
2	N Vanlaiphai	83	2324	1:28
3	Lungpho	91	2247	1:24.69
	Total	280	6993	1:24.94

Source : SSA Survey August, 2001

Table No. 2.H.VI Circle-wise Teacher-Pupil Ratio in Govt. UPS (2001)

Sl. No.	Circle	Nos. of Teacher	No. of Pupil	Ratio
1	2	3	4	5
1	Serchhip	109	1569	1:14.39
2	N. Vanlaiphai	107	1193	1:11.15
3	Lungpho	103	1092	1:10.60
	Total	319	3854	1:12.08

Source : SSA Survey August, 2001

Table No. 2.H.VII Circle-wise Teacher-Pupil Ratio in Private LPS (2001)

Sl. No.	Circle	Nos. of Teacher	No. of Pupil	Ratio
1	2	3	4	5
1	Serchhip	44	955	1:21.70
2	N. Vanlaiphai	16	216	1:13.5
3	Lungpho	18	134	1:7.44
	Total	78	1305	1:16.73

Source : SSA Survey August, 2001

Table No. 2.H.VIII Circle-wise Teacher-Pupil Ratio in Private UPS (2001)

Sl. No.	Circle	Nos. of Teacher	No. of Pupil	Ratio
1	2	3	4	5
1	Serchhip	23	188	1:8.17
2	N. Vanlaiphai	20	207	1:10.35
3	Lungpho	13	117	1:9
	Total	56	512	1:9.14

Source : SSA Survey August, 2001

Table No. 2.I.1 Indicator of Efficiency by using reconstructed cohort method : Flow of Student. Cohort 1992

YEAR	GRADES							INPUTS	OUTPUTS
	I	II	III	IV	V	VI	VII		
1992	1000							1000	
1993	397	524						921	
1994	19	391	496					906	
1995	0	24	390	468				882	
1996	0	0	27	405	429			861	
1997	0	0	0	38	406	379		823	
1998	0	0	0	0	45	403	334	782	281
1999	0	0	0	0	0	51	410	461	371
2000	0	0	0	0	0	0	70	70	59
2001	0	0	0	0	0	0	0	0	0
INPUT YEARS	1416	939	913	911	880	833	814	6706	
SURVIVAL BY GRADES	1000 ⁸⁴	916 ²⁴	892 ¹⁹	873 ⁴³	830 ³¹	799 ⁴¹	758 ⁴⁷	711	

The evolution of cohort reveals that total number of student year invested was 6706 as against 289 those who were dropped-out from the system. Hence the total number of outputs become 711.

2.1.2

$$\begin{aligned} \text{I. Input per graduate} &= \frac{\text{Total student year invested}}{\text{No. of Graduate}} \\ &= \frac{6706}{711} = 9.43 \end{aligned}$$

This indicates that the system is taking about 2.43 years more than the required five years which shows a wastage of about 25 percent $(2.43/9.43 \times 100)$ of the cohort 1992.

$$\begin{aligned} \text{II. Wastage Ratio} &= \frac{\text{Actual input/Output ratio}}{\text{Ideal input/Output ratio}} \\ &= \frac{9.43}{7} \\ &= 1.34 \end{aligned}$$

III. Wastage on Account of Repeaters & Drop-outs

It is evident that of the total investment of 6706 student years graduates have consumed only 4977 student years (i.e. 711×7). Thus, the balance of 1729 student years have gone waste which may be due to repeaters or drop-out.

Therefore student years wasted =

$$(281 \times 1) + (371 \times 2) + (39 \times 3)$$

$$= 1200 \text{ student years.}$$

Also, wastage on account of dropout =

$$(79 \times 1) + (15 \times 2) + (24 \times 3) + (21 \times 4) + (38 \times 5) + (41 \times 6) + (40 \times 7) + (20 \times 8) + (11 \times 9)$$

$$= 1230$$

Thus, wastage on account of

$$(A) \text{ Repeaters} = \frac{1200 \times 100}{1729} = 69.40\%$$

$$(B) \text{ Drop-outs} = \frac{1230 \times 100}{1729} = 71.13\%$$

IV Average Duration of stay :

$$(A) \text{ Graduates} = \frac{(218 \times 7) + (371 \times 8) + (39 \times 9)}{711}$$

$$= \frac{5289}{711} = 7.4 \text{ years}$$

(B) Drop-outs

$$= \frac{(79 \times 1) + (15 \times 2) + (24 \times 3) + (21 \times 4) + (38 \times 5) + (41 \times 6) + (40 \times 7) + (20 \times 8) + (11 \times 9)}{289}$$

$$= \frac{1230}{289} = 4.25 \text{ years}$$

(C) Cohort

$$= \frac{(1000 \times 1) + (921 \times 2) + (906 \times 3) + (882 \times 4) + (861 \times 5) + (823 \times 6) + (782 \times 7) + (461 \times 8) + (70 \times 9)}{6706}$$

$$= \frac{28123}{6706} = 4.19 \text{ years}$$

It may be noted that 711, 287 and 6706 were number of graduates, dropouts and total student years invested during the entire evolution of cohort of 1000 students who entered into the system in the year 1992.

2.I.3

Circle-wise number of teachers in Govt. Lower Primary School and Upper Primary School in the district.

Table No. 2.I.3 Circle-wise number of teachers in Govt. schools (2001)

Sl. No.	Year	Lower Primary School				Upper Primary School			
		No. of School	Male	Female	Total	No. of School	Male	Female	Total
1	2	3	4	5	6	7	8	9	10
1	Serchhip	30	56	72	128	19	87	42	129
2	N. Vanlaiphai	29	51	42	93	16	84	23	107
3	Lungpho	23	56	32	88	18	79	23	102
	Total	82	163	146	309	53	250	88	338

From the above table it may be seen that there are 309 teachers in 82 Lower Primary Schools while 338 teachers are in Upper Primary Schools in the district.

As shown in Table No. 2.A.1 there are two Lower Primary Schools having single teacher in the district. This needs more teachers to

strengthen the single teacher schools as per norms under SSA

2.J.I ENROLMENT PROJECTION UPTO 2010

The Projected population of 6-14 years upto 2010 has been indicated in Table No. 2.B.I Over-All Enrolment Ratio (OAIER) has also been computed as 156.78%. Using student cohort method, the average duration of stay of cohort 1992 is 7.4 yrs. 4.25 yrs. and 4.19 yrs. on account of Graduates, Drop outs and Cohort respectively. Taking into account the Indicators of Efficiency as well as GER and NER of LPS and UPS, projected enrolment for Class I - VII upto 2010 is as indicated below.

Table No. 2.J.I Projected Enrolment of Population upto 2010

Sl. No.	Year	Projected age-group			Projected Enrolment		
		Male	Female	Total	Male	Female	Total
1	2001	5708	5658	11366	6332	6331	12663
2	2002	5850	5799	11649	6630	6629	13259
3	2003	5996	5943	11939	6942	6941	13883
4	2004	6145	6091	12236	6998	6996	13994
5	2005	6298	6243	12541	7016	7015	14031
6	2006	6455	6399	12854	7094	7093	14187
7	2007	6616	6558	13174	7148	7146	14294
8	2008	6781	6721	13502	7202	7200	14402
9	2009	6950	6889	13839	7356	7355	14711
10	2010	7123	7061	14184	7486	7484	14970

CHAPTER - III

PLANNING PROCESS

Sarva Shiksha Abhiyan is an effort to universalize Elementary Education by community ownership of the school system. The programme of SSA is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode.

Aims of Sarva Shiksha Abhiyan

1. To provide useful and relevant Elementary Education for all children in the 6 to 14 age group by 2010.
2. There is also another to bridge social, regional and gender gaps with the active participation of the community in the management of schools.

Objective of Sarva Shiksha Abhiyan :-

1. All children in school, Education Guarantee Centre, Alternative School, 'Back to School' Camp by 2003.
2. All children complete 5 years of Primary Schooling by 2007.
3. All children complete 8 years of elementary Schooling by 2010.
4. Focus on Elementary Education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at Primary stage by 2007 and at Elementary Education level by 2010.
6. Universal retention by 2010.

For successful achievement of the programme of SSA, various core teams were formed at various levels. These core groups/teams were involved in planning, monitoring and implementing schemes at various levels

District Core Team : An adhoc District Core Team was formed by the Director of School Education, Mizoram with the concerned District Education Officer as District Project Co-ordinator. The body of District Core Team are as follows :

Chairman : DEO

Secretary : SDEO, Serchhip

Asst. Secy : CEO (Sr.)

Members : 1) CEO i/c Serchhip Circle/Block

2) CEO i/c N. Vanlaphai Circle/Block

3) CEO i/c Lungpho Circle/Block

Circle Education Committee : Circle/Block Education Committee was formed for the successful implementation of the programmes of SSA at Circle/Block level as follows :

Chairman : SDEO

Secretary : CEO of concerned Circle/Block

Members : 1) Chairmen of Cluster Committees

2) VCP of concerned Village

3) One representative each from LPS & UPS

Village Education Committee : There are as many as 38 Villages/Habitations within Serchhip District. Village Education Committee were formed in each village/habitation with the following members

Chairman : VCP or Prominent Leader in the Locality

Secretary : Headmaster/Headteacher

Members : 1) All Headmasters/Headteachers in the locality

2) Representative of YMA (NGO)

3) Representative of MHIP (NGO)

- 4) Prominent of the locality
- 5) Aganwadi workers of the locality

Preparation of DEEP : Preparation of DEEP is not an easy task. Without the active cooperation and support of local people, identification of genuine needs and available resources at the local level would not be possible.

First, a District Core Team was mainly responsible for preparation of District Elementary Education Plan. As such, all members of District Core Team attended training on preparation of DEEP which was conducted by the Directorate of School Education in Aizawl on 12th July, 2001.

Secondly, the District Core Team in their turn gave training to the surveyors between 6th to 10th August, 2001 at Serchhip in which all were present. Then a District Core Team gave all necessary survey forms to all surveyors.

Thirdly, the appointed surveyor conducted house to house survey between 13th August and 28th August, 2001. Between 28th and 31st August, 2001 the surveyors submitted survey forms to the office of SDEO, Serchhip as the post of DEO has not yet been created in the District. It may be also be noted that the VEC played an important role in formulating our plan. From the survey, various useful information were collected. It is also be to be mentioned that each surveyor was given Remuneration of Rs. 3/- per household for conducting survey. And after completion of survey works, consolidation of survey forms/schedules was undertaken in the office of SDEO, Serchhip as per instruction of DEO/DPO during the month of October, 2001.

And after conducting training for surveyors, the District Core Team undertook a programme of visiting all villages/habitations to form VEC in each village/habitation. Instruction were also issued to form Cluster Education Committee in the headquarters of the Cluster.

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 Education Committee, the Cluster Education Committee and the Circle/Block Education Committee. All the members had actively participated in the

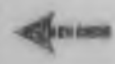
Village Level meetings and campaigns and finally formulating the District Elementary Education Plan as per guidelines of SSA.

The Cluster and Village Level Committees identified problems relating to UEE in their meetings. Some general points of minutes and discussions were as under :

- 1) Construction of School building.
- 2) Repair and renovation of School building.
- 3) Contact and co-ordination between public and members of VEC.
- 4) Rationalisation of teachers.
- 5) Incentive for learners/teachers.
- 6) Community participation in line with SSA programme.
- 7) Problem of disable children, drop out, never attended school, etc.
- 8) Setting up of Pre-schools.
- 9) Poverty of pay rents.
- 10) Lack of adequate teachers
- 11) Problems of drinking water facilities and toilet facilities.
- 12) Need for better supervision and monitoring of schools
- 13) An interesting school environment etc.

The District Elementary Education Plan of this District represents both the perspective plan for universalization within the time frame of SSA and annual work plan budget for 10 successive years (ie. 2001-2010).

It is also here to mention that Annual Work Plan and Budget 2001-2002 had been prepared under limited period of 3 months (ie. Jan. Feb. Mar. 2002). The Annual Budget was already approved and sanctioned by the Government of India. Hence, Budget for Serchhip District is prepared for 9 years perspective only. However, Annual Budget for 2002-2003 is prepared in a separate table for approval.



VILLAGE LEVEL
COMMITTEE



CIRCLE LEVEL
COMMITTEE



CIRCLE LEVEL
COMMITTEE

CHAPTER - IV

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 universalization 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 coordinate 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 decentralised 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 consists 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
- Commissioners/Secretaries of the following Departments :
- Planing Department
- Finance Department

- School Education Department
- Social Welfare Department
- Health & Family Welfare Department
- Local Administration Department
- Information & Public Relations Department
- Rural Development Department
- Director/Joint Director, SCERT
- 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 :

- Social Workers - 1
- 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 **Functions of the Mission**

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

- 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 mobilise 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 delegated to them necessary power to enable them to discharge their responsibilities.

- To create academic, technical, administrative, managerial and other responsibilities in the Mission by covering 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 Missions.
- To delegate to the Executive Committee or to nay 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 Authcrities 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 Education Personnel
 - Elementary Teacher Education
 - Educationist
 - 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 pose 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, grant-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 Abhiyan 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 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 frame and amend regulations, not inconsistent these rules, for the administration and management of the affairs of the Mission and without prejudice to the generality of this provision, such regulations may provide for the following matters.

