

# **SARVA SHIKSHA ABHIYAN LUNGLEI DISTRICT**



## **DISTRICT ELEMENTARY EDUCATION PLAN, LUNGLEI DISTRICT**

**DISTRICT UNIT OF THE S.S.A MISSION  
LUNGLEI DISTRICT : MIZORAM**

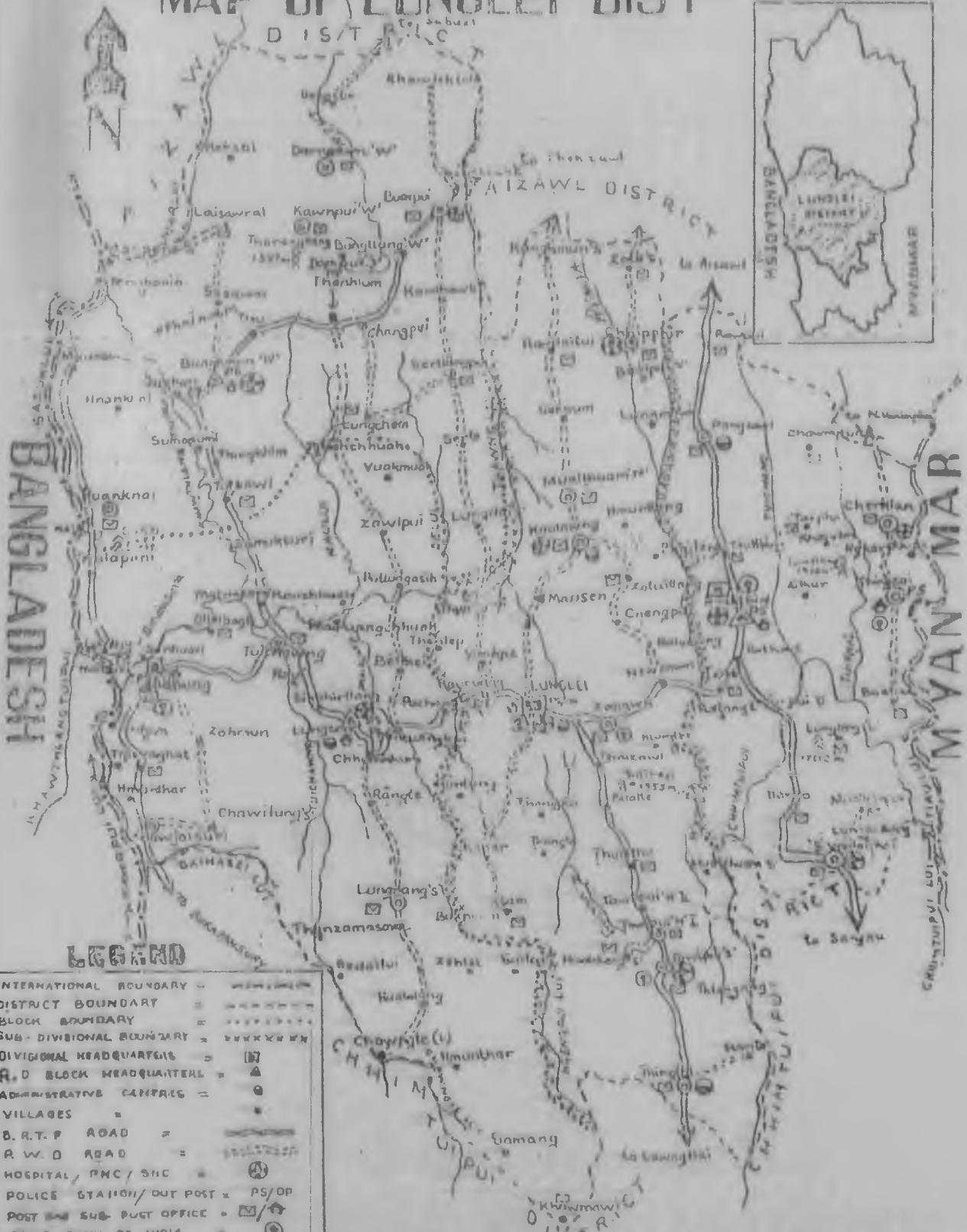
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1871  
No. 1000

# MAP OF LUNGLEI DIST

MAP OF MIZORAM



## LEGEND

- INTERNATIONAL BOUNDARY = - - - - -
- DISTRICT BOUNDARY = - - - - -
- BLOCK BOUNDARY = - - - - -
- SUB-DIVISIONAL BOUNDARY = - - - - -
- DIVISIONAL HEADQUARTERS = [Square with 'D']
- R.D. BLOCK HEADQUARTERS = [Square with 'R.D. B']
- ADMINISTRATIVE CENTRE = [Circle with 'A']
- VILLAGES = [Small square]
- B.R.T.P. ROAD = [Dashed line]
- R.W.D. ROAD = [Dotted line]
- HOSPITAL, P.M.C./S.H.C. = [Circle with 'H']
- POLICE STATION/OUT POST = [Square with 'PS/OP']
- POST & SUB-POST OFFICE = [Square with 'P']
- STATE BANK OF INDIA = [Square with 'S.B.I.']
- MIZORAM RURAL BANK = [Square with 'M.R.B.']
- RIVERS = [Wavy line]

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ECONOMICS & STATISTICS DEPARTMENT LUNGLEI : 796701



## LUNGLEI DISTRICT AT A GLANCE

Name of District	Lunglei District
Geographical location :	22.30° - 23.18° N Latitude 92.15°E - 93.10° E Longitude
Area	: 4,538 sq km
Population	: 1. Male - 30,284 } Urban Female - 27,869 } Total - 58,153
	: 2. Male - 41,069 } Rural Female - 37,933 } Total - 79,002
	Grand Total - 1,37,155

Sex Ratio : 1000:922  
(922 females per 1000 males)

Literacy : 84.20%

Headquarters : Lunglei

No. of Legislative Assembly Constituency = 7

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# CHAPTER - I

## DEMOGRAPHIC PROFILE OF LUNGLEI DISTRICT.

### GEOGRAPHICAL & DEMOGRAPHIC

Lunglei District is the largest District in Mizoram covering an area of 4538 sq Km. The District lies between 22.30°N and 23.18°N Latitude and 92.15°E - 93.10°E Longitude. It has international boundary with Bangladesh in the West and Myanmar in the East. The District is bounded by Serchhip, Mamit, Aizawl District in the North and Lawngtlai District in the South. The length of Indo-Bangladesh border in Lunglei District is 107 Kms and that of Indo-Myanmar is 35 kms.

The physical feature is mainly hilly except for a small strip of low lying land along the western boarder. The hills are of a mountainous system running in a north-south direction and vary in altitudes from 500-1500 mt. The hilly features of the District drop off in altitude both northwards and southwards. The main rivers are Khawthlangtuipui (Karnaphulli), Chhmituipui, Hawng Mat etc. All these rivers are flowing either north-south or south-north direction in conformity with the feature of hill ranges.