- Service matters pertaining to Officers and staffs including creation of posts, qualifications, selection procedure, service conditions, pay and emoluments, discipline 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 provision 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 Director

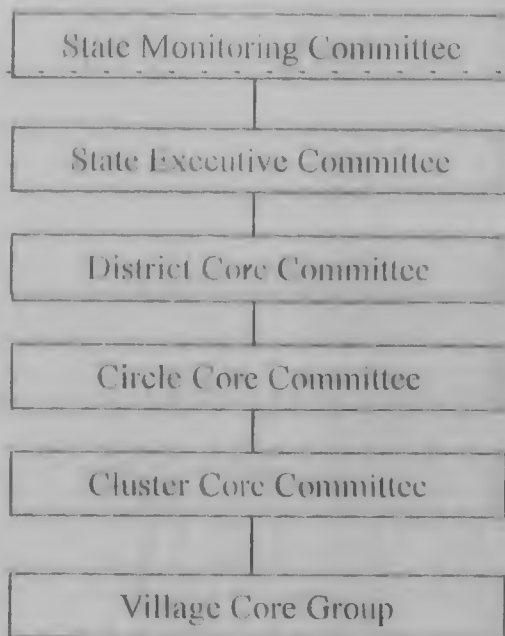
- The State Project Director for SSA shall be appointed by the State Government which shall prescribe his remuneration and other conditions of service. He/She may be the Project Director already appointed under DPEP or the officer of the Department of the Education, as may be decided by the concerned 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 District/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 th district. The District level team consist the following members :

Chairman : Deputy Commissioner, Serchhip

Secretary : District Education Officers

MEMBERS

1. Sub Divisional Education Officer
2. Circle Education Officer
3. Faculty member of DIET
4. President, MSTA Sub-Headquarters, Serchhip
5. President, MPTA Sub-Headquarters, Serchhip
6. President, Group YMA
7. President, Sub Headquarters, MHIP
8. Block Development Officers, Serchhip District
9. Prominent member of the locality
10. Child Development Project Officers

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 the 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 for prompt decision and action.

Strengthening of the District Level Core Group is needed for the following reasons and works or programme :

- Research, monitoring, 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.

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 : SDEO

Secretary : CEO of concerned Circle/Block

Members

- 1) Chairman, Cluster Committee
- 2) VCP of concerned Village
- 3) Representatives from Lower Primary School and Upper Primary School

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 :-

- 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 profitably for community contact programmes for implementation of UEE 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 formed in a way so as to allow participation of community in the programme. The committee body shall include :

Chairman : VCP of Cluster Centre/Prominent Leader

Secretary : Headteacher/Headmaster of Upper Primary School of Cluster Centre

MEMBER :

- 1) President, local teachers association of concerned village.
- 2) President, Village Council of concerned village.
- 3) Representative of YMA
- 4) Representative of MHIP
- 5) Representative from Social Welfare Department

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.

Table No. 4.1 Block/Cluster-wise No. of Village/Habitation and Institution & Enrolement

Block/ Circle	Name of Cluster	Name of Village/Habitation		No. of School		Enrolment		Total Enrolement						
				LPS	UPS	Boys	Girls							
1	2	3	4	5	6	7	8	9						
Serchhip Block/ Circle	Serchhip	1. Serchhip	2. Thenzawl	46	31	3018	2940	5958						
		1. Thenzawl	2. Buangpui											
	Thenzawl	3. Neihloh												
		Chhiahtlang	1. Chhiahtlang						2. Sialhau					
			3. Vanchengte											
		N. Vanlaiphal Block/ Circle	N. Vanlaiphal						1. N. Vanlaiphal	2. Lungkawih	33	22	2041	1899
3. Lungchhuan	4. Bawktlang													
E Lungdar	1. E. Lungdar		2. Mualcheng											
	3. Sailulak		4. Leng											
Khawlailung	1. Khawlailung		2. Piler											
	3. Chekawn		4. Sialsin											
Bungtlang	1. Bungtlang		2. Keitum											
Lungpho Block/ Circle	Lungpho		1. Lungpho	2. Ngentiang	19	15	1443	1312	2755					
			3. Rullam	4. Vanchengpui										
	Khumtung		1. Khumtung	2. Baktawng										
		3. Hnawngkawn	4. Buhkangkawn											
	Chhingchhip	1. Chhingchhip	2. Thentlang											
		Thinglian	1. Thinglian	2. Hmunzawl										
	3. Hriangtlang													
	Hmuntha	1. Hmuntha	2. Hualtu											
		3. Khawbel												
				TOTAL						98	68	6502	6151	12653

Source : 1) Survey under SSA 2001

2) Office Record of DEO/SDEO

It may be noted that the above table that there are 83 Govt. Lower Primary School and 15 Private Lower Primary School and 53 Govt. Upper Primary School and 15 Private Upper Primary School and they are not shown separately

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 : VCP or Prominent leader in the locality

Secretary : Headmaster/Headteacher

Members :

- 1) All Headmaster/Headteacher
- 2) Representative of YMA (NGO)
- 3) Representative of MHIP (NGO)
- 4) Prominent leader of the locality
- 5) Anganwadi workers of the locality

The following are the main tasks/norms in Village Education Committee :

- 1) It shall be an association of local community in school activities
- 2) Improving quality in elementary schools.
- 3) Improving enrolment and retention
- 4) Awareness, orientation and campaigns to parents, teachers and not enrolled children.
- 5) Community based and school based project for more experience.
- 6) Early childhood care and educational/Anganwadi.
- 7) Monitoring and evaluation within the village.
- 8) Interference and close contacts with the village to promote quality implementations.
- 9) Alternative Schooling system.

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

It is important to note here that Parent Teacher Associations (PTAs) were separately formed for each school as per instruction of Directorate of School Education before the introduction of SSA in Mizoram. Main functions of the PTA are as follows :-

- 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 PTA and to maintain transparency in all financial transactions.

4.11 FLOW OF FUND

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

4.12 PURCHASE AND HIRE OF VEHICLE

Road transport and communication in the District is very poor. Mizoram is a hilly area, and it is difficult to develop road communication and transport. Most villages in the district are connected by kucha road/fair weather road. During rainy season (June October), a motor vehicle cannot reach remote villages, and a serious road transport and communication problem is faced. And to solve this serious problem, purchase of Motor cycle is a must as in the case of this district as special case.

It is, therefore, proposed to purchase at least 2 Motor Cycles and to hire Motor vehicle for effective and successful implementation of SSA programmes.

Meeting of Circle Education Officer with Youth Activists
at N. Vanlaiphai on Planning under SSA, 2001.



Consultation programme at Buhkangkawn with Community Leaders, 2001



MAJOR ISSUES AND INNOVATIVE STRATEGIES

INTRODUCTION

The major issues pertaining to implementation of universalization of Elementary Education in Serchhip District have emerged through surveys on various levels, viz. Village/Habitation, Family, Household and School service. Besides, the planning team have interacted with teachers, School Management Committees, Parents-Teachers Association, Village Education Committees, Village Council Members, ICDS Workers, Health and Family Welfare Department Workers, Young Mizo Association (YMA), Mizo Hmeichhe Insuikhawm Pawl (MHIP - Women Working Group), Mizo Zirlai Pawl (MZIP - Student Youth Activists) and All Mizoram Farmers Union (AMFU).

In the light of interaction, consultation and discussion with the above working groups and committees the major issues and problems on physical and academic aspects of Elementary Education in the district have been identified and strategies, thereby, have been suggested in anticipation. In the course of Micor planning exercise conducted in all the habitations of the three educational circles/blocks with the active involvement of teachers, NGO and the community members, suitable interferences were framed at habitation level which were analysed at circle level as well as District level and hence made up the District Elementary Education Plan.

Keeping in view the Educational scenario on the key performance indicators viz. **Access, Enrolment, Retention, Achievement** and **Quality**, to achieve the objectives of SSA, the following issues and strategies have been formulated.

5.1 ACCESS

One of the aims of SSA is to provide useful and relevant Elementary Education for all children in the age group of 6-14 years by 2010. To ensure and achieve this aim, SSA has set the objectives one of which

is to provide for all children in the age group 6-14 years, a formal school, EGS centre, Alternative School or Back-to-School Camp by 2003.

In order to ensure the above mentioned objective, following issues and problems have been put forward

- Prevalence of schoolless habitations or areas where children do not have access to Pre-schooling, Primary schooling or Upper Primary Schooling facilities within a radius of 1 Km.
- Twelve (12) habitations left uncovered by ICDS resulting to a requirement of at least 84 new Pre-schools to give access to ECCCE.
- Occurrence of high drop out rate due to inaccessibility of Upper Primary School in four (4) villages and Lower Primary School in one (1) habitation.
- Due to communication problem, many habitations situated in remote places are facing daily problem in approaching school. As such, a good number of children remain out of school.
- Many immigrant children as well as dropped out local children have no access for mainstreaming them to normal school. Hence Back-to-School Camp or Alternate Schooling facilities are badly needed.

To meet the issues and problems on Access, following innovative strategies have been formulated.

- Expanding access by setting up a **New Primary School** and **4 Upper Primary Schools** where children do not have access to Lower as well as Upper Primary Schooling facilities.
- Expanding access by way of **Education Guarantee Scheme** for children of remote areas.
- Expanding access by way of **Residential and Non-Residential Bridge Courses** for dropped out children and Immigrant children who are not enrolled.

5.2 ENROLMENT AND RETENTION

As observed by SSA Survey in August 2001, percentage of enrolment rate is more or less sufficient in Serchhip District. Meanwhile, a number of children who never attend school are still at large especially among the poor family background and in remote places. It is pertinent through information collected during SSA survey, that drop out rate is higher in the Upper classes. Main reason is that **Children of Poor Family** are engaged to work at Jhum, Restaurants, Workshops and also as Labourers. Girl children are also engaged as baby sitters.

A low percentage of children in the age group 6-14 years who are not enrolled are **Disabled children** and are in special need to be covered so as to achieve cent per cent enrolment.

As regards the issues pertaining to enhancement of enrolment and universal retention of all pupils in school, the following **Innovative Strategies** have been put forward.

- Conduct of awareness campaigns to School Managing Committee VEC, Cluster resource groups, Parent Teacher Association and other self-help groups sensitizing the community on child labour and child rights and convincing the parents and employers to relieve the child labour from work and let the children join the schools.
- Supply of free text books and uniforms as per SSA norms to the needy.
- Conduct of long term residential bridge camps for mainstreaming of children who are not enrolled as well as dropped out of schools.
- Conduct of nonresidential bridge course, transitional schools and other back-to-school programmes at habitation level for mainstreaming of dropouts and never enrolled children with community participation & ownership.

- Assistance to the VEC and NGOs for mobilization and monitoring the children for continuous schooling and mainstreaming of children in various age groups through EGS and AIE strategies.
- Opening of ECE centres for the children in the age group of 3-5 years to do away with the problem of over crowding in class-I with under aged children as well as to relieve the girl children from sibling care and help for their continuous education strengthening of ECE centres where already opened.
- Fixing ward-wise accountability on the part of the teachers, school committee members and youth-activists for the schooling of out of school children, regular attendance and retention.
- Special drive for discouraging repetitions in the classes and encouragement for regular transition of pupil from one class to another.
- Maintaining close supervision and monitoring mechanisms.
- Assessment of disability by conduct of camps at educational circle level.
- Supply of Aids and appliances to disabled and schedule tribe children through convergence with State Social Welfare Department, Health Department and NGOs.
- Framing of remedial classes by teachers/PTA/VEC for physically or mentally backward children who are not faring to well at school.

4.3 ACHIEVEMENT

So far as the achievements is concerned, the plan has formulated various majors to be undertaken in order to reach the goal alongwith solving the major issues that have emerged.

- Introduction of Continuous and Comprehensive evaluation system to ensure transition for all peoples and attainment of better achievement.

- Strengthening of monitoring and supervision system of Primary and Upper Primary Schools.
- Constitution of Circle and District Resource Groups to provide job supports to the teachers and for their implementation.
- Establishment of Circle Resource Centres along with formation of Circle resource Teams with Circle Resource Persons who assist circle Educational Officer for monitoring and supervision of project initiatives.
- Establishment of Cluster Resource Centre in each cluster for professional exchange among teachers.
- Strengthening of Circle Resource Centres by providing infrastructure facilities viz. Building, Furniture, equipment and contingencies on a recurring basis.
- Strengthening of cluster centres by providing TLM grant @ Rs. 2000/- per annum and covering monitoring meeting with teachers for professional exchange.
- Conduct of pupils' achievement survey.
- Conduct of exposure visit.
- Action research programme by the practitioner.
- Video library facilities at Circle Resource Centre.
- Establishment of telescopic DIET which monitors the academic activities of schools and takes up various capacity building programmes for teachers.
- Library facilities at both Circle and Cluster Resource Centres.

4.4 QUALITY

- The major issues pertaining to quality in elementary education revolve around quality of infrastructure and support services, opportunity time, teachers characteristic and motivation of teachers, pre-

service and in-service education of teachers, curriculum and teaching learning materials, classroom process, pupil evaluation, monitoring and supervision.

• Following are the major issues and broader strategies formulated on quality aspect :

- Provision of reasonably good school building and equipments and facilities to all schools and centres for alternative schooling.
- Provision of grants such as School grants, Teacher grants and grants to Cluster Resource Centres.
- Provision of quality ECE to all children until 6 years of age.
- Ensuring a minimum of 4 to 5 hours per day of meaningful stay of each child in school.
- Creating and sustaining motivation of teachers by providing incentive awards.
- ♦ Providing trained and committed teachers in all schools and really interested and oriented instructors for all non-formal education centres (EGS & AIE).
- Organizing quality in-service teacher education to all teachers on a periodical basis and with a follow up mechanism.
- Revitalizing supervision system for quality elementary education.
- Re-organization of curriculum to imbibe local needs and incorporating the concerns of the National Curriculum framework 2000.
- Development of competency based and contextual teaching-learning materials.

- Introduction of continuous and comprehensive evaluation system to make it stress free for children.
- Introduction of participatory management of elementary education with community support.
- Providing remedial teaching and enrichment programmes at due occasions in all classrooms.
- Improving teaching-learning process to make it child centered, activity based, mastery learning oriented.
- Organizing quality pre-service teacher education.
- Conduct of academic convention with interested teachers to build up quality concerns and network of teacher's professional role.

GOALS AND TARGET SETTING

6.1 INTRODUCTION

Education is a process of empowerment for achieving better and higher quality of life. As rightly observed by B.D. Bhalia, "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 settings are first important to determine in detail specific plans to achieve the goals and objectives 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 objectives, goals and target setting could not 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 officer, 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 section 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 visualizes 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, CEC, VEC, MIHP, 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 production life as a loyal and a dutiful citizen.