The climate during rainy season is warm and humid in the low lying areas, while it is comfortable in the higher region throughout the year. The mean minimum and maximum temperature ranges from 11°C - 30°C respectively. The average annual rainfall for the last ten years is 1693mm.

### HISTORICAL BACKGROUND

Lunglei District was one of the permanent settlements of the British after the Lushai Hills Expedition of 1888-89 under the command of Col FVG Treager of 1th Bengal Infantry on 11.3.1889. From then on, Lunglei became the permanent settlement of the British till our country got independence in 1947. On April 1<sup>st</sup>, 1891, the Southern portion of the Lushai Hills was constituted as a separate District under Chittagong Division of Bengal Province as Lunglei as District Headquarters.

However, the conference of Chin-Lushai Conference held on 29<sup>th</sup> Jan. 1892 at Calcutta brought the whole tract of Chin-Lushai Hills under one administration subordinate to the Chief Commissioner of Assam Province. By proclamation of the Government of India, the South-Lushai Hills was placed again under the administration of Assam on 1<sup>st</sup> April, 1898.

### ADMINISTRATIVE SET-UP

Lunglei is the headquarters of the District, which is centrally and conveniently located, with an altitude of 1105.3 mts. The District comprises three administrative sub-divisions.

*Table No. 1.1 Sub-Division (Sadar) Wise*

Sl.No.	Name of Sub-Divisions	Headquarters
1.	Lunglei Sub-Division	Lunglei
2.	Flabung Sub-Division	Flabung
3.	Hnahthial Sub-Division	Hnahthial

The District is again divided into four Rural Development Blocks, which is given in Table 1.2.

**Table No.1.2 R.D.Block Wise**

Sl.No	Name of R.D.Blocks	Headquarters
1.	Lunglei R.D.Block	Lunglei
2.	W.Bunghmun R.D.Block	Bunghmun
3.	Lungsen R.D.Block	Lungsen
4.	Hnahthial R.D.Block	Hnahthial

Population: The population of the District can be given in a Block wise distribution. This can be shown in Table 1.3 below

**Table No.1.3**

Sl.No	Name of Block	Population		
		M	F	Total
1.	W.Bunghmun Block	8492	7341	15833
2.	Lungsen Block	15809	14653	30462
3.	Lunglei Block	34490	31705	66195
4.	Hnahthial Block	12562	12103	24665
	TOTAL	71353	65802	137155

*Source : Census of India 2001 (Provisional fig.)*

Note : including Forces viz. BSF, BRTF, POLICEMEN etc.

The percentage of the population of Lunglei District to the total population of the state is 15.39%. The minority groups such as Chakmas, Riang, Bawms, Pangs etc. comprises about 10% of the total population of the District, who settle in the Western area of the District, bordering Bangladesh.

### CLIMATE

The area is highly humid throughout the year. Relative humidity is highest during the south-west monsoon when they are about 90%. The period from Feb-April is comparatively drier when the relative humidities are between 60-70%. During the rainy seasons the District is heavily clouded. There is an increase of cloudiness from March onwards.

During the south west monsoon period, winds are blowing mainly from south or south west. The temperature ranges from 20°C-38°C during summer and 10°C-23°C during winter. The average annual rainfall is 360cm.

### SOCIO-CULTURAL BACKGROUND

The inhabitants of the District has the same cultural heritage with other Districts of Mizoram. There are various famous cultural dances like Cheraw, Khuallam, Solakia etc. But Lunglei has a peculiarity in its socio-culture. As we have stated, 10% of the District population comprises of minority groups viz Chakmas, Brus, Bawms, Pangs, having different culture, tradition, language etc. Most of the Chakmas professes Buddhism, while others are Christians. These communities have different folk dance and folk tales of their own.

These tribes are usually backward in various fields, and the standard of living is poor, and literacy percentage is also low in comparison with other communities. This low literacy also



diminishes the percentage of literacy of the District. The medium of instruction in the Elementary school in Chakma school is Bengali, while it is Mizo language in other communities.

### OCCUPATION

The main occupation of the people living in the District is Agriculture. The main occupation of the rural people is jhumming, thus most of the rural people are cultivators. The seedlings are sown during March and harvesting period is usually in November. In Urban area, there are also a number of people engaged in various services such as government, business and others engaged in trades. The area under south Lushai Hills (now Lunglei District) was once flourished commercially through a river route of Karnaphuli and Habing. Now a new Border Trade with Bangladesh is being open and has started flourishing.

*Table No.1.4 Occupation & Economic status*

Sl. No	Name of Circle	Occupation								Income		
		A	B	C	D	E	F	G	H	Low	Mid dle	Hig h
1.	STATION	2272	784	3587	135	348	47	630	68	4082	5748	38
2.	EASTERN	522	87	3773	11	42	-	70	15	3617	867	36
3.	FLABUNGI	1331	374	5053	10	322	17	435	56	3803	1726	87
4.	BUNGHMUN	889	386	3104	21	173	14	234	23	3807	986	23
	TOTAL	5014	1628	15514	177	885	95	1369	162	17311	7327	184

Source : SSA Survey Report, conducted on Aug. 2001.

Note : A = Govt. Service, B = Private Service, C = Cultivator, D = Artisan, E = Business, F = Contractor, G = Labourer, H = Religious functionaries (Pastor, Pro-Pastor)

### COMMUNICATION

As Mizoram is a hilly areas, having deep valleys with small rivers, thus, communication is hardly being maintained in all places as desired. The main road, from Lunglei towns towards south with a National Highway stretches 68 Km upto Thingfal. In the western side, upto Tipperaghat 70Kms. In the northern side, the Highway stretches 94 Kms upto Rawpui. In the Eastern side, truckable road extend 98 Kms upto S. Vanlaiphar. The north-west road upto Bunglehmun (BRTF road) extends 111Kms.

Table 1.5 shows villages connected by road.

*Table No.1.5 Communication of Villages*

Sl. No	Name of Circle	No. of Villages connected by roads			
		Truckable	Jeepable	Fair weather	Total
1	Station Circle	30	1	2	33
2.	Eastern Circle	16	10	6	32
3.	Flabung Circle	31	5	37	73
4	Bunglehmun Circle	26	2	15	43
	TOTAL :	103	18	60	181

Source : SSA Survey Reports, 2001.

## FLORA & FAUNA :-

The whole of Lunglei District being situated within the tropical belt and the annual rainfall being fairly high. The plants are essentially of the tropical type. The elevation excepting where its is more than 1219 mts does not seem to have any noticeable effect on the flora of the District. In this area, the tropical wet evergreen forest, Mixed decidous forest and pine forest are found. Pine forest is mostly found in the eastern part of the District, covered by shrubs, and certain parts are covered by thick forest.

The middle part of the District is covered by a host of different species, mesuaferries, moora walliehii, dysoxylum, binetariferum, Lancelonii, Castonopsis species, cinamonum sepprium etc. grow in heteropenous mixture. In high elavation, oak and chesnut also grow in this area. A large part of this district is covered by bamboos, wild bananas and species like macaranga and calliearpa also grow elsewhere. The moister part is covered by types of palms, like piranga, gracillies carjota species, licuala species, canes of various kinds, various types of ferns and amonum species are also found. The jhumming/shifting cultivation decreases many valuable species and trees in this area.