6.3 OBJECTIVE

1. To extend access to all children in the age group of 6-14 yrs. through formal primary school or alternative schooling system by 2003.
2. To ensure 100% enrolment.
3. To enable all the children to complete 5 years of primary education by 2007.
4. To encourage children to complete 8 years of schooling by 2010 and to provide elementary education of satisfactory quality for all by 2010.
5. 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.

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

improvement 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 Serchhip District about 96% of the population 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 tackle the problems of access, the following steps are identified to be undertaken :

- 1) 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.
- 2) To start Alternative Schools in areas where dropouts occur.
- 3) To provide pre-schools in all habitations to solve the problems of under-age (ie. Below 6 yrs.) students in formal schools usually in Class - I. Pre school shall be provided keeping in mind the problem of working distances for small children

- 4) To supply aids and learning materials to disabled children after proper identification.
- 5) 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

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, UEE 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.

- 1) To create awareness among the community member about the need to relieve children from labour and restore them there childhood and the joy of learning involving NGOs, PTA, Women Association and Community leaders from habitation levels.
- 2) 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.
- 3) To conduct enrolment drives at habitation levels employing different methods. —
- 4) 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 the state plans.

6.4.3 RETENTION

In spite of all the efforts taken by the NGOs, State and Central Government, the drop out rate in Serchhip District is still quite high. To

increase retention in Serchhip district, the following steps have 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 grade/class.
- To assist the VEC for mobilizing and monitoring the progress of children for continuous schooling and mainstreaming the children.
- To conduct awareness campaign and counselling of parents (I^{TA}) to improve retention at habitation level.
- Most dropouts 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

Quality improvement is a very complex problem. There is no simple solution for achieving quality education. Concerted efforts have to be taken to cope up with the improvement of quality in the modern society. The following steps have been identified to enhance quality of education in the District :

- 1) Building infrastructure and human resources of higher quality.
- 2) Child centered pedagogy and school improvement.
- 3) Capacity building of teachers.
- 4) Improvement of curriculum and Teaching Learning Materials.
- 5) Framing comprehensive evaluation tools for continuous monitoring of learner achievement level.
- 6) Improvement of class room environment by way renovating old buildings.

- 7) Supply of furniture of better quality and providing TLE of relevant and standard quality to all the schools.
- 8) To provide proper fencing to all Schools.
- 9) Computer education to all Upper Primary Schools.
- 10) Library facilities to all Upper Primary Schools.
- 11) Provision of standard science kits.
- 12) Construction of Science laboratory rooms and providing laboratory assistant.
- 13) Construction of additional rooms for Recreation, Library, Workshed, Store-room etc.

6.4.5 GENDER AND SOCIAL GAPS

As 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 :

- 1) Provision of Toilet facilities for Girls.
- 2) Recruitment of female teachers and rationalizing of existing teachers so that every school has at least 50% of female teachers.
- 3) Recruitment of females for CRC/BRC and CLRCs.
- 4) Residential school for girls.
- 5) Tribal Hostels for boys of backward and deprived children.

6.5 TARGET SETTING

The SSA in Serchhip District formulate the following goals to be achieved within specific time frame :

- 1) To provide access to all school-age population
- 2) To enhance the completion rate to cent-per-cent.

- 3) To bring down the dropout rate to zero per-cent.
- 4) To bring down the repetition rate to zero percent
- 5) To raise the achievement level of the students to hundred percent.
- 6) To bridge all gender and social gap by 2005.
- 7) To provide Computer Education to all Upper Primary Schools.

6.6. STRATEGIES FOR SUCCESS

DEEP tries 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 1 new Lower Primary School by 2002. Up-gradation of existing 4 Lower Primary Schools to Upper Primary School by 2002.
- **Universal Enrolment** : To involve community, NGOs & PTAs 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 contribute 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, VEC, PTA, MHIP, NGO, the Churches, Village Council, DIET, SC... T, other available institutions, convergence with other department Student Unions and any other available sources

INTERVENTIONS AND ACTIVITIES ON ACCESS, ENROLMENT & RETENTION

In the light of the major issues and innovative strategies that have emerged with a view to attain the key performance indicators of UEE, interventions and activities to be undertaken are put forward as mentioned below

7.1 ACCESS :

New Primary School : As per the village Information Survey report, among the 38 villages/habitation of the district, one habitation, viz - Buhkangkawn remains unserved while all the other villages have been covered with Government managed Primary Schools.

As such, it proposed to establish a **new formal Primary School** at this schoolless **Buhkangkawn** habitation in accordance with the existing State norm for opening of new school. The community of this habitation also had made an articulation of demand for setting up of a new formal Primary School.

The Household survey and Village Information Survey report show the following information :

- | | | |
|---|---|--------------------------------|
| 1) Name of Habitation | : | Buhkangkawn |
| 2) Educational Circle | : | Lungpho Circle |
| 3) Total No. of Houses and Population | : | Houses - 17
Population - 92 |
| 4) Total No. of children 6 - 14 yrs. | : | 29 |
| 5) Total No. of children not enrolled | : | 22 |
| 6) Total No. of children attending
neighbour schools | : | 7 |

7) Distance from the nearest school : 8 km

8) No. of new teachers required : 2

9) No. of new school building required : 1

Along with the demand for setting up of a Primary School, the community had signed an agreement to provide a free land for the school and the allotted land had already been verified on the spot by the Circle Education Officer concerned.

Consequent upon this proposal, it is also proposed **to provide teachers** as per State and SSA norms along with construction of new building for this new school.

The community leaders have also readily agreed to contribute for the **construction of the new school building.**

The implementing agency for the construction of school building (ie. Civil Work) will be the concerned Village Education Committee (VEC).

7.1.1 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 leaders of these 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, four (4) 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, besides the Administration, four additional teachers in each school is required. However, one of these four Lower Primary Schools is with single teacher that requires additional teacher as per SSA norm. Hence five additional teachers are proposed in the said single teacher school.

Table No. 7.1.1 Lower Primary Schools proposed to be upgraded

Sl. No.	Name of School/Village	Name of Circle	No. of Rooms	Additional rooms required	No. of Teachers	Additional teachers required
1	Chekawn P/S	N. Vanlaiphai	4	4	2	5
2	Bawktlang P/S	N. Vanlaiphai	4	4	2	5
3	Vanchengte P/S	Serchhip	4	4	1	6
4	Hmawngkawn P/S	Lungpho	4	4	2	5
		TOTAL	16	16	7	21

Source : SSA Survey August 2001

The above mentioned proposals of Additional rooms are for Class rooms and teachers rooms only.

7.2 ENROLMENT AND RETENTION

The Household survey report shows that population of pupils of the age group 6-14 years is 92.38 per cent of the total number of children of this age group as indicated below :

Table No. 7.2 Age-Grade Matric of 6 - 14 years

	Total children in age gr. 6-14 yrs.	Total children in school (6-14 yrs)	Total children out of school (6-14 yrs)
Male	5708	5260	448
Female	5658	5241	417
TOTAL	11366	10501	865

Source : Survey under SSA August, 2001

In order to achieve the objective of SSA, all the 865 out of school children are to be facilitated with a formal school or Alternative school or Back-to-school camp. Besides, all the children now enrolled in schools have to be retained in schools with no child dropped out of the school enrolment.

As such, activities have been proposed for mainstreaming of out of school children as well as for retention of pupils.

7.2.1 Early Childhood Education (ECE)

During planning process it is learnt that most of the parents are keen to send their children to school even before they attain 6 yrs. of age. They, therefore, send their children to Primary Schools instead of sending them to Anganwadi centre.

The result of Community contact programmes and the outcome of discussions revealed that following are the main causes of sending under-aged children to school by parents :

- Parents are anxious to school education to their children.
- The duration is longer in school than in Anganwadi.
- Private English Medium Schools admit children of the age group 3-5 years to their Pre school sections.
- Children bring their sibling to Primary Schools while their parents are working in the jhum.

It is, therefore, proposed to open Pre-schools which will be attached to the existing Primary Schools where population of children of the age group 3-5 years is high. The need to have school readiness is felt to increase retention rate and higher attainment of competency in the Primary Schools.

Table No. 7.2.1 Cluster-wise list of children of age group 3-5 yrs. and proposed Pre-schools.

Sl. No.	Name of Cluster	No. of Habitation	No. of Children 3-5			No. of Pre-School proposed	No. of Teacher proposed
			M	F	Total		
1	Serchhip	2	569	579	1148	14	28
2	Chhiahtlang	1	149	150	299	6	12
3	Thenzawl	3	242	254	496	9	18
4	N. Vanlaiphai	4	210	204	414	8	16
5	Khawlailung	4	127	133	260	7	14
6	E. Lungdar	4	172	169	341	6	12
7	Bungtlang	2	130	129	259	8	16
8	Lungpho	6	151	134	285	7	14
9	Chhingchhip	2	157	147	304	5	10
10	Thinglian	3	53	46	99	3	6
11	Khuntung	4	180	175	355	7	14
12	Hmuntha	3	80	76	156	4	8
	TOTAL	38	2220	2196	4416	84	168

Source: Family Information Survey under SSA, 2001

7.2.2 Free distribution of Textbooks

In order to ensure cent per cent enrolment and retention of children in the elementary schools, steps had been taken by the Govt. of Mizoram to provide free textbooks to children who cannot afford to buy textbooks. But this is not adequate for all pupils. A supplementary supply of free textbooks has been proposed by the plan for the children of all primary schools belonging to ST&SC of various social groups and as well as for children of Upper Primary Schools belonging to SC&ST.

7.2.3 Campaign and community Mobilisation against child labour and Educational Issues in all the Habitations.

Objectives :

- 1) To involve community i.e. PTA, YMA, School Committee, Village Council, MHIP, etc. for the cause of children education.
- 2) To strengthen existing Government schools through SECs and Village Councils.

- 3) To sensitize them on child labour and educational issues.
- 4) To increase their commitment towards the children and the school.

Major Inputs

- 1) Exposure visits for members of SECs and Village Councils.
- 2) Training of the members of School Committees and Village Councils.
- 3) Convening meetings, discussion on issues of child labour and school drop-outs and Teachers' position and accommodation.
- 4) Mobilise funds for the schools through local committees.

During the planning process, out of school-children were identified alongwith nature of works they are involved in. Further, negotiations have been made with parents as well as community on the schooling of the children. Based on the data base, it is proposed to take up campaigns in the habitations to relieve child labour by involving following groups in the habitations.

- 1) Youth activists
- 2) School committee members
- 3) Village council members
- 4) School Headmasters and Teachers
- 5) NGOs

With the massive community support, several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child's rights. Some of them are as follows :-

- 1) Holding of public meetings, rallies, marchers, utilizing every public function to highlight the child's rights issue.
- 2) Conference with members of village councils, SECs, NGOs etc.
- 3) Induction of teachers through trainings, provision of support structures in the village.

- 4) Street theatre, child-to-child campaigns and use of children as resource persons.
- 5) Support to school committees for mobilization and for campaigns.

The village groups will take up the programme and generate an atmosphere in the habitations to discourage child labour. The community will be convinced for attending all children to full time formal day schools and at the same time to treat any child out of school as a child labourer. The parents and employees will be convinced for the schooling of the out of school children (child labour) through mainstreaming strategies. Further necessary assistance will be given to school committees to take up mobilization in the habitation against child labour and for their mainstreaming.

Campaign in the habitation	Orientation to school committee members @ 8 per habitations
38	304

7.2.4 Conduct of Non-Residential Bridge Courses for out-of-school children

It is proposed to conduct non-residential bridge course in the habitations wherever there are 10 and more out of school children. The courses will provide basic education for a period of 3-6 months and help mainstreaming the children in the nearby school depending on the age and performance. The local volunteer identified by the school committee for the purpose of mobilization will be conducting these bridge course camps for mainstreaming of Children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

7.2.5 Residential Bridge Courses :

Residential Bridge Courses would aim at preparing the out of school children to be students and also to help them to gain confidence to go to classes according to their age. The camps not only convert the children but also prepare the parents, teacher and community at large into accepting the fact that children ought to be in schools. The camps also serve the purpose of mobilization, training and resource needs of the programme. They demonstrate the efficacy of the arguments on child labour and related issues. The children who are never enrolled in the age group 10-14 yrs. would be given preference.

Objective :

- (i) To withdraw all children in the age group 9-14 yrs. for work.
- (ii) To mainstream them by providing access to formal education.

Major Inputs :

- (i) Motivation centres.
- (ii) Residential educational camps for 50 girls and 50 boys at any given point of time.
- (iii) Mobilization and campaigns support to school committees.

Major Outputs :

- (i) At least 300 children of age group 9-14 years are withdrawn from work and sent to school.
- (ii) Camps utilized as mobilization and campaign centres
- (iii) Trained teachers to carry out the programme.

The plan proposes to hold Residential Courses on Pilot basis, 6 for boys and 6 for girls

Table No. 7.2.5(a)

No. of Residential Bridge Courses proposed on a pilot basis		
Boys	Girls	Total
6	6	12

Table No. 7.2.5(b) Cluster-wise list of Residential Bridge Courses

Sl. No.	Name of the Cluster	No. of Residential Bridge Courses	
		Boys	Girls
1	Serchhip	1	1
2	Chhialtlang		
3	Thenzawl	1	1
4	N. Vanlaiphai	1	1
5	Khawlaikung		
6	E. Lungdar	1	1
7	Bungtlang		
8	Lungpho	1	1
9	Thinglian		
10	Hmuntha		
11	Chhingchhip	1	1
12	Khuntung		
	Total	6	6

7.3 QUALITY AND ACHIEVEMENT

Quality issues and achievement steps formulated have to be undertaken as mentioned below.

7.3.1 Infrastructure Facilities for Primary Schools :

Provision of reasonably good school building and adequate classrooms is an important measure to attain total enrolment and retention as well as to create a quality and attractive atmosphere in the school premises.