Wild animals are becoming gradually scarce in Lunglei District. Animals like tigers, leopards and bears are seen in less populous areas and thick jungle. Mithun is also becoming rare. Almost every Mizo family used to kept pigs, it is now the most abundant domestic animal. Himalayan black bears are seen in some parts of the District. Pigs, cattle, dogs, goats are famous domestic animals. Various wild animals like tiger, leopard, different kinds of deer, baboon and many kinds of birds are usually seen in the District where population is thin.

## CHAPTER-II

### EDUCATIONAL PROFILE OF THE DISTRICT

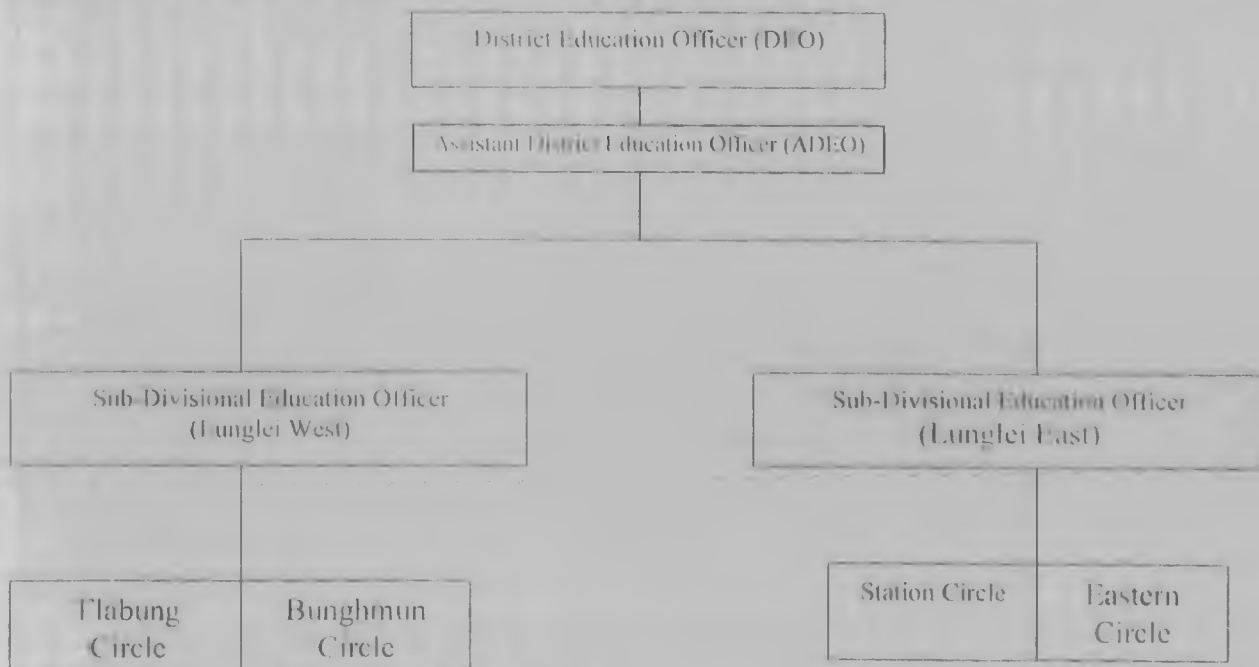
Prior to the arrival of Christian Missionaries, the Mizo people had no organized educational system on written language. The Missionaries introduced the Roman Script, thus the present educational system started. The first Missionaries Rev. F. W. Savidge and Rev. J. H. Lorrain came to South Lushai hills (Lunglei District), and started Mission Schools at Serkawn in 1903. Thus the first Lower Primary Examination was conducted in 1903, in which three students successfully started.

Beside Formal Education, the Missionaries also started Sunday School, a kind of Non-Formal Education center, opened only on Sunday, where they taught reading and writing, besides teaching Bible. When the Chief Commissioner of Assam visited Mizoram in 1904, the whole of Elementary Education was put under Christian Mission, thus F. W. Savidge was appointed Honorary Inspector of Schools. Upper Primary was opened at Serkawn in 1914, where there are 50 boys and 5 girls. According to the report of Miss Chapman, Honorary Inspector of School, five new schools were opened again in 1929-1930. The Missionaries also realized the importance of girls' education. In 1922, there were thirty-eight (38) girls as day scholar 29 boarder and 12 local nurses under training for the first batch. In 1931, the first English Middle School was opened at Serkawn with 112 enrolment. The second middle school for girls was also opened at Darzo with 60-70 enrolment.

After Independence, the educational development in Mizoram underwent changed. In 1952, responsibility and management of education came under the government from the mission.

#### EDUCATIONAL ADMINISTRATION

Lunglei District is divided into two Educational Sub-Divisions. These educational sub-divisions are sub-divided into circles. The District Education is headed by the District Education Officer, with headquarters at Lunglei. He is assisted by Assistant District Education Officer. The chart shows the Educational administrative set up in the District



## MANAGEMENT-WISE INSTITUTION

Lunglei district is divided into two Educational Sub-Divisions. Again, these two sub-divisions are divided into two Circles each. All the Survey and Circulation had been done according to the Educational administration set up., due to this, it does not conform with the Civil administrative set up. The management wise distribution of educational institution is shown in Table No. 2.1 in Educational Circle wise.

*Table No. 2.1*

Sl. No.	Name of Circle	P/S		M/S			High School		H.S.S.	College		Technical
		Govt.	Pvt.	Govt.	Def/Aid	Pvt.	Govt.	Def/Aid		Govt.	Def.	
1	Station Circle	52	17	14	17	18	13	10	2	1	-	1
2	Eastern Circle	50	1	17	15	5	10	9	1	1	1	-
3	Flabung Circle	58	29	15	12	9	5	5	1	-	-	-
4	Bunghmun Circle	41	10	9	14	6	4	2	-	-	-	-
	<b>Total</b>	<b>201</b>	<b>57</b>	<b>55</b>	<b>58</b>	<b>38</b>	<b>32</b>	<b>26</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>

As per survey of SSA on 13<sup>th</sup> - 24<sup>th</sup> Aug, 2001, the number of Primary Schools was 2356 and 150 Middle/Upper Primary Schools. Table 2.2 shown the circle wise, the number of Primary and Middle Schools.

*Table 2.2*

Sl. No.	Name of Circle	P/S			M/S			
		Govt.	Pvt.	NFE	Govt.	Def.	Aided	Pvt.
1	Station Circle	52	17	4	14	17	-	18
2	Eastern Circle	51	1	14	17	12	2	5
3	Flabung Circle	58	29	6	15	7	5	9
4	Bunghmun Circle	41	10	10	9	12	2	6
	<b>Total</b>	<b>202</b>	<b>57</b>	<b>34</b>	<b>55</b>	<b>48</b>	<b>9</b>	<b>38</b>

*Source- SSA Survey Report, 2001.*

Again, table 2.3 gives the distribution of Villages/Habitations under the different Educational circles.