Out of the 97 Primary Schools 16 schools are having Kutcha buildings. It is, therefore proposed to construct 16 buildings. (Source : School Information Survey)

As per SSA norms a room for every teacher should be provided to create meaningful classroom atmosphere. While all the 97 Primary Schools are not having adequate classrooms for the 4 grades (ie. CI - I - IV) the above said new construction of 16 buildings will include provision of adequate classrooms. The remaining 81 Primary Schools are, therefore, proposed for construction of Additional Classrooms.

Circle-wise list of Primary Schools indicating type of buildings and number of classrooms is as given below.

Table No. 7.3.1 Construction of P/S Building and Additional Classroom

		Рнссс	Semi Рнссс	Kutchs	1	2	3	4	Construc tion of Building	Construction of Addl. Classroom
1	Serehhip	3	25	9		8	25	4	9	28
2	N. Vanlauphai	3	27	3	2	6	23	2	3	30
3	Lungpho	2	21	4	1	4	20	2	4	23
	Total	8	73	16	3	18	68	8	16	81

Source : School-Information Survey under SSA, 2001

7.3.2 Infrastructure Facilities for Upper Primary Schools :

The School Survey report shows that out of the 65 Upper Primary Schools in the District, 9 schools are having Kutcha buildings which are proposed for new construction. The new building will provide a room for every teachers, a separate room for Headmaster, an adequate classroom and a verandah as per SSA norm.

As per SSA norms a room for every teacher in upper Primary School in addition to a room for Headmaster in Upper Primary School is to be provided to create meaningful classroom atmosphere. Besides 12 Cluster Resource Centres are proposed to be constructed which may also be used as additional classrooms. As such, construction of additional classrooms for 44 Upper Primary Schools is proposed.

Circle-wise list of Upper Primary Schools indicating type of buildings and No. of Classrooms is as given below:-

Table No. 7.3.2 Construction of School building and Addl. classroom

Sl. No.	Name of Circle	Type of Building			No. of UPS having Classrooms				No. of UPS proposed for	
		Pucca	Semi Pucca	Kutcha	1	2	3	4	Construct ion of Building	Construction of Addl. Classroom
1	Serchhip	3	14	5		15	7		5	14
2	N. Vanlaphai		18	2		16	4		2	14
3	Lungpho	1	20	2		18	5		2	16
	Total	4	52	9		49	16		9	44

Source : School-Information Survey under SSA, 2001

7.3.3 Ancillary Facilities

The School Information Survey shows the following requirements for both Primary and Upper Primary schools.

Table No. 7.3.3

Sl No.	Level	Drinking water facilities required	Toilet facilities required	Fencing required
1	Primary School	48	97	97
2	Upper Primary School	24	36	65
	Total	72	133	162

Source : School-Information Survey under SSA, August, 2001

7.3.4 Computer Education in Upper Primary School :

The Government of Mizoram had introduced Information Technology as one of the subjects in the Upper Primary Schools. But due to financial constraints, the subject has been taught only in theory. In

order to impart practical knowledge on this subject, it is proposed to supply computer sets in 16 selected schools in a phase manner during the 10 years period.

- 4 computer sets each will be provided to 4 schools during the first year of the project.
- 4 Computer sets each will be provided in the second year to 4 schools.
- 4 Computer sets each will be provided in the third year to 4 schools and 4 sets will be provided to 4 schools in the fourth year of the SSA programme.
- Other students of Upper Primary Schools may make use of these facilities.
- 1 computer instructor/instructress will be appointed for each covered school on contract basis.

Meeting of Mother Association at Lungpho Village. 2001.
MHIP : CEO



Meeting of Cluster Level Committee participated
by a number of interested NGO leaders
Place : Sialhau, 2001



QUALITY IMPROVEMENT

The quality of education is the crucial important component of Universalization of Elementary Education. And Sarva Shiksha Abhiyan is a response to the demand for quality basic education all over the country. Subsequently, one of the objectives of SSA is a focus on elementary education of satisfactory quality with emphasis on education for life.

As the improvement in quality of education is a slow process and the impact of the intervention is not visible immediately, efforts towards this aspect have been envisaged to go hand in hand with efforts directed at Enrolment and Retention. While preparing the plan to improve the on-going system of Elementary Education, the parameters and factors influencing school learning and learning outcomes are taken into account.

The important factors influencing quality of education such as - Learning Environment, Support services, Teachers competency, Opportunity Time, Curriculum, Teaching-Learning Materials, Classroom processes and Evaluation systems have been put forward. These factors were discussed and identified by conducting Focus Group Discussions with the Headmasters, Headteachers, teachers and community members in Serchhip, the District Headquarters, under the guidance of the Deputy Director of School Education, Mizoram. Other Focus Group Discussions were also conducted in the headquarters of Educational Circles of the district under the guidance of Sub-Divisional Education Officer, Serchhip and Circle Education Officers concerned. In addition to this, relevant information pertaining to those indicators had also been collected through the Surveys under SSA, 2001.

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

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

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

8.1 LEARNING ENVIRONMENT AND SUPPORT SERVICES

Relevant information regarding the school learning environment as well as the support inputs and services provided to the school and children for creation of the most favourable learning condition have been collected during the planning process. Based on these information, the innovative strategies and Interventions have been formulated.

8.1.1 Early Childhood Care and Education (ECCE)

A great deal of importance has been given to ECCE as a crucial input in the strategy of human resources development, as a feeder and support programme for Primary Education and as a support service for working women of the disadvantaged sections of the society.

New Pre-Schools/Anganwadi : In serchhip District, the existing programme implemented on ECCE is running of Anganwadi centres by the State Social Welfare Department under Integrated Child Development Scheme (ICDS) covering 26 villages by a total no. of 85 Anganwadi centres. Meanwhile, various shortcomings had been pointed out on the Focus Group Discussions conducted at District and Educational Circle levels. New intervention had also been suggested at the meetings conducted by the planning team interacting with the community. It is, therefore, proposed to establish 84 Pre-Schools which are to be attached to Primary Schools. Accordingly, 168 workers are proposed @ Rs. 1000/- per month.

Table No. 8.1 Proposal for new ECE centres (Pre-Schools)

Sl. No.	Name of Circle	No. of Pre-Schools proposed	No. of Workers proposed
1	Serchhip	29	58
2	N Vanlaiphai	29	58
3	Lungpho	26	52
	TOTAL	84	168

These new Pre-Schools will do away with the problem of over-crowding in Class-I with under-aged children and also relieve the girl children of Primary Schools from sibling care thus helping them get improvement on quality education.

For quality improvement, it is also proposed to organise an Workshop once in a year.

8.1.2 Community Partnership

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 progress of the schools in which their own children are studying.

Participation of Community in school activities is being undertaken by Village Education Committees, School Management Committees, Parents' Teaches' Associations and School Building Committees.

Training of the Community Members for 8 persons from each village for 2 days @Rs. 30/- per day is proposed to be conducted every year.

8.1.3 Basic Support Services

The State Government provides grants for Drinking Water Facilities and Toilet facilities but not adequate to all schools. As such, it is proposed to provide grant for Drinking Water Facilities to 72 schools and for toilet facilities to 133 schools in the District.

In order to provide a congenial learning environment, an open space with a ground for Morning Mass Drill is suggested for each school. As such construction of the building should be on such a site so as to accommodate the ground for the school.

It is also suggested to prepare Kitchen Garden as far as possible for could the school children get an opportunity on handicraft and skill works for self support and sufficiency in future.

8.1.4 School Grants

In order to improve school infrastructure facilities, the school building committees/managing committees have proposed Rs. 5000/- per year per school for maintenance and repair of buildings. It is also proposed Rs. 2000/- per year per school for replacement of non functional school equipments.

Table 8.2**Proposal for School Grants**

Sl. No.	Name of Circle	No. of Schools		Total
		Lower P/S	Upper P/S	
1	Serchhip	37	22	59
2	N. Vanlaiphal	33	20	53
3	Lungpho	27	23	50
	TOTAL	97	65	162

Besides, construction of 25 school buildings and additional classrooms for 125 schools have been proposed in order to attain cent per cent enrolment and retention of pupils. In addition to this, 12 Cluster Resource Centres are also proposed to be constructed which may be used as Additional Classrooms to ensure cent per cent enrolment and retention of pupils.

8.1.3 Text book & Uniform

The gap between the poor and well-to-do families is considerably wide 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 which is much concerned for the improvement of their child. Most well-to do families send their children English Medium Schools and mission schools managed by private and by the Churches.

8.1.4 Health check-up

To cover all the students in schools Health check-up is hardly done. 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.

8.2 CURRICULUM

The planning teams at various levels ie. District, Educational Circle, Habitation interacted with parents and community members on the aspects of quality education and pupil achievement during planning process.

During the interaction the parents expressed that the textbooks needed a proper review. There were a lot of people who stated that the present curriculum should be reviewed and a proper gradation of learning skills should be worked out. The plan proposes to examine the textbooks and conduct various workshops to restructure the grades of learning at various classes.

8.2.1 Curricular approaches

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

The debate between education based on information and education on attaining abilities was a heated one with supporters for both. However it was agreed that only information based education promoted mugging and did not prepare the students for life skills. The elementary education became increasingly textbook centered and teacher centered. Children are overburdened with more textual material with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This hardly helps the growth and development of the 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, comprehension questioning, synthesis, analysis, evaluation etc. Content of various school subjects have not been used as a media to

develop these abilities. The textbooks as well as pupil assessment procedures would be re-examined. The component of development of children's innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of component in teacher training programmes.

8.3 CLASSROOM PROCESSES

In a number of meetings parents observed that children sometimes hated schools as they were treated with strict discipline with restricted movements. Punishments, beating heavy homework and assignments during and after school hours, less interaction between peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupils initiatives and their participation.

8.3.1 Pedagogy of Affection

The classroom situation has to be more interesting to attract and retain students in the class. The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care. Loving care can motivate the children for their continuation in the school. A special band 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.

8.3.2 Pedagogy of Retention

Most of the children in the district are first generation literates, whose family background is not much encouraging for their full participation in the school and related activities. Teachers often punish or reprimand students for incomplete homework, not having adequate notebooks, pencils and other teaching learning material. This discourages the children from going to schools and results bad attendance thus finally resulting in the dropout.

Therefore teachers need to be oriented thoroughly on this subject of pupils retention. A teacher must know about the background of the students and have a friendly approach towards his students. A teacher who is well acquainted with the family background of students, and takes interest towards their regular attendance 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 these aspects through orientation.

8.4 TEACHERS' COMPETENCY

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

Therefore, it is proposed to encourage some of the teachers who came forward to implement improved practices in school for development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and the initiatives will be propagated to other schools by way of discussions and deliberations and field visits etc.

8.4.1 Quality Teaching & Learning - Teacher Training

It is proposed to orient all the teachers both in-service and newly recruited. As such, all teachers in-service course for 20 days @ Rs. 70/- per day for each year is to be provided.

For untrained teachers, 60 days refresher course @ Rs. 70/- per day is also to be provided.

Table 8.3 Circle-wise Quality Trainings

Sl. No.	Name of Circle	No. of Teachers		Total
		Trained	Untrained	
1	Serchhip	248	67	315
2	N Vanlaiphai	193	32	225
3	Lungpho	160	74	234
	Total	601	173	774

Source : SSA Survey, August, 2001

8.4.2 Teacher Grant

An annual grant for all teachers @ Rs. 500/- per year for acquiring the required teaching learning materials to enable him the child-centred activity based pedagogy in the classrooms is proposed.

Table No. 8.4 Proposal for Teacher Grant

Sl. No.	Name of Circle	No. of Teachers
1	Serchhip	315
2	N. Vanlaiphai	225
3	Lungpho	234
	Total	774

Source : SSA Survey, August, 2001.

8.4.3 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

8.4.4 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 ie. UEE. The school head shall play a vital role in the process of school effectiveness. Therefore, it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization, home school links, school of out of school children, etc.

Table No. 8.5 Circle-Wise number of Headteachers and Headmasters

Sl. No.	Name of Circle	Lower P/S		Upper P/S	
		No. of Schools	No. of Headteacher	No. of Schools	No. of Headmaster
1	Serchhip Circle	37	28	22	20
2	Lungpho Circle	27	22	23	17
3	N Vanlaiphai Circle	33	24	20	18
	TOTAL	97	74	65	55

Source : SSA Survey August, 2001

The above table shows circle-wise break up of Headteachers and Headmasters. There are 74 Headteacher of Lower Primary School and 51 Headmasters of Upper Primary Schools. It indicates that 23 LPS are without Headteacher and 10 UPS are also without Headmaster. The vacant post has already been proposed to be filled up by the Department concerned of the State Government.

8.5 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 school 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 clearly give a picture of the District regarding teaching learning materials -

- All schools have been provided with adequate useable,
- 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 both 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, classroom situation are all text book oriented teachers competency in this area is also found to be very low.

8.6 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	-	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)

8.7 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 strategies for better man 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 childrens 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 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 mars collected in all these terminal examination at the rate as mentioned above.
- Socially Useful Productive Work (SUPW) or in short, work educa-

tion 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 out come 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 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 children.
- Merit sholarships 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 Class I to Class IV and Upper Section covers from Class V to Class VII only. Class VIII is being attached to High School which is felt to be very inconvenient by the DEEP of Serchhip District.

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 ie. 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 chil-

dren i.e. ability of thinking, reasoning imagination, observation, synthesis, analysis, evaluation, etc. than information-acquisition in the process of knowledge generation. The test items will also be linked to nature of subject matter and its transaction.

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

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

The evaluation used in Mizoram is far from adequate. Unfortunately, most of these are beyond the purview of the DEEP of Serchhip district. We can only ask the State government to make necessary alterations and inculcated 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 to students as well as to teachers be made in terms of incentives as a meant of feedback.

The DEEP envisages 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 send to the Directorate of Education as nominee for merit scholarship• s.
- Issue direction that paper checking be done at schools and not at home.
- Maintenance of composite cumulative report cards for all students right from Class I to Class VI/VII.

8.7.1 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 years.

- 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 & Class V to High School and Upper Primary School respectively.

8.7.2 Strategy

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

- Provision and ensuring of timely distribution of teaching learning materials.
- Taking up of curriculum review and reconstruction through competent authorities
- Clearing out of untrained teachers through Teachers' training programme, short term training or orientation course.
- Ensuring regular and systematic monitoring and evaluation.
- Improving school management
- Providing better infrastructure
- Provision of pre-school
- Detachment of Class VIII from High School and attachment to Upper Primary School.
- Detachment of Class V from Upper Primary School and attachment to Lower Primary School.

8.7.3 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 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 IX

RESEARCH, EVALUATION & SUPERVISION AND MONITORING

9.1 INTRODUCTION

The Educational administrative structure is the only office in the district headquarters performing all functions including inspection and supervision of schools in the district. Thus all education related activities are co-ordinated in the office. For the effective and smooth functioning of the administration Serchhip District is divided into three educational Circles viz. Serchhip Circle, N. Vanlaiphai Circle and Lungpho Circle. Each circle resource persons have to cover long distance and remote places to supervise, monitor and inspect the schools. More over the resource persons are bound to pay travel even in the stiff mountainous places on foot for visit of the schools. Research evaluation, supervision and monitoring shall be conducted every year to assess the achievements of different projects under SSA.

9.2 RESEARCH

Adequate and extensive studies on various interventions will be sponsored to guide the future activities of SSA for realization of Universalization 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 objective of UEE. Small Scale pilot project 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, disable children's education, net working of teachers and education of focussed groups i.e. Schedule Tribe, Sechdule Cast, Girls early child education (ECE) minorities etc

- Teachers will be encouraged to take up action research to solve problems being faced in their daily professional practices. Necessary training programmes will be conducted to the field staff i.e. Circle Education Officer (CEO), Circle Resource Group (CRG), District Resource Group (DRG), DIET Staff, Teachers and cluster level resource persons.
- Household survey and school survey shall be conducted by employing educated unemployed group and NGO personels every year to update datas.

INPUTS

- Sponsoring research programmes to the staff of DIET's, NGOs, and other University base Research Institutions with District specific focus.
- Conduct of school maping and micro planning exercise.
- Provision of travel grants and honorarium for persons involved in the research and innovations.

9.3 EVALUATION ASPECT :

The impact of the project in the field in terms of progression 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. Education 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 pupils achievement survey.
- Quality achievement in terms of infrastructure and academic progress.

INPUTS :

- Capacity building of the field staff, namely DRG, DIET, CRC and CLRG for conducting evaluation activities.
- Conduct of pupil achievement survey
- Orientation of community management structure for participatory evaluation.
- Assessment through annual school reports of quality and quantity achievement in each school.

9.4 SUPERVISION AND MONITORING

Strengthening of DIET and constitution of Circle Resource Centres, Cluster Resource Centres is proposed with an aim to strengthen the existing teachers in addition to community based management providing effective professional support to the schools.

- The entire focuss 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 backmapped to the availability and efficiency of teachers and their professional practise. The condition of schools and outside school environment will also be taken into account
- Academic monitoring of schools and provision of job support/training to the teachers of lower and upper primary schools will be taken up by the DIET staff
- District Resource group will visit schools and monitor the progress of various schools and categorised as ABC and provide guidance.
- The Circle Resource Centre shall provide professional support and guidance at Centre level. The Circle Education Officer shall take responsibility and three 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 Centre (CRC) shall be the main centre at the grassroot level. The cluster resource group shall initiate the functions and service of teachers, NGOs and prominent leaders of the locality as they are the responsible persons for the successful implementation of SSA. The CRC shall provide training to the teachers.
- Initiatives will be taken up for the capacity building for community level structure i.e. school committee, Parent Teacher Association (PTA), Cluster resource committee and village education committee (VEC). They shall monitor schools by providing necessary support for improvement at various levels.

9.5 HIRING OF VEHICLE FOR EFFECTIVE MONITORING & SUPERVISION.

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

The distance of various villages/habitations in kilometre in circle wise from the district Headquarters is shown as under .

Table No. 9.1 Distance in kilometer of villages/habitation from Serchhip town.

Sl. No.	Village	Circle	Distance in KM	Remarks
1	Thenzawl	Serchhip	28	Truckable
2	Buangpui	Serchhip	36	Jeepable
3	Neihloh	Serchhip	37	Jeepable
4	New Serchhip	Serchhip	4	NH - 54
5	Chhiahtlang	Serchhip	15	NH - 55
6	Keitum	N. Vanlaiphai	14	NH - 56
7	Bungtlang	N. Vanlaiphai	21	NH - 57
8	Khawtailung	N. Vanlaiphai	34	Truckable
9	Chekawn	N. Vanlaiphai	41	Truckable
10	Sialsir	N. Vanlaiphai	46	Jeepable
11	Lungchhuah	N. Vanlaiphai	47	Jeepable
12	N. Vanlaiphai	N. Vanlaiphai	61	Truckable
13	Lungkawlh	N. Vanlaiphai	72	Jeepable
14	Bawktlang	N. Vanlaiphai	68	Truckable
15	Mualheng	N. Vanlaiphai	48	Truckable
16	Sailulak	N. Vanlaiphai	71	Jeepable
17	Leng	N. Vanlaiphai	65	Jeepable
18	E. Lungdar	N. Vanlaiphai	54	Truckable
19	Piler	N. Vanlaiphai	38	Jeepable
20	Hmunzawl	Lungpho	46	Footpath
21	Thinglan	Lungpho	45	Footpath
22	Hriangtlang	Lungpho	18	Footpath
23	Vanchengte	Lungpho	7	Footpath
24	Sialhau	Lungpho	30	Jeepable
25	Thentlang	Lungpho	45	Footpath
26	Lungpho	Lungpho	48	Jeepable
27	Ruallam	Lungpho	58	Jeepable
28	Vanchengpui	Lungpho	74	Footpath
29	Khawbel	Lungpho	49	Jeepable
30	Hmuntha	Lungpho	50	Jeepable
31	Hualtu	Lungpho	47	Jeepable
32	Chhingchlip	Lungpho	30	NH - 54
33	Buhkhangkawn	Lungpho	34	NH - 54
34	Hmawngkawn	Lungpho	40	Footpath
35	Baktawng	Lungpho	51	Jeepable
36	Klumtung	Lungpho	48	NH - 54
37	Ngentlang	Lungpho	51	Jeepable

The above table shows the distances of each of the villages/habitations for Serchhip town.

According to the school calendar issued by the Directorate of School Education, Mizoram Aizawl, the number of working days for the year 2002-2003 is 210 days. However 210 days are planned in a year for hiring of vehicles for the purpose of inspection monitoring and supervision. Since the roads other than NH as mentioned above are mostly fair weathered road, the rate of hiring vehicle in these areas is comparatively high. Though the rate of hiring vehicle differs from place to place according to the condition of the road, the rate of hiring vehicle is calculated at the lowest for Rs. 1000/- per day for 210 days in a single academic year. It is plainly seen that the work of research, evaluation, supervision and monitoring can not be carried out effectively under SSA without the provision of hiring vehicles. Moreover no activities could be carried out promptly and especially under SSA programme.

9.6 MANAGEMENT INFORMATION SYSTEM (MIS)

The management information system (MIS) is an important component of planning and implementation of Sarva Siksha Abhiyan Programme. The Education 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 material (TLM), furniture, equipment etc. of Lower and Upper Primary Schools
- Total numbers of children in the age group of 3-5 years and 6-14 years.
- Name wise particulars of children who are in school and out of school.

- Teachers information – their detail particulars, name-wise etc
- Pupil achievement in various school subjects for lower and upper primary schools.
- Enrolment, retention and actual completion rates
- School pupil ratio, classroom pupil ratio and teacher pupil ratio.
- Progress in terms of project activities.
- Progress in terms of SSA objectives, qualitative data and analysis.
- Updating of available database (family survey) as a result of initiative of SSA (PMIS).

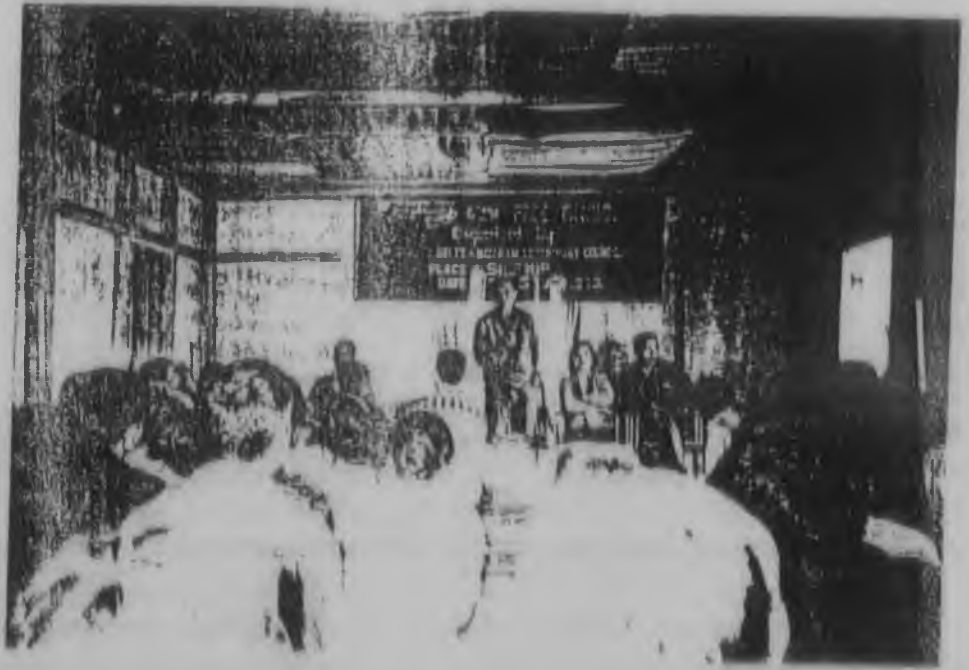
9.7 OBJECTIVE OF MIS

- 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 SSA

INPUTS UNDER SSA

- Provision of computer and IIS peripherals to all circles and clusters.
- Provision of data entry operator and programmer.
- Training of MIS staff
- Printing of data, collecting formats, collection of data, analysis, output etc.
- Networking with District and provision of internet facilities which will serve time, money and labour and create efficiency.

Induction training of A S Voluntary Teachers.
Venue : Serchhip 2001



Meeting of Village Education Committee
Attended by all the interested persons of the locality
Venue : 'Thinglian Village'



COVERAGE OF SPECIAL FOCUS GROUPS

1. Education for Girls :

Education of girls, especially those belong to the scheduled Castes and Scheduled Tribes, is the primary focus in SSA. Efforts have to be made mainstream gender concerns. Following are proposed for upliftment and incentive for girl children of Scheduled Tribes for achieving U E E.

- (a) Provision of separate toilet for girls.
- (b) Provision of Hostel for girls.
- (c) Provision of free uniforms and scholarship for girls.
- (d) Provision of free text-books, stationery, etc.
- (e) Improved classroom environment.
- (f) Discussion on issues and problems of girl children.
- (g) Back-to School camp (Residential) for adolescent girls.
- (h) Special focus on remote areas.
- (i) Mobilization at the habitation/village level, etc, etc.

2. Early Childhood and Education

Early Childhood and Education is an important initiative for achieving the Universalisation of Elementary Education by reducing the gaps in enrolment, drop-out and learning achievement. It is necessary to give effort for the school readiness of the children in the age group of 0-6 and a support service for working women.

As per report of survey under S.S.A., the number of children of the age group 0-6 are 9015 (4577 male and 4538 female) in the District. From the Household Survey, it learnt that some parents have sent their children to school even before attainment of 6 years of age. The

result and outcome of discussion with the general public revealed that the following were the various causes of sending under-aged children to school by parents -

- (1) Children bring their sibling to school while their parents are working in the jhum or somewhere.
- (2) Parents are anxious to give school education to their children.
- (3) Working hour is longer in the school than in the Anganwadi.
- (4) Children below the age of 6 years are admitted to Pre-School section of Private English Medium School.

No. of Children of Age Group 0 - 6 yrs. and Proposed Pre-schools.

Sl. No.	Name of Cluster	No. of Habitation	No. of Children 0-6			No. of Pre-School proposed	No. of Teacher proposed
			Urban	Rural	Total		
1	Serchhip	2	2861		2861	14	14
2	Chhiahtlang	3		573	573	8	8
3	Thenzawl	3	855	37	892	9	9
4	N. Vanlaiphat	4	470	362	832	9	9
5	Khawhlailung	4		520	520	7	7
6	E. Lungdar	4		616	616	6	6
7	Bungtlang	2		493	493	7	7
8	Lungpho	4		570	570	5	5
9	Chhingchhip	2		558	558	5	5
10	Thinglian	3		198	198	3	3
11	Khumtung	4		710	710	8	8
12	Hmuntha	3		292	292	3	3
	Total	38	4186	4929	9115	84	84

Source : (i) Survey under SSA 200

(ii) Census 2001 (Provisional)

It is, therefore, proposed to set up Pre-Schools to be attached Lower Primary Schools or to strengthen and develop existing Anganwadis in the District. It is also proposed to open normal Lower Primary School where it is not existed in the village or habitation.

It is also proposed training of MHIP (Mother Association Members) in each cluster.

3. Disabled Children/Children With Special Needs

As per survey report under S.S.A. in the District, almost all the children are Scheduled Tribes. Special attention is needed for all Scheduled Tribes children to achieve U.E.E. And in the District, there are 171 disabled children, 144 drop out of school children and 21 children who have never attended school. They need special care, attention and education. It is also to be noted that some children do not attend school due to poverty, etc.