*Table 2.3*

Sl. No.	Name of Circle	No. of Villages	No. of Family	Population
1	Station Circle	33	7864	39939
2	Eastern Circle	32	4520	24856
3	Flabung Circle	73	7648	42591
4	Bunghmun Circle	43	4816	25095
	<b>Total</b>	<b>181</b>	<b>24848</b>	<b>132481</b>

*Source- SSA Survey Report, 2001.*

NOTE: Forces like BRTF, Assam Rifles, Police battalions, etc. are not included.

With the growing population, Govt. Schools alone prove to be insufficient to cope up with increasing demands, so many private and aided schools have come up throughout the length and breadth of the District. Table 2.4 gives the age-wise population of the District.

**Table 2.4 Age-wise Population**

Sl. No	Name of Circle	Below 3 Yrs.			3 - 5 Yrs.			6 - 10 Yrs.			11 - 14 Yrs.		
		M	F	TT	M	F	TT	M	F	TT	M	F	TT
1	Station	1211	1181	2392	1533	1284	2617	2232	2147	4379	1586	1511	3097
2	Eastern	772	765	1537	841	809	1650	1537	1540	3077	1105	1036	2141
3	Thabang	1388	1311	2699	1701	1707	3411	2801	2680	5580	2007	1762	3769
4	Bunghmun	1030	999	2029	1153	1061	2214	1841	1678	3519	1252	1181	2433
	<b>Total</b>	<b>4401</b>	<b>4287</b>	<b>8688</b>	<b>5034</b>	<b>4861</b>	<b>9892</b>	<b>8501</b>	<b>8054</b>	<b>16555</b>	<b>5950</b>	<b>5490</b>	<b>11440</b>

Source- SSA Survey Report, 2001.

Regarding Non-Formal Education, there are various centres throughout the District. These NFE centres served partially the needs of District, but is not adequate enough to meet the needs of the whole District. Table 2.5 shows the Circle-wise distribution of Centres.

**Table No. 2.5 NFE Centers**

Sl. No	Name of Circle	No. of NFE Centers	Remarks
1	Station Circle	3	
2	Eastern Circle	14	
3	Thabang Circle	6	
4	Bunghmun Circle	10	
	<b>Total</b>	<b>33</b>	

Source- SSA Survey Report

### TEACHER STRENGTH & TRAINING

Various measures have been taken to improve the quality of elementary education in the District. One important measure is Teacher training. There is District Institute of Educational Training at Lunglei to train Elementary school teachers. Table No. 2.6 shows the number of teachers (both trained and untrained) in Primary and Middle Schools of Lunglei District.

**Table No. 2.6 Caste-wise Teacher**

Sl. No	School Level	SC			ST			Others			Grand Total	Trained	Untrained	Total
		M	F	TT	M	F	TT	M	F	TT				
1	Primary	1		1	497	364	2	3	1	3	866	614	252	866
2	Middle	1	1	2	709	219	2	5	3	5	935	668	267	935
	<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1206</b>	<b>583</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1801</b>	<b>1282</b>	<b>519</b>	<b>1801</b>

Source- SSA Survey Report, 2001.

**NOTE:** The number of untrained is high, because most of the private institutions have untrained teachers.

## ENROLMENT

The total enrolment of the pupils in Funglei District, Primary and Middle Schools are shown Table No. 2.7

*Table No. 2.7 Enrolment*

School Level	Class Level	Male	Female	Total	Girls' % of the enrolment
PRIMARY	I	3349	2739	6088	44.99
	II	1835	1751	3586	48.83
	III	1688	1538	3226	47.68
	IV	1461	1351	2812	48.04
MIDDLE	V	1364	1235	2599	47.52
	VI	1064	948	2012	47.12
	VII	822	824	1646	50.06
TOTAL		11583	10386	21969	47.27

Source- SSA Survey Report, 2001

## OUT OF SCHOOL CHILDREN

As per SSA survey report out of school children exceed five thousand (5000) in the district. Out of school children is highest in Hilbung Circle. As in this western area, bordering Bangladesh minority groups like Chakmas, Bius, etc. mainly concentrate. Table No. 2.8 shows the number of out of school children in the district circle wise.

*Table No. 2.8 Out of School*

Sl. No	Name of Circle	Male	Female	Total
1	Station Circle	80	37	117
2	Eastern Circle	81	82	163
3	Tlabung Circle	1786	2093	3879
4	Bunghmun Circle	496	477	973
		2443	2689	5132

Source- SSA Survey Report, 2001.

## NFE & CIC

Non-Formal Education and early childcare exist in various centres of the District. Distribution of NFE and Aganwadi Centres in the District is shown in table 2.12.

*Table No. 2.12 No. of NFE & Aganwadi*

Sl. No	Name of Circle	No. of NFE	No. of Aganwadi
1	Station Circle	-	66
2	Eastern Circle	14	80
3	Tlabung Circle	6	50
4	Bunghmun Circle	10	67
	<b>Total</b>	<b>30</b>	<b>263</b>

*Source- SSA Survey Report, 2001.*

Table No. 2.13 shows mentally and physically handicapped children in the District

*Table No. 2.13 Handicapped Children*

Sl. No.	Name of Circle	No. of Handicapped Children		
		Male	Female	Total
1	Station Circle	4	5	9
2	Eastern Circle	13	8	21
3	Tlabung Circle	3	4	7
4	Bunghmun Circle	-	4	4
	<b>Total</b>	<b>20</b>	<b>21</b>	<b>41</b>

*Source- SSA Survey Report, 2001*

## SCHOOL BUILDING AND FACILITY

SSA Survey conducted on 14<sup>th</sup> - 24<sup>th</sup> August, 2001 in the Lunglet District revealed inadequacy and deficiency of existing infrastructure in terms of quality and quantity. Nature and type of building in existence is shown in the table No. 2.14

*Table No. 2.14 Type of Building*

Sl. No.	Name of Circle	Middle School			Primary School		
		Pucca	Semi	Kutcha	Pucca	Semi	Kutcha
1	Station Circle	5	40	1	3	62	4
2	Eastern Circle	2	31	3	3	44	4
3	Tlabung Circle	6	18	12	5	26	56
4	Bunghmun Circle	2	21	6	1	38	12
	<b>Total</b>	<b>15</b>	<b>110</b>	<b>25</b>	<b>12</b>	<b>170</b>	<b>76</b>

*Source- SSA Survey Report, 2001.*

Table No. 2.15

## No. of Classrooms

Sl. No.	Name of Circle	Middle School					Primary School				
		1 Room	2 Room	3 Room	4 Room	4+ Room	1 Room	2 Room	3 Room	4 Room	4+ Room
1	Station Circle	-	-	32	6	11	1	-	2	37	29
2	Eastern Circle	-	-	34	1	1	-	-	3	46	2
3	Thabung Circle	1	-	30	4	1	33	6	9	33	6
4	Bunghmun Circle	-	2	20	5	2	7	6	4	32	2
	Total	1	2	116	16	15	41	12	18	148	39

## FURNITURE AND OTHER MATERIALS

There is a lack of furniture and other facilities in the Primary and Upper Primary schools. The existing materials and other facilities could not meet or accommodate the present situation. Table No. 2.16 shows the existing furniture and other materials.