Cluster-wise Proposal for IED Centre

Sl. No	Name of Cluster	No. of Disabled children		Proposed IED Centres	Proposed No. of Resource teacher
		Male	Female		
1	2	3	4	5	6
1	Serchhip	17	19	Serchhip	1
2	Chhiahtlang	8	10	Chhiahtlang	1
3	Thenzawl	9	10	Thenzawl	1
4	N Vanlaiphai	9	5	N Vanlaiphai	1
5	Khawllailung	9	6	Khawllailung	1
6	E Lungdar	4	4	E. Lungdar	1
7	Bungtlang	4	4	Bungtlang	1
8	Lungpho	6	2	Lungpho	1
9	Thinglian	7	3	Thinglian	1
10	Hmuntha	6	2	Hmuntha	1
11	Chhingchhip	8	5	Chhingchhip	1
12	Khumtung	8	6	Khumtung	1
	TOTAL	95	76		12

Source : Survey under SSA 2001

In view of guidelines provided under S.S.A., following initiatives and strategies have been proposed for adoption :-

- (1) Opening "Alternative School" where a number of children between 6-14 years not enrolled is high. This will also include upgradation of existing N.F.E. Centres into Alternative School. Provision of pays/honoraria for above school Teacher, activity materials, play items, etc. should be provided as support for education.

- (2) Conduct of Training and capacity building programmes to the District Resource Groups on S.E.N. activities.
- (3) Identification of children with Special Educational Needs.
- (4) Mainstreaming disabled children into general school/special school depending upon the type and extent of disability.
- (5) Development of T.L.M. and training materials for the teacher as well as pupil.
- (6) Providing resource support to schools through Special Resource Teachers.
- (7) Efforts for integrating the disabled with the mainstreaming school.
- (8) Convergence with other departments working for the disabled, namely, Health, Social Welfare, Tribal Welfare, etc.
- (9) Procurement of appliances, supply of aids, etc.
- (10) Provision of free textbooks and uniforms.
- (11) Construction of Hostel for boys and girls.

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 activities 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 gives a chance to formulate strategies to deal with problem of access, enrolment, retention and quality improvement in education.

The DEEP of Serchhip district plans to avail this opportunity to extend free education, 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 target of the district within the time frame.

11.2 INNOVATIVE PROJECTS :

The Innovative Project planned to be undertaken in the District for 2002-2003 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. 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 focussed 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:-

- 1) Construction of building.
- 2) Furniture and equipment.
- 3) Electricity, Water, Toilet facilities, etc.
- 4) Salary of Warden.
- 5) Honorarium of Teachers.
- 6) Salary of Cook.
- 7) 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. This will 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 entitle children are given the opportunity of accom

modation. The project shall be managed by the Circle Level Committees maintaining low cost and sustainability.

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

- 1) Construction of Hostels building at each Circle Centre.
- 2) Equipment and furniture.
- 3) Electricity, Water, etc.
- 4) Honorarium of warden.
- 5) Salary of Cook.
- 6) 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 Computerised 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 :-

- 1) Computers and Computer Peripherals to 20 selected Upper Primary Schools.
- 2) Construction of computer rooms.
- 3) Computer training to teachers.

Each School and the concerned school committees or village committees shall be responsible for the success of the project in provid

ing Computer Education to all children of Upper Primary Schools within the district keeping in mind the gender and social gaps.

The Computer is a very complex machine. The DPO shall than 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 use 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 serves as a means of mobilizing people participating towards the goal of SSA i.e. UEE. It has also been experienced that school sports boost pupil enrolment in schools. A number of out of school children not interested in the curricular activities have been found joining the school to participate in the school sports. These children gradually leave school after school sports. To increase the holding power of our schools, organizing school sports at regular intervals is a felt need. Hence, adequate provision for successful implementation of the above scheme in the 10 clusters, as well as supply of sports goods and materials to all Cluster centres and at the district headquarters is proposed.

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 a bait 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 shall also be used again as a bait 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 Serchhip district plans to avail of this opportunity to achieve our goals.

CHAPTER - XII

CIVIL WORKS

12.1 In order to improve the existing infrastructure facilities, several measures have been taken up for the same. Such provisions include building grants (repairing and construction grants) classroom facilities, drinking water facilities and toilet facilities etc. Classrooms and school buildings must be attractive in order to make an interesting and stimulating environment to children.

Almost all the schools in Serchhip district do not possess adequate building and classroom facilities. Besides most of the schools do not have proper space for storage and security for their own equipment and other teaching learning materials.

Survey conducted in the recent past has revealed that some schools do not possess adequate classroom furniture and even partition wall. Some students even sit on the dusty floor doing their classwork. Thus, infrastructural provision is highly needed to meet the existing needs.

12.2 EXECUTION OF CIVIL WORKS :

Regarding works and maintenance of school building, school committees will be given the responsibility of constructional works. As such community will be given chance to participate in civil work of the school.

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

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

12.3

For the effective implementation of UEE in the district one new formal lower primary school is proposed to be opened where no schooling facilities existed. This school shall be provided with buildings, teachers, TLM and other facilities.

Again there are 4 (four) habitations/villages with no upper Primary schools within the radius of 3 kms. As lower primary school were already established in these places, 4 primary schools are being proposed to be upgraded to upper primary along with provision of additional rooms, teachers and other necessary facilities are required.

Though some schools have been re-constructed and renovated from the grants received through Non Lapsable pool fund of central scheme during 2001, some other schools still remain uncovered by the scheme.

The number of schools in circle wise which were covered by the scheme and which were not covered by the scheme that still need to be covered to improve quality of education in the district are shown in the following table.

Table No. 12.1 Lower Primary Schools Covered by non Lapsable fund and those schools not yet covered by the scheme.

Sl No	Name of Circle	No. of LPS	Covered by Non Lapsable Fund		Un Covered by Non Lapsable Fund	
			Reconstruction	Renovation	Reconstruction	Renovation
1	N Vanlaiphai Circle	33	7	5	10	15
2	Serchhip Circle	40	6	10	10	14
3	Lungpho Circle	25	4	7	6	8
	Total	98	13	22	26	37

Source : Education Statistic S.D.E.O., Serchhip

While 26 Lower Primary Schools need reconstruction and other 37 Lower Primary School need renovation.

Table No. 12.2 Upper Primary Schools covered by non-lapsable Fund

Sl No.	Name of Circle	No of UPS	Covered by Non Lapsable		Un Covered by Non Lapsable	
			Reconstruction	Renovation	Reconstruction	Renovation
1	N Vanlaphai Circle	22	3	6	6	8
2	Serchhip Circle	26	5	3	7	10
3	Lungpho Circle	20	5	4	5	6
	Total	68	12	13	18	24

Source : Educational Statistics S.D.E.O., Serchhip

The above table shows that 25 Upper Primary Schools have been covered by non lapsable fund of central resource and some other 42 Upper Primary Schools in the district still need reconstruction and renovation

12.4 CONSTRUCTION OF BUILDING FOR CIRCLE RESOURCE CENTRE (CRC)

Serchhip District is divided into three Educational Inspection 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.

It is therefore proposed to provide Circle Resource Centre, in each circle to cater the needs of providing in service training to the teachers. These centre will be a centre for various resource like library books, teaching learning materials, etc. All teachers within the circle will regularly use this centre for their professional growth. These centres will be provided with furniture, computer equipment, Resource Persons staff, stationery and other contingencies. It is also proposed to provide all the circle resource centres in phase manner. This will serve as office-cum-training centre under District Resource Centre. Resource persons will be collected from the functional staff of SCERT, DIET and administrative staff of the concerned department and intellectual, prominent citizens.

Table No. 12.3 Construction of Buildings for educational circle resource centres.

Sl No	Name of Circle	CRC Building	Implementing Agencies
1	N Vanlaphai Circle	1	Circle Education Committee
2	Serchhip Circle	1	Circle Education Committee
3	Lungpho Circle	1	Circle Education Committee
	Total	3	

Source : Survey Under SSA 2001

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

12.5 CONSTRUCTION OF CLUSTER RESOURCES CENTRE BUILDING

For effective implementation of the SSA 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.

As the existing resource centres in the state have been functioning for untrained teachers every year improvement programme like refresher course, orientation and short course training for trained teachers could not be conducted till then. Therefore a number of teachers attended training course once or twice during their entire service. It is therefore plainly seen that construction of building for cluster resource centre in each cluster will surely improve school teacher in their academic activities with fresh motivation. Moreover workshop and meeting in full participation of parents, NGOs, Public Leaders may also be conducted. So that the progress and developments in the changing society will reach to the backward areas like slum area, remote areas within the district.

Public contribution and participation has already been agreed in the meeting with public for the construction of resource building. Thus, the public has agreed to provide materials locally available and even land for the buildings

Table No. 12.4 Education Circle-wise No. of cluster

Sl No.	Name of Circle	No of Cluster
1	N. Vanlaiphai Circle	4
2	Serchhip Circle	3
3	Lungpho Circle	5
	Total	12

Source : SSA Survey 2001

As shown in above table there are altogether 12 educational clusters in the district. Construction of cluster Resource Centre for each educational cluster is proposed to be constructed at each cluster centre.

12.6 CONSTRUCTION OF NEW BUILDING FOR L.P.S.

There is still one habitation in Serchhip district that does not have any access to Lower Primary School. This habitation is therefore proposed to provide with new lower Primary Schools which is planned to be constructed in phase manner. The name of habitation without primary school that require construction of LPS is as note below :

Table No. 12.5

Name of Habitation	Name of Circle	Implementing Agency
Buhkangkawn	Lungpho Circle	Village Education Committee Buhkangkawn

The said habitation is located on the highway but 8 kilometer apart from the nearest village Khuntung. Population in the habitation is rapidly increasing as it is the marketing place of agricultural products. More over the site of school building has already been selected

and public works had ever been rendered for its clearance of the jungle and dressing of the ground.

12.7 UPGRADATION OF LOWER PRIMARY SCHOOL TO UPPER PRIMARY SCHOOL.

In Serchhip District there are four habitations 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 norms.

The following table shows name of villages and their respective circles to where upgradation of lower primary schools is proposed.

Table No. 12.6 Number of villages without Upper primary School

Sl. No.	Name of Circle	Name of Village/Habitation	No. of LPS proposed for upgradation	Additional rooms required
1	N. Vanlaiphai	Bawktlang	1	4
2	N. Vanlaiphai	Chekawn	1	4
3	Lungpho	Vanchengte	1	4
4	Lungpho	Hmawngkawn	1	4
	Total		4	16

Source : SSA Survey August 2001

As mentioned in the above table four Lower Primary Schools are proposed to be upgraded schools require 16 additional rooms which are meant for class room and teacher common room. The upgradation is planned to be implemented in phase manner.

12.8 ADDITIONAL ROOMS FOR QUALITY IMPROVEMENT

All the schools in the District have no additional rooms for workshed, recreational rooms, 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 one additional room each for L.P.S.

Table 12.7 Circle-wise no of Schools and requirement of additional rooms.

Sl. No.	Name of Circle	LPS		UPS		Total no of room required
		No. of LPS	Addl. Room Required	No. of UPS	Addl. Room Required	
1	N. Vanlaiphai	29	58	18	36	94
2	Serchhip	29	58	16	32	90
3	Lungpho	25	50	19	38	88
	Total	83	166	53	106	272

Source : SSA Survey 2001

The above table shows that 166 additional rooms for Lower Primary Schools and 106 additional rooms for Upper Primary Schools and 272 additional rooms altogether are needed to be constructed to create effective teaching learning atmosphere in the schools and to improve quality of education upto desired level.

12.9 OTHER CIVIL WORKS

Other action plan in 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 and UPS.
- Creating of play grounds wherever feasible or construction of play house where space is limited.

IMPLEMENTATION ARRANGEMENT

13.1 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.

13.2 EXECUTIVE 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

13.3 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.

13.4 CIRCLE EDUCATION COMMITTEE

For effective implementation of the Project, Circle Education Committee will be responsible in consultation with the Circle Resource Group within their respecting 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 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 building.

13.5 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 group 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 Headmaster of Upper Primary/any teacher Headmaster of Center 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 arrangements for conducting workshop creating effective interaction with each other.

13.6 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.

13.7 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-Divi

sional 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 carry out the power and responsibilities of the various initiatives for UEE in the District. Circle Education Officers are field Officers and Sub-Divisional Education Officers is the controlling officer who co-ordinates 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 entered to the SDEO 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 Serchhip 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 at Serchhip, the District Headquarters.

However, in the present context of the situation the Sub-Divisional Education Officer is the ex-officio Additional Project Co-ordinator of Serchhip District. All programmes under SSA is being co-ordinated from the DPO at Serchhip in closed consultation with the Deputy Commissioner of Serchhip District and the District Education Officer (DEO) Aizawl East is 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. 13.1 Staff of District Project Office, Serchhip

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		68093

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%.

SCA as per state norms.

13.8 FUNCTIONAL ASPECT OF DPO

Development of Annual Work Plan and Budget is in decentralized participator mode. Implementation of all the activities and submit reports to State Project Officer from time to time.

Publication of the reports, News letter, etc.

Inputs

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

13.9 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.

13.10 EXPENDITURE PAYMENT WILL BE SANCTIONED BY -

Competent Authority subject of budget provision within approval work plan in accordance with rules.