Table 2.16 Furniture in Primary and Middle

Sl. No	Name of Circle	Middle					Primary				
		Bench	Desk	Table	Chair	Black-Board	Bench	Desk	Table	Chair	Black-Board
1	Station Circle	1016	986	406	429	189	1342	1327	448	468	218
2	Eastern Circle	635	539	222	239	118	1127	1090	319	313	218
3	Thabung Circle	485	464	185	191	77	1015	1015	388	380	273
4	Bunghmun Circle	284	256	118	118	54	553	527	185	199	140
	Total	2420	2245	931	977	438	4037	3959	1340	1360	849

Source- SSA Survey Report, 2001

Table 2.17 Separate Toilet &amp; Library

Sl. No.	Name of Circle	Separate Toilet				Library			
		Middle		Primary		Middle		Primary	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Station Circle	13	36	12	57	2	47	-	69
2	Eastern Circle	2	31	-	51	-	36	-	51
3	Thabung Circle	8	28	12	75	-	36	-	87
4	Bunghmun Circle	7	22	5	46	1	28	-	51
	Total	30	120	29	229	3	147	0	258



List of Villages/Habitation in the Langlei District is given in Table 2.18

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
Station Circle									
1	Zotuitlang	105	507	-	1	-	-	1	-
2	Chengpui	28	132	-	-	-	-	1	-
3	Dawn	51	218	-	-	-	-	1	-
4	Hlumte	28	160	-	-	-	-	1	-
5	Fungpuiyawl	102	500	-	-	-	1	1	-
6	Mausen	45	165	-	-	-	1	1	-
7	Ralyawng	88	441	-	1	-	-	1	-
8	Sekhum	59	285	-	1	-	-	1	-
9	Phaileng S	49	243	-	1	-	-	1	-
10	Himuntlang	22	104	-	-	-	-	1	-
11	Dendlung	23	114	-	-	-	-	1	-
12	Bualte	79	394	1	-	-	-	1	-
13	Ramthar	526	2891	-	1	-	1	2	1
14	Ramlaitui	86	450	1	-	-	-	1	-
15	Sairep	32	159	-	-	-	-	1	-
16	Kanghmun S	85	412	-	1	-	-	1	-
17	Sethum	152	827	-	1	-	-	1	1
18	Leite	146	642	-	1	-	-	1	-
19	Hrangchalkawn	110	532	-	1	-	1	1	-
20	Haulawng	382	1983	2	-	-	-	3	1
21	Hiltlang	219	1152	1	-	-	-	2	-
22	Farm Veng	269	1437	-	1	-	2	1	2
23	Theiriak	342	1822	1	1	-	-	3	1
24	Mualthuan N	218	1169	1	-	-	-	3	-
25	Luangmual	297	1422	-	1	-	-	1	-
26	Salem	201	1066	-	-	-	1	1	-
27	Zobawk	581	2976	1	1	-	-	3	1
28	Electric veng	680	3351	1	2	-	2	2	3
29	Rotlang 'E'	116	608	-	1	-	-	1	-
30	Lunglawn	505	2445	1	-	-	1	2	1
31	Chanmari	873	4392	2	-	-	5	2	3
32	Hnahthial	1350	6819	2	1	-	3	8	3
33	Maudarh	15	121	-	-	-	-	-	-
	<b>Total</b>	<b>7864</b>	<b>39939</b>	<b>14</b>	<b>17</b>	<b>0</b>	<b>18</b>	<b>52</b>	<b>17</b>

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Eastern Circle</b>									
1	Pangzawl	434	2291	2	-	-	-	5	-
2	Chhipphir	219	1315	1	-	1	-	3	-
3	Bualpui V	78	447	-	1	-	-	1	-
4	Lungmawi	39	221	-	-	-	1	1	-
5	Thaizawl	62	311	-	-	1	-	1	-
6	Thingfal	240	1262	1	-	-	-	3	-
7	Thualthu	110	475	-	1	-	-	1	-
8	Tawipui S	272	1344	1	-	-	-	3	-
9	Khawhrir	72	391	-	1	-	-	1	-
10	Darzo	193	1183	1	-	-	-	2	-
11	Mualcheng S	136	785	1	-	-	-	1	-
12	Tawipui N-II	154	749	-	1	-	-	1	-
13	Tawipui N-I	113	509	1	-	-	-	1	-
14	Rawpui	140	740	1	-	-	-	1	-
15	Cherhlun	363	2093	2	-	-	-	3	-
16	Tarpho	70	350	-	1	-	-	1	-
17	Aithur	26	120	-	-	-	-	1	-
18	Muallianpui	157	984	1	-	-	-	2	-
19	Lungpuitlang	30	182	-	-	-	1	1	-
20	Thiangang	31	159	-	-	-	-	1	-
21	Mamte	86	450	-	1	-	-	1	-
22	Chawngtui S	107	592	-	1	-	-	1	-
23	Lungleng S	18	112	-	-	-	1	1	-
24	Tuipui -D	148	763	-	1	-	-	1	-
25	S.Vanlaiphai	300	1669	2	-	-	-	3	-
26	Khawmawi	125	656	-	1	-	-	1	1
27	Mualthuam S	74	416	-	1	-	-	1	-
28	Zote-S	118	750	1	-	-	-	1	-
29	Bualpui-H	140	774	-	1	-	-	1	-
30	Thingsai	372	2217	2	-	-	-	3	-
31	Old Ngharchhip	34	198	-	-	-	1	1	-
32	New Ngharchhip	59	348	-	1	-	-	1	-
	<b>Total</b>	<b>4520</b>	<b>24856</b>	<b>17</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>50</b>	<b>1</b>

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Tlabung Circle</b>									
1	Pukpui	277	1262	1	-	-	-	2	-
2	Zotlang	395	1931	1	-	-	1	2	1
3	Serkawn	417	2058	2	-	-	1	4	-
4	Zohnuai	242	1400	1	-	-	-	2	-
5	Bazar Veng	783	3572	1	-	1	2	3	2
6	College Veng	238	1126	-	-	1	-	1	-
7	Chhankhum	27	118	-	-	-	-	1	-
8	Rangte	131	743	-	1	-	-	1	1
9	Lalnui	30	108	-	-	-	-	-	1
10	Lungrang	204	980	1	-	-	-	2	-
11	Rualalung	66	359	-	-	1	-	1	-
12	Vaisam	76	376	-	1	-	-	1	-
13	Chithar	48	280	-	1	-	-	1	-
14	Thangte	40	137	-	-	-	-	1	-
15	Thangpui	16	100	-	-	-	-	-	-
16	Buknuam	35	202	-	-	-	-	1	-
17	Thingkhim	15	97	-	-	-	-	-	-
18	New Belkhai	16	63	-	-	1	-	1	-
19	Kawrpuchhuak	39	197	-	-	-	-	1	-
20	Silkur	31	253	-	-	-	-	1	-
21	Undermanik	49	348	-	-	-	-	-	-
22	Lungsen	457	2160	2	-	-	-	3	-
23	New Khojorsury	93	631	-	-	-	1	1	-
24	Mautlang	35	187	-	-	-	-	-	1
25	Vairawkai	24	134	-	-	-	-	-	1
26	Rolui	51	283	-	-	-	-	-	1
27	Zohmun	58	383	-	-	-	-	-	1
28	Sumasumi	27	180	-	-	-	-	-	-
29	Muriskatasora	27	139	-	-	-	-	-	-
30	Uguddhasury	61	421	-	-	-	-	1	-
31	Tlabung	760	3700	2	1	-	1	5	2
32	Tuichawng	401	2377	-	1	-	1	1	2
33	Diblibagh	212	1478	1	-	-	-	1	-
34	Khojorsury/Chhuah	38	285	-	-	-	-	-	1
35	Bornasury	41	254	-	-	-	-	-	-
36	Thanzamasora	45	266	-	-	-	-	-	-

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
37	Matisora	109	753	-	-	-	-	1	-
38	Nunsury	153	1039	1	-	-	-	2	-
39	Chawngte 'L'	136	721	1	-	-	-	1	-
40	Kalapani	54	352	-	-	1	-	1	-
41	Hmunthar	47	238	-	-	-	-	-	1
42	Saisen	25	190	-	-	-	-	-	1
43	Samuksury	93	602	-	-	-	-	1	-
44	Tiperaghat-I	95	752	1	-	-	-	2	-
45	Sukurbasora	56	711	-	-	-	-	1	-
46	Tuikawi	35	210	-	-	-	-	1	-
47	Hmundo	26	160	-	-	-	-	-	1
48	Bulungsury	35	196	-	-	-	-	1	-
49	Serhuan	63	385	-	-	-	-	-	-
50	Champasury	3	14	-	-	-	-	-	-
51	Sedailui	30	167	-	-	-	-	-	-
52	Puankhai	113	893	-	-	-	-	1	-
53	Sihphirtlang	14	90	-	-	-	-	-	-
54	Bindiasora	43	293	-	-	-	-	1	-
55	Ngiautlang	24	132	-	-	-	-	1	-
56	Gulsil	32	164	-	-	-	-	-	1
57	Zehet	76	369	-	-	-	1	-	2
58	Devasora	73	548	-	-	-	-	1	1
59	Mauzam	104	608	-	-	-	-	-	1
60	Old Khojoysury	55	429	-	-	-	-	-	1
61	Baluksury	72	473	-	-	-	-	1	-
62	Letisury	35	310	-	-	-	-	1	-
63	Bandiasora	79	500	-	-	-	-	1	-
64	Chawilung	54	368	-	1	-	-	1	-
65	Lokhisury	42	262	-	-	-	-	1	-
66	Malsury	59	391	-	-	-	-	-	1
67	Sailen	31	162	-	-	-	-	1	-
68	Tablabagh-I	35	192	-	-	-	-	-	-
69	Tablabagh-II	63	408	-	1	-	-	1	-
70	Tablabagh-III	37	235	-	-	-	-	-	1
71	Chhuhathum	15	42	-	-	-	-	-	-
72	Tipperaghat-II	67	486	-	-	-	-	1	-
73	Tipperaghat-III	60	158	-	-	-	-	1	-
	<b>Total</b>	<b>7648</b>	<b>42591</b>	<b>15</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>62</b>	<b>25</b>

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Bunghmun Circle</b>									
1	Venglai	657	3194	1	1	-	-	1	1
2	Rabsi Veng	698	3485	1	-	1	-	4	1
3	Vershlun	357	1849	1	-	-	-	2	-
4	Varhne	131	605	1	-	-	-	1	-
5	Thumpui	90	407	-	1	-	-	1	-
6	Lungdai	44	280	-	-	-	1	1	-
7	Thhelep	28	152	-	1	-	-	1	-
8	Seve	80	412	1	-	-	-	1	-
9	Sevlangpui	108	576	-	1	-	-	1	1
10	Kawhawk	30	161	-	-	-	-	1	-
11	Bumpui	225	1472	1	1	-	-	2	-
12	New Khawlek	26	139	-	-	-	-	1	-
13	South Khawlek	23	114	-	-	-	-	1	-
14	Dengsur	56	352	-	-	1	-	1	-
15	Bunathung 'W'	41	225	-	-	-	1	1	-
16	Haaruang	230	1122	1	-	-	-	2	-
17	Runtang	39	235	-	-	-	1	1	-
18	Phairuangkai	175	843	-	1	-	-	1	1
19	Sachan	58	355	-	-	-	-	1	-
20	Phairuanghuah	24	135	-	-	-	-	-	-
21	Kauchhuah	76	471	-	-	-	-	1	-
22	Rotlang 'W'	80	408	-	-	-	-	-	1
23	New Sachan	90	159	-	-	-	-	-	-
24	Bunghmun	172	942	1	-	-	-	2	-
25	Sesawm	61	277	-	-	-	-	1	-
26	Laisawral	90	486	-	1	-	-	1	-
27	Darngawn 'W'	88	507	-	1	-	-	1	-
28	Kawnpui 'W'	50	309	-	1	-	-	1	-
29	Thenhlum	161	829	1	-	-	-	1	-
30	Dampui 'S'	46	222	-	-	-	-	1	-
31	Theu	9	75	-	-	-	-	1	-
32	Changpui	76	490	-	1	-	-	1	-
33	Lungchem	71	395	-	1	-	-	1	-
34	Vuakmual	10	71	-	-	-	-	-	-
35	Tuisen Bolia Veng	81	440	-	-	-	-	-	1
36	Tuisenchhuah	45	219	-	-	-	1	1	-

Sl. No	Name of Villages/ habitation	No. of family	Popul.- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	JPvt.
37	Belthei	74	408	-	-	-	-	1	1
38	Salmur	38	231	-	-	-	-	-	-
39	Tarabania	51	247	-	-	-	-	-	1
40	Pangtlang	24	110	-	-	-	-	1	-
41	Putlungasih	158	775	-	1	-	-	-	1
42	Zawlpui	123	763	-	-	-	1	1	1
43	Phainuam	22	144	-	-	-	-	-	-
	<b>Total</b>	<b>4816</b>	<b>25095</b>	<b>9</b>	<b>12</b>	<b>2</b>	<b>5</b>	<b>41</b>	<b>10</b>

## CHAPTER - III

### (Objective of SSA consolidating & survey formation of core group/ education committee formation of clusters) PLANNING PROCESS, UNDER SSA

#### PLANNING PROCESS UNDER SSA

Universalisation of Elementary Education is not yet fulfilled inspite of various efforts taken by the state till date. Now a new intervention and scheme, Sarva Shiksha Abhiyan with a clear time frame is launched. This SSA aim to provide essential and relevant elementary education for all section of children in the age group 6-14 years irrespective of caste, sex, religion, belief, faith, worship or colour.