13.11 BANK TRANSACTION WILL BE MADE BY -

Authorized signatory/signatories

With delegated competence

Based on competent sanction

13.12 IN ALL FINANCIAL TRANSACTIONS

Prudence

Cost effectiveness

Transparency will be maintained

CHAPTER - XIV

Budget Summary

PROJECT BUDGET ESTIMATES - SERCHHIP DISTRICT, MIZORAM

Sl. No	Name of Project	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
1	Project Management	18.251	18.719	20.150	18.819	21.551	20.218	23.351	22.019	24.751	187.829
2	Planning	0.100	2.000	2.000	2.000	2.000	2.000	2.000	2.000	2.000	16.100
3	Research elevation supervision & monitoring	25.372	19.212	19.360	19.738	19.886	20.034	20.412	20.560	20.866	185.440
4	Community mobilisation & participation	112.424	88.424	88.424	112.424	88.424	88.424	88.424	112.424	88.424	867.816
5	Access & Alternative Schooling	77.400	71.940	43.140	41.860	19.980	17.580	17.680	17.580	17.580	324.740
6	Pedagogy and school improvement	104.408	50.394	48.461	90.716	55.750	55.661	49.073	91.736	49.925	596.124
7	Education of Focus Group a. Early childhood care & Education	46.456	46.780	46.855	44.523	43.990	44.658	46.525	45.993	46.460	412.240
8	Civil Works	155.750	118.800	107.700	96.150	67.125	67.125	68.075	57.215	55.375	793.315
	TOTAL	427.737	327.845	287.666	313.806	230.282	227.276	227.116	257.103	216.957	3383.604

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of intervention : Management

Rupees in lakhs

Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Rent for DPO	0.100	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
2	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
3	Water Electricity Telephone etc			0.600		0.600		0.600		0.600		0.600		0.600		0.600		0.600		0.600			5.400
4	DPO Consumable	0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.600		0.600		0.600			4.800
5	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
6	Documentation of DPO	0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.600		0.600		0.600			4.800
7	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
8	TS & DA for DPO Staffs			0.600		0.600		0.600		0.600		0.600		0.600		0.600		0.600		0.600			5.400
9	Exposure visit for CRC & CLRS	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
10	Circle level workshop on TLM	0.500	3	1.500			3	1.500			3	1.500			3	1.500				3	1.500		7.500
11	Orientation training to CRPs on management, Micro-planning & School mapping etc.	0.007	76	0.532			76	0.532			76	0.532			76	0.532			76	0.532			2.660

12	Hire of Vehicle for CRPs	0.010	100	1.000	100	1.000	100	1.000	100	1.000	100	1.000	100	1.000	100	1.000	100	1.000	100	1.000	100	1.000	9.000
13	Purchase of Motorcycle	0.650			2	1.300																	1.300
14	POL & maintenance of Motorcycle	0.500			2	0.500		0.500		0.500		0.500		0.500		0.600		0.600		0.600		0.600	4.300
15	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	2	1.200	10.800
	TOTAL			18.251		18.719		20.150		18.819		21.551		20.218		23.351		22.019		24.751		187.829	

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of Intervention : 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		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
			1	Planning Exercise	0.100	20	2.000	20	2.000	20	2.000	20	2.000	20	2.000	20	2.000	20	2.000	20	2.000	20	2.000
	TOTAL	0.100		2.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000			18.000

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of Intervention : Research, Evaluation, Supervision and Monitoring

Rupees in lakhs

SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	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	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
3	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
4	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
5	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
6	Updating of household	-	-	0.400	-	0.500	-	0.600	-	0.700	-	0.800	-	0.900	-	1.000	-	1.100	-	1.200	-	7.200
7	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
8	Orientation of surveyors on household survey (2 days x Rs. 70	-	140	0.196	140	0.196	140	0.196	150	0.210	150	0.210	150	0.210	160	0.224	160	0.224	170	0.238	-	1.904
9	MIS equipment for CRC	0.500	3	1.500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.500

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of Intervention : Research, Evaluation, Supervision and Monitoring

Rupees in lakhs

SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
10	Computer stationery 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
11	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
12	Fixed pay for LDC at CLRC	0.050	12	6.000	12	6.000	12	6.000	12	6.000	12	6.000	12	6.000	12	6.000	12	6.000	12	6.000	-	54.000
13	Computers and peripherals for CLRCs	0.500	12	5.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.000
14	Maintenance of computer at CLRCs	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	-	10.800
15	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			25.372		19.212		19.360		19.738		19.886		20.034		20.412		20.560		20.866		185.440

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of Intervention : Community Mobilisation and Participation

Rupees in lakhs

SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
			1	Orientation training to community leaders	-	708	0.424	708	0.424	708	0.424	708	0.424	708	0.424	708	0.424	708	0.424	708	0.424	708
2	Community mobilisation at habitation level	0.500	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	396.000
3	Purchase of Videc Camera & VCR for each Cluster for community mobilization	2.000	12	24.000	-	-	-	-	12	24.000	-	-	-	-	-	-	12	24.000	-	-	-	72.000
4	Campaign Material and Travel Charges	0.500	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	44.000	88	396.000
TOTAL				112.424		88.424		88.424		112.424		88.424		88.424		88.424		112.424		88.424		867.816

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of intervention : Access & Alternative Schooling

Rupees in lakhs

Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
			1	Induction Training of AS Voluntary Teachers	0.020	60	1.200															
2	Residential bridge course	5.000	12	60.000	12	60.000	6	30.000	6	30.000	3	15.000	3	15.000	3	15.000	3	15.000	3	15.000	12	255.000
3	Recurring Training for Alternative School Volunteers	0.020	60	1.200	60	1.200	60	1.200	60	1.200	60	1.200	60	1.200	60	1.200	60	1.200	60	1.200	60	10.800
4	TLM for residential bridge course	0.100	12	1.200							3	0.300									12	1.500
5	Salary for new Teachers Lower & Upper Primary School	0.060	23	1.380	23	1.380	23	1.380	23	1.300	23	1.380	23	1.380	23	1.380	23	1.380	23	1.380	23	12.340
6	TLM grants for new Primary Schools	0.100	1	0.100							1	0.100			1	0.100	1				1	0.300
7	Furniture for AS	0.100	12	1.200			12	1.200													12	2.400
8	AS Teacher Honorarium	0.120	50	6.000	50	6.000	50	6.000	50	6.000											50	24.000
9	Shed/Rent for AS	0.020	12	2.880	12	2.880	12	2.880	12	2.880											12	11.520
10	School grants for AS Equipment	0.020	12	0.240	12	0.240	12	0.240	12	0.240											12	0.960
11	TLM grant for upgraded UPS	0.500	4	2.000	12	0.240	12	0.240	12	0.240	4	2.000									4	4.720
	TOTAL			77.400		71.940		43.140		41.860		19.980		17.580		17.680		17.580		17.580		324.740

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of intervention : Pedagogy & School Improvement Rupees in lakhs.

Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL			
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
1	In service teachers training	0.014	650	9.100	650	9.100	650	9.100	650	9.100	650	9.100	650	9.100	650	9.100	650	9.100	650	9.100	650	9.100	81.900	
2	Printing of modules		3	1.000	3	1.000	3	1.000	3	1.000	3	1.000	3	1.000	3	1.000	3	1.000	3	1.000	3	1.000	9.000	
3	Teacher Grant	0.005	650	3.250	650	3.250	650	3.250	650	3.250	650	3.250	650	3.250	650	3.250	650	3.250	650	3.250	650	3.250	29.250	
4	Training of circle resource persons	0.070	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	1.890	
5	Training of clusters resource persons	0.070	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	1.890	
6	Academic Review Meetings @ one per month	0.005	90	0.450	90	0.450	90	0.450	90	0.450	90	0.450	90	0.450	90	0.450	90	0.450	90	0.450	90	0.450	4.050	
7	Training of DRG	0.070	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	30	0.210	1.890	
8	Exposure visit to circle and cluster RCs	0.020	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	2.700	
9	Free Text Books @ Rs 150 for ST/SC		13295	19.888	13883	20.924	13994	20.99	14031	21.046	14187	21.280	14294	21.441	14402	21.603	14711	22.066	14970	22.455			191.594	
10	Repair & maintenance grants	0.050	162	8.100	162	8.100	162	8.100	162	8.100	162	8.100	162	8.100	162	8.100	162	8.100	162	8.100	162	8.100	72.900	
11	School grants for Equipment	0.020	162	3.240	162	3.240	162	3.240	162	3.240	162	3.240	162	3.240	162	3.240	162	3.240	162	3.240	162	3.240	29.160	
12	TLM grant for upper Primary School	0.500	65	32.500					65	32.500							65	32.500					97.500	
13	TLM grant for LPS	0.100	97	9.700					97	9.700							97	9.700					29.100	
14	Training of untrained teacher	0.042	50	2.100	50	2.100																	173	4.200
15	Furniture for telescopic DIET		1	4.000							1	5.000											1	9.000
16	Equipment for telescopic DIET		1	2.000							1	2.000											1	4.000
17	Library book for telescopic DIET	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	1.800
18	Library book for CRCs	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	10.800
19	Furniture for CRCs	1.000	3	3.000									3	3.000									3	6.000
20	Equipment for CRCs	1.250	3	3.750									3	3.750									3	7.500
Grand Total				104.408		50.394		48.461		90.716		55.750		55.661		49.073		91.736		49.925		596.124		

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of Intervention : Innovative Project

Rupees in lakhs

(A) EARLY CHILDHOOD CARE AND EDUCATION

Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Shed rent for ECCE Centre	0.010	84	0.840	84	0.840	84	0.840	84	0.840	84	0.840	84	0.840	84	0.840	84	0.840	84	0.840			7.560
2	Induction training to ECCE workers & helpers @ Rs. 70X60 days		84	3.528	84	3.258																	6.756
3	Honorarium for ECCE workers	0.010	84	0.840	168	1.680	168	1.680	168	1.680	168	1.680	168	1.680	168	1.680	168	1.680	168	1.680			14.280
4	TLM & Equipment for ECCE Centres	0.100	84	8.400	84	8.400	84	8.400	84	8.400	84	8.400	84	8.400	84	8.400	84	8.400	84	8.400			75.600
5	Recurrent orientation training to ECCE workers Rs. 70X20 days					168	2.352	168	2.352	168	2.352	168	2.352	168	2.352	168	2.352	168	2.352	168	2.352		16.464
	Sub-Total			13.608		14.178		13.272		13.272		13.272		13.272		13.272		13.272		13.272			120.690

(B) CHILDREN WITH SPECIAL NEEDS

1	Identification and Assessment camp for children with special needs.		12	0.120	20	0.120	20	0.120	20	0.120	20	0.120	20	0.120	20	0.120	20	0.120	20	0.120	20	0.120	20	1.080
2	Special grants for disabled children	0.012	171	2.052	175	2.100	181	2.172	186	2.232	191	2.292	196	2.352	201	2.412	206	2.472	211	2.532			20.516	
3	Honorarium for resource teachers	0.060	12	0.720	12	0.720	12	0.720	12	0.720	12	0.720	12	0.720	12	0.720	12	0.720	12	0.720	12	0.720	12	5.480
4	TLM for Special Education Centre	0.100	10	1.200					12	1.200					12	1.200						12	3.600	
5	Free Text Books @ Rs. 150 per Child		171	0.256	175	0.262	181	0.271	186	0.279	191	0.286	196	0.294	201	0.301	3	0.309	211	0.316			2.574	
	Sub-Total			4.348		3.202		3.283		4.551		3.418		3.486		4.753		3.621		3.688			34.350	

(C) COMPUTER EDUCATION

1	Procurement of Computer	0.500	24	12.000	24	12.000	24	12.000	16	8.000	16	8.000	16	8.000	16	8.000	16	8.000	16	8.000		84.000	
2	Honorarium of Computer Operator	0.050	6	0.300	12	0.600	18	0.900	22	1.100	26	1.300	30	1.500	34	1.700	38	1.900	42	2.100		11.400	
3	Furniture for Computer Room	0.100	6	0.600	6	0.600	6	0.600	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4.200
4	Maintenance/Stationary for Computer	0.100	6	0.600	12	1.200	18	1.800	22	2.200	26	2.600	30	3.000	34	3.400	38	3.800	42	4.000		22.600	
	Sub-Total			13.500		14.400		15.300		11.700		12.300		12.900		13.500		14.100		14.500		122.200	

(D) GIRLS EDUCATION

1	Food and Lodging for residential Bridge Course		6	7.200	6	7.200	6	7.200	6	7.200	6	7.200	6	7.200	6	7.200	6	7.200	6	7.200		64.800	
2	Furniture & Equipment	0.100	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	5.400
3	Honorarium of Warden	0.600	6	3.600	6	3.600	6	3.600	6	3.600	6	3.600	6	3.600	6	3.600	6	3.600	6	3.600	6	3.600	32.400
4	Honorarium of Cook	0.120	6	0.720	6	0.720	6	0.720	6	0.720	6	0.720	6	0.720	6	0.720	6	0.720	6	0.720	6	0.720	6.480
5	Water & Electric Charge		6	0.360	6	0.360	6	0.360	6	0.360	6	0.360	6	0.360	6	0.360	6	0.360	6	0.360	6	0.360	3.240
6	Congtingency		6	2.520	6	2.520	6	2.520	6	2.520	6	2.520	6	2.520	6	2.520	6	2.520	6	2.520	6	2.520	22.680
	Sub-Total			15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000	135.000
	GRAND TOTAL			46.456		46.780		46.855		44.523		43.990		44.658		46.525		45.993		46.460		412.240	