#### THE OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- (1) Universal enrollment of Children in Elementary Education.
- (2) Universal access of elementary education
- (3) Bridge all social and gender gaps at primary stage by 2007 and at Elementary Education level by 2010
- (4) Universal retention of children enrolled in Elementary Education by 2010.
- (5) Focus on Elementary Education of satisfactory quality with emphasis on Education per life
- (6) All children complete five years of schooling by 2007 AD
- (7) All children complete eight years of schooling by 2010 AD
- (8) All children in school, education guarantee centre, alternate school, back to school camps by 2003.

On the process of planning District Education, the participation of community is vital. Without the active participation of the community in the management of schools, SSA would become fruitless

#### SURVEY AND CONSOLIDATION OF THE REPORT

The launching and the beginning of Sarva Shiksha Abhiyan in Lunglei District began at the beginning of August 2001. Appointment of surveyors, from the elementary schools in the District was done on 1<sup>st</sup> August, 2001. By 7<sup>th</sup> August, 2001, a short duration of training was conducted upto the 10<sup>th</sup> August, 2001. The training was given by the District Resource team, departmental staffs, under the supervision of District Education Officer, Lunglei. All the survey sheets viz. Households, Family, Village, School were distributed during the training.

The SSA Survey had been done during the 14<sup>th</sup> - 23<sup>rd</sup> August, 2001 in which the community participated and took active part and rendered help to every needs. All the survey report completed, report reached the District Headquarters by 31<sup>st</sup> August, 2001. Compilation and consolidation was done, and completed on 6<sup>th</sup> October, 2001. The compilation was done sub-division wise, and then consolidated into the District.

**Table 3.1 : Training & Consolidation**

Sl. No.	Name of Sub-Division	Date of Training	Date of Survey	Last date of submission	Last date of Compilation and consolidation
1.	Lunglei East Sub-Division	7 <sup>th</sup> - 8 <sup>th</sup> Aug., 2001	14 <sup>th</sup> - 23 <sup>rd</sup> Aug., 2001	31 <sup>st</sup> Aug., 2001	6 <sup>th</sup> Oct., 2001
2.	Lunglei West Sub-Division	8 <sup>th</sup> - 9 <sup>th</sup> Aug., 2001	14 <sup>th</sup> - 23 <sup>rd</sup> Aug., 2001	31 <sup>st</sup> Aug., 2001	6 <sup>th</sup> Oct., 2001

#### FORMATION OF CORE GROUP/COMMITTEE

As Lunglei District is divided into two Educational Sub-Division. Again, these two Sub-Division are Sub-divided into four (4) circles having Circle Education officer each. Table 3.2 shows population and Educational Institution within the District.

**Table 3.2 Showing No. of Institution, Village, Population**

Sl. No.	Name of Circle	No. of Village/Habitation	No. of population	No. of family	Institution		Children below 14 years		
					M/S	P/S	M	F	Total
1	Station Circle	55	39839	7868	49	69	6345	6134	12479
2	Eastern Circle	32	24656	4520	36	51	4255	4150	8405
3	Flabung Circle	73	42618	7618	36	87	8173	7593	15766
4	Bunghmun Circle	43	25195	4816	29	51	4913	4554	9467
	<b>Total</b>	<b>181</b>	<b>132308</b>	<b>24822</b>	<b>150</b>	<b>258</b>	<b>23686</b>	<b>22431</b>	<b>46117</b>

*Source : SSA Survey conducted on 14 - 23 August, 2001*

The achievement of universalization of education depends on the extent of community participation in planning, monitoring, implementation and manouvering of different level aspects. As the objective of SSA is to provide useful, relevant and quality education to all children in the age group 6 - 14 years by 2010 AD, the community participation could act as catalyst and efficient monitoring for transition.



## FORMATION OF CORE GROUP AT DIFFERENT LEVEL

### At the District level

The District Core Group was formed with District Deputy Commissioner as the Chairman and the District Education Officer as the convener. The other members include :

- (1) Sub-Divisional Education Officers of the District
- (2) District Social Welfare Officer.
- (3) District Adult Education Officer.
- (4) President, Primary Teacher Association, Sub-Headquarters.
- (5) President, Middle School Teacher Association, Sub-Headquarters.
- (6) President, Young Mizo Association, Sub-Headquarters.
- (7) Circle Education Officer of the District.

The District Core Group Rural Meeting under the chairmanship of D.C. to discuss plans and develop habitation wise Educational plans perspectivevly. It was decided to form Core Groups at Circle, Cluster and Village/Habitation level.

### Circle level

The Circle level Core Group consists of the following. The concerned Sub-Divisional Education officer as Chairman

- (1) Circle Education Officer in-charge
- (2) Block Development Officer of the area.
- (3) Selected Headmaster/Headteachers/Teachers.
- (4) Selected President of P.T.A
- (5) NGOs

### Village level

The Village Core Group or VEC consists of the following members.

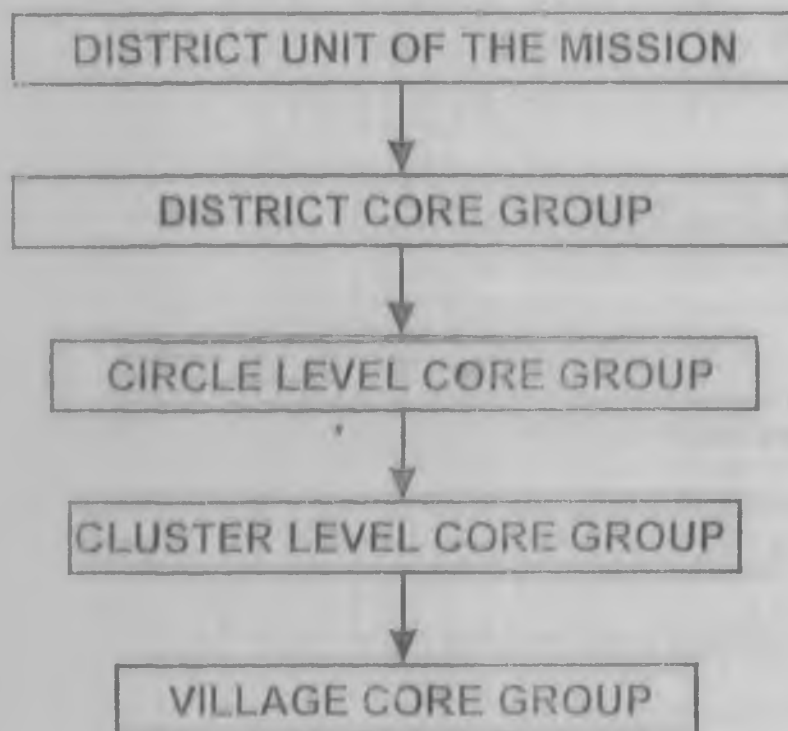
- (1) Headmaster/Headteacher of the village.
- (2) President, Village Council.
- (3) President, Women Association (MIHP)
- (4) Representative of Youth Group (YMA)
- (5) NGOs.