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SERCHHIP DISTRICT, MIZORAM

Name of Intervention : 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		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Constr. of CRC	6.000	3	18.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18.000	
2	Constr. of CLRC	2.000	4	8.000	4	8.000	4	8.000	-	-	-	-	-	-	-	-	-	-	-	-	-	24.000	
3	Constr. of new LPS	1.500	1	1.500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.500	
4	Constr. of addl. Rooms for upgraded	1.000	4	4.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.000	
5	Reconstr. of UPS	2.500	10	25.000	3	7.500	5	12.500	-	-	-	-	-	-	-	-	-	-	-	-	-	18	
6	Reconstr. of LPS	1.500	10	15.000	10	15.000	-	-	6	9.000	-	-	-	-	-	-	-	-	-	-	-	26	
7	Repair & maintenance of UPS	0.050	10	0.500	10	0.500	4	0.200	51	2.550	54	2.700	54	2.700	54	2.700	57	2.850	59	2.950	-	17.650	
8	Repair & maintenance of LPS	0.050	10	0.500	10	0.500	10	0.500	7	0.350	-	-	-	-	-	-	-	-	-	-	-	1.850	
9	Constr. of new UPS	2.500	4	10.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10.000	
10	Constr. of workshed-cum-Store-room for UPS	1.000	-	-	20	20.000	20	20.000	10	10.000	10	10.000	8	8.000	-	-	-	-	-	-	-	68.000	
11	Toilet for upgraded LPS & new UPS	0.150	-	-	4	0.600	4	0.600	1	0.150	-	-	-	-	-	-	-	-	-	-	-	1.350	
12	Toilet for new UPS	0.150	1	0.150	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.150	
13	Drinking water for upgraded LPS & new UPS	0.200	-	-	4	0.800	-	-	1	0.200	-	-	-	-	-	-	-	-	-	-	-	1.000	
14	Drinking water for new LPS	0.200	1	0.200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.200	
15	Constr. of recreational room-cum-library for UPS	1.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	8	8.000	-	-	-	-	-	68.000	
16	Constr. of workshed-cum-store-room for LPS	1.000	10	10.000	10	10.000	10	10.000	18	18.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	-	98.000	
17	Constr. of recreational room-cum-library for LPS	1.000	16	16.000	10	10.000	10	10.000	10	10.000	10	10.000	12	12.000	10	10.000	10	10.000	10	10.000	-	98.000	
18	Constr. of fencing for UPS & LPS	0.500	6	3.000	20	10.000	20	10.000	20	10.000	20	10.000	20	10.000	20	10.000	20	10.000	20	10.000	8	8.000	83.000
19	Renovation of UPS building	1.000	10	10.000	10	10.000	10	10.000	10	10.000	-	-	-	-	10	10.000	10	10.000	8	8.000	-	68.000	
20	Renovation of LPS building	1.000	18	18.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	10	10.000	-	98.000	
21	Construction of Playground/Playhouse for LPS & UPS	0.295	20	5.900	20	5.900	20	5.900	20	5.900	15	4.425	15	4.425	25	7.375	15	4.425	15	4.425	-	48.675	
TOTAL				155.750		118.800		107.700		96.150		67.125		67.125		68.075		57.275		55.375		793.375	

53	Training of DRG	✓	✓	✓	✓	✓	✓	✓	✓	✓
54	Exposure visit to circle and cluster RCs	✓	✓	✓	✓	✓	✓	✓	✓	✓
55	Free Text Books @ Rs. 150 for ST/SC	✓	✓	✓	✓	✓	✓	✓	✓	✓
56	Repair & maintenance grants	✓	✓	✓	✓	✓	✓	✓	✓	✓
57	School grants for Equipment	✓	✓	✓	✓	✓	✓	✓	✓	✓
58	TLM grant for upper Primary School	✓			✓				✓	
59	TLM grant for LPS	✓			✓				✓	
60	Training of untrained teacher	✓	✓							
61	Furniture for telescopic DIET	✓				✓				
62	Equipment for telescopic DIET	✓				✓				
63	Library book for telescopic DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓
64	Library book for CRCs	✓	✓	✓	✓	✓	✓	✓	✓	✓
65	Furniture for CRCs	✓					✓			
66	Equipment for CRCs	✓					✓			
	INNOVATIVE PROJECT									
	(A) Early Childhood Care and Education									
67	Shed rent for ECCE Centre	✓	✓	✓	✓	✓	✓	✓	✓	✓
68	Induction training to ECCE workers & helpers @ Rs. 70X60	✓	✓							
69	Honorarium for ECCE workers	✓	✓	✓	✓	✓	✓	✓	✓	✓
70	TLM & Equipment for ECCE Centres	✓	✓	✓	✓	✓	✓	✓	✓	✓
71	Recurrent orientation training to ECCE workers Rs. 70X20 days			✓	✓	✓	✓	✓	✓	✓
	(B) Children with special Educational needs									
72	Identification and Asses-ment camp for children with special needs.	✓	✓	✓	✓	✓	✓	✓	✓	✓

96	Constn. of workshed-cum-Store-room for UPS		✓	✓	✓	✓	✓			
97	Toilet for upgraded LPS & new UPS		✓	✓	✓					
98	Toilet for new UPS	✓								
99	Drinking water for upgraded LPS & new UPS		✓		✓					
100	Drinking water for new LPS	✓								
101	Constn. of recreational room-cum-library for UPS	✓	✓	✓	✓	✓	✓	✓		
102	Constn. of workshed-cum-store-room for LPS	✓	✓	✓	✓	✓	✓	✓	✓	✓
103	Constn. of recreational room-cum-library for LPS	✓	✓	✓	✓	✓	✓	✓	✓	✓
104	Constn. of fencing for UPS & LPS	✓	✓	✓	✓	✓	✓	✓	✓	✓
105	Renovation of UPS building	✓	✓	✓	✓	✓	✓	✓	✓	✓
106	Renovation of LPS building	✓	✓	✓	✓	✓	✓	✓	✓	✓
107	Construction of Playground/Playhouse for LPS & UPS	✓	✓	✓	✓	✓	✓	✓	✓	✓

Access and Alternative Schooling

- Induction training of AS Voluntary teachers.
- Residential Bridge Course
- Recurring training for A.S Volunteers
- TLM for residential bridge course
- Salary for new teachers for L.P & UPS
- TLM grant for new Primary School
- Furniture for AS
- AS teachers honorarium
- Shed rent for AS
- School grant for AS equipment
- TLM grant for upgraded UPS.

Pedagogy and School Improvement

- In-service training of Teachers.
- Printing of Modules.
- Teachers Grant.
- Training of Circle resource persons.
- Training of Cluster resource persons.
- Academic review meeting.
- Training of DRG.
- Exposure visit to circle and cluster resource centres.
- Repairs and maintenance grant
- School grant for equipment.

- TLM grant for UPS
- TLM grant for LPS
- Training of untrained teachers
- Furniture for telescopic DIET
- Equipment for telescopic DIET
- Library for Telescopic DIET
- Library for CRCs
- Furniture for CRCs
- Equipment for CRCs

Education of focussed Groups

(a) Shed rent for ECCE Centre

- Induction training to ECCE workers
- Honorarium for ECCE worker
- TLM & Equipment for ECCE Centres
- Recurring orientation training to ECCE workers

(b) Children with Special Educational needs

- Identification and assessment camp for children with special needs.
- Special grants for disable children.
- Honorarium for resource teachers
- TLM for special education centre
- Free text books

Civil Works

- Construction of CRC
- Construction of CLRC
- Construction of new Primary School
- Construction of Addl. room for upgraded UPS
- Re-construction of UPS
- Re-construction of LPS
- Repair and maintenance of UPS
- Repair and maintenance of LPS
- Construction of new Upper Primary School
- Construction of workshed-cum-Store room for Upper Primary School
- Toilet for upgraded LPS & new UPS
- Toilet for new LPS
- Drinking water facility for upgraded LPS & new LPS
- Drinking facility for new LPS
- Construction of Recreational room-cum library for UPS
- Construction of workshed cum-store room for LPS
- Construction of Recreational room-cum-library for UPS
- Construction of Fencing for UPS & LPS
- Renovation of UPS Building
- Renovation of LPS Building
- Construction of Playground for LPS & UPS
- Construction of CLRC

IMPLEMENTATION SCHEDULE FOR 2002-03 AWP & B

Sl. No.	Items	Unit cost	Physical	Financial	Apr.	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Project Management																
1	Rent for DPO	0.100	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Salary for DPO Staffs		10	9.469	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Water Electricity, Telephone etc.			0.600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	DPO Consumable	0.500		0.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Printing of Modules	0.500		0.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Documentation of DPO	0.500		0.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Maintenance of equipment at DPO	0.200		0.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	TS & DA for DPO Staffs			0.600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Exposure visit for CRC & CLRS	0.050	13	0.650	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Circle level workshop on TLM	0.500	3	1.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Orientation training to CRPs on management, Micro-planning & School mapping etc.	0.007	76	0.532	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Hire of Vehicle for CRPs	0.010	100	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Consultant	0.050	2	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			18.251												
Planning																
14	Planning Exercise	0.100	20	2.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			2.000												

Research, Evaluation, Supervision and Monitoring																
15	Monitoring & supervision by resources person for circles	1.000	3	3.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Maintenance of EMIS	0.100	1	0.100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	EMIS Stationery	1.000	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Salary of MIS Operators	0.050	2	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	School based research evaluation supervision & monitoring	0.014	124	1.736	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Updating of household	-	-	0.400	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Classroom observation	0.010	124	1.240	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	Orientation of surveyors on household survey (2 days x Rs. 70	-	140	0.196	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	MIS equipment for CRC	0.500	3	1.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Computer stationery for CRC	0.500	3	1.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	Maintenance of MIS equipment at CRC	0.100	3	0.300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	Fixed pay for LDC at CLRC	0.050	12	6.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	Computers and peripherals for CLRCs	0.500	12	5.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	Maintenance of computer at CLRCs	0.100	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	Internet facility	-	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			25.372												
Community mobilisation and Participation																
30	Orientation training to community leaders	-	304	0.182	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31	Community mobilisation at habitation level	0.100	38	3.800	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

32	Purchase of Video Camera & VCR for each circle for	1.000	3	3 000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
33	Community mobilization Campaign Material and Travel Charges	0.010	304	3.040	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			10.022												
Access & Alternate Schooling																
34	Induction Training of AS Voluntary Teachers	0 020	60	1 200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
35	Residential bridge course	5 000	12	60.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
36	Recurring Training for Alternative School Volunteers	0.020	60	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	TLM for residential bridge course	0.100	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
38	Salary for new Teachers Lower & Upper Primary School	0.060	23	1.380	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
39	TLM grants for new Primary Schools	0.100	1	0.100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	Furniture for AS	0.100	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
41	AS Teacher Honorarium	0.120	50	6.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
42	Shed/Rent for AS	0.020	12	2.880	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
43	School grants for AS Equipment	0.020	12	0 240	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
44	TLM grant for upgraded UPS	0 500	4	2 000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			77.400												
Pedagogy & School improvement																
45	In service teachers training	0.014	650	9.100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
46	Printing of modules		3	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
47	Teacher Grant	0.005	650	3 250	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

48	Training of circle resource persons	0.070	30	0.210	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
49	Training of clusters resource persons	0.070	30	0.210	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
50	Academic Review Meetings @ one per month	0.005	90	0.450	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
51	Training of DRG	0.070	30	0.210	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
52	Exposure visit to circle and cluster RCs	0.020	15	0.300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
53	Free Text Books @ Rs. 150 for ST/SC		13259	19.888	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
54	Repair & maintenance grants	0.050	162	8.100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
55	School grants for Equipment	0.020	162	3.240	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
56	TLM grant for upper Primary School	0.500	65	32.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
57	TLM grant for LPS	0.100	97	9.700	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
58	Training of untrained teacher	0.042	50	2.100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
59	Furniture for telescopic DIET		1	4.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
60	Equipment for telescopic DIET		1	2.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
61	Library book for telescopic DIET	0.200	1	0.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
62	Library book for CRCs	0.100	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
63	Furniture for CRCs	1.000	3	3.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
64	Equipment for CRCs	1.250	3	3.750	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			104.408												
Innovative Projects : ECCE Edn. Of Disables, Computer Edn. & Girls Edn.																
(A) EARLY CHILDHOOD CARE AND EDUCATION																
65	Shed rent for ECCE Centre	0.010	84	0.840	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

66	Induction training to ECCE workers & helpers @ Rs. 70X60 days		84	3.528	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
67	Honorarium for ECCE workers	0.010	84	0.840	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
68	TLM & Equipment for ECCE Centres	0.100	84	8.400	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
69	Recurrent orientation training to ECCE workers Rs. 70X20 days				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			13.608												

(B) CHILDREN WITH SPECIAL NEEDS

70	Identification and Assessment camp for children with special needs.		12	0.120	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
71	Special grants for disabled children	0.012	171	2.052	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
72	Honorarium for resource teachers	0.060	12	0.720	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
73	TLM for Special Education Centre	0.100	10	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
74	Free Text Books @ Rs. 150 per Child		171	0.256	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			4.348												

(C) COMPUTER EDUCATION

75	Procurement of Computer	0.500	24	12.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
76	Honorarium of Computer Operator	0.050	6	0.300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
77	Furniture for Computer room	0.100	6	0.600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
78	Maintenance/Stationery for computers	0.100	6	0.600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			13.500												

(D) GIRLS EDUCATION

79	Food and Lodging for residential Bridge Course		6	7.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
80	Furniture & Equipment	0.100	6	0.600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
81	Honorarium of Warden	0.600	6	3.600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
82	Honorarium of Cook	0.120	6	0.720	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
83	Water & Electric Charge		6	0.360	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
84	Congtingency		6	2.520	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			15.000												
	Civil Work															
85	Constn. of CRC	6.000	3	18.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
86	Constn. of CLRC	2.000	4	8.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
87	Constn. of new LPS	1.500	1	1.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
88	Constn. of addl Rooms for upgraded LPS	1.000	4	4.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
89	Reconstn. of UPS	2.500	10	25.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
90	Reconstn. of LPS	1.500	10	15.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
91	Repair & maintenance of UPS	0.050	10	0.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
92	Repair & maintenance of LPS	0.050	10	0.500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
93	Constn. of new UPS	2.500	4	10.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
94	Constn. of workshed-cum-Store-room for UPS	1.000	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
95	Toilet for upgraded LPS & new UPS	0.150	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
96	Toilet for new UPS	0.150	1	0.150	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
97	Drinking water for upgraded LPS & new UPS	0.200	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
98	Drinking water for new LPS	0.200	1	0.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
99	Constn. of recreational room-cum-library for UPS	1.000	10	10.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

100	Constrn. of workshed-cum-store-room for LPS	1.000	10	10.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
101	Constrn. of recreational room-cum-library for LPS	1.000	16	16.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
102	Constrn. of fencing for UPS & LPS	0.500	6	3.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
103	Renovation of UPS building	1.000	10	10.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
104	Renovation of LPS building	1.000	18	18.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
105	Construction of Playground/Playhouse for LPS & UPS	0.295	20	5.900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sub-Total			155.750												
	Grand-Total			439.659												