## DEVELOPMENT OF DATABASED - PLANNING

The District level core team conducted a two days orientation programme to all surveyors at the District Headquarters, Lunglei. The following were discussed.

- (1) The importance of SSA, its basic aims & objective.
- (2) The importance of the achievement of universalisation of Elementary Education.
- (3) The exact, correct and proper use of Survey Sheets.
- (4) The importance of Community participation.

After all the core team at different levels were created, planning of the District Education started.



*Note: The District is divided into four circles, having each core group. Each Circle have four clusters, comprising a number of villages education committee with their own*

THE TABLE 3.3. SHOWS THE NAMES OF CLUSTERS AND VILLAGES

Sl. No.	Name of villages in cluster	Sl. No.	Name of villages in cluster	Sl. No.	Name of villages in cluster
<b>A</b>		<b>4. Haulawng Cluster</b>		<b>4. S.Vanlaiphai Cluster</b>	
<b>STATION CIRCLE</b>		1.	Haulawng	1.	Muallianpui
<b>1. Langlail Cluster</b>		2.	Mualthuama 'N'	2.	Lungpuitlang
1.	Electie Veng	3.	Sekhum	3.	S. Vanlaiphai
2.	Chanman	4.	Ramlaitui	4.	Darzo
3.	Ramlhar	5.	Kanghmun 'S'	<b>5. Tawipui Cluster</b>	
4.	Fam Veng	6.	Phaileng 'S'	1.	Khawmawi
5.	Salten	7.	Zotuitlang	2.	Thlengang
6.	Lunjlawn	8.	Chengpui	3.	Mamte
7.	Tuangmual	9.	Hmuntlang	4.	Thingfal
8.	Sethlun	10.	Mausen	5.	Tawupui 'S'
9.	Theriat			6.	Tawipui - 'N'-I
<b>2. Zohawk Cluster</b>		<b>B</b>		7.	Tawipui - 'N'-II
1.	Zohawk	<b>EASTERN CIRCLE</b>		8.	Mualcheng 'S'
2.	Dawn	<b>1. Pangzawl Cluster</b>		9.	Mualthuam 'S'
3.	Halxawng	1.	Pangzawl	10.	Thavalthu
4.	Sairep	2.	Lungmawi	<b>C</b>	
5.	Hlumte	3.	Rawpui	<b>TLABUNG CIRCLE</b>	
6.	Lungpuzawl	4.	Bualpui 'V'	<b>1. Bazar Cluster</b>	
7.	Hrangchawkawn	5.	Chhipphir	1.	Bazar
8.	Hanzawl	6.	Zote 'S'	2.	Zohmun
9.	Bualte	<b>3. Cherhlun Cluster</b>		3.	Serkawn
<b>3. Hnahthial Cluster</b>		1.	Thingsai	4.	Zotlang
1.	Hnahthial	2.	Bualpui 'H'	5.	Zohnuai
2.	Thiltlang	3.	Cherhlun	6.	Pukpui
3.	Denlung	4.	New Ngharchhip	7.	Lungsen
4.	Leite	5.	Old Ngharchhip	8.	Rangte
5.	Rotlang 'E'	6.	Larpho	9.	Chhualthum
6.	Tuipui 'D'	7.	Khawhri	10.	Chhunkhum
7.	Maudarh	8.	Aithur	11.	Sihphirtlang
8.	Lungleng 'S'	9.	Chawngtui 'S'	12.	Rolui
					Undermanik

Sl. No.	Name of village in cluster	Sl. No.	Name of village in cluster	Sl. No.	Name of village in cluster
	<b>2. Tipperaghat Cluster</b>		<b>4. Flabung Cluster</b>		<b>Cluster - II</b>
1.	Tipperaghat - I	1.	Flabung	1.	Buapui
2.	Tipperaghat - II	2.	Chawilung	2.	New Khawlek
3.	Tipperaghat - III	3.	Nunsury - I	3.	Old Khawlek
4.	New Khojowsury	4.	Nunsury - II	4.	Dengsur
5.	Old Khojowsury	5.	Serhuan	5.	Bunghmun 'W'
6.	Khojowsurychhuah	6.	Zohmun	6.	Kawlhawk
7.	Letisury	7.	Tuichawng	7.	Thenhlum
8.	Silkur	8.	Mitsora	8.	Dampui
9.	Kawipuichhuah	9.	Diblibagh	9.	Kawnpui 'W'
10.	Tablabagh - I	10.	Sukurba sora	10.	Darngawn 'W'
11.	Tablabagh - II	11.	Legudhasury	11.	Changpui
12.	Tablabagh - III	12.	New Belkhai	12.	Lungchem
13.	Kalapani	13.	Tukawi		<b>Cluster- III</b>
14.	Malsuri	14.	Thungkhim	1.	Phairuangkai
15.	Baluksury	15.	Samuksury	2.	Rotlang 'W'
16.	Puankhar	16.	Biddiasora	3.	Phairuangchhuah
17.	Lokhisury	17.	Sumasumi	4.	Beltbei
18.	Devasora	18.	Bulungsury	5.	Zawlpui
	<b>3. Chawngte Cluster</b>		<b>D</b>	6.	Pangtlang
1.	Chawngte		<b>BUNGHMUN CIRCLE</b>	7.	Kauchhuah
2.	Gulsil		<b>Cluster - I</b>	8.	Tuisen/Boliaveng
3.	Ngiautlang	1.	Vengkai	9.	Tuisenchhuah
4.	Hmunthai	2.	Venghlun	10.	Putlungasih
5.	Mautlang	3.	Hauruang		<b>Cluster-IV</b>
6.	Vaisam	4.	Runtung	1.	Bunghmun 'W'
7.	Sailen	5.	Rahsiveng	2.	Hlu
8.	Chithar	6.	Vanhue	3.	Sesawm
9.	Thangte	7.	Thehlep	4.	Phairuam
10.	Thangpui	8.	Sertlangpui	5.	Laisawral
11.	Rualalung	9.	Serte	6.	Salmur
12.	Vairawkai	10.	Lungdai 'E'	7.	Ferabonia
13.	Lungrang 'S	11.	Thuampui	8.	Sachan
14.	Lalnului	12.	Vuakmual	9.	New Sachan.
15.	Sedahtui				
16.	Thanzamasora				
17.	Zehtet				
18.	Buknuam				

## DEVELOPMENT OF DISTRICT ELEMENTARY EDUCATION PLAN BY COMMUNITY PARTICIPATION

The District planning team has gone through the entire process from Village Habitation level to the District. Village Education Committee (VETCs) has been constituted throughout the District, who conducted meeting prior to the construction of plan and estimate. All the issues and problems faced at the village levels were put forwarded and suggestion were made for plans and schemes, which was deliberated upon. At the sametime, the cluster committee were also made at cluster levels which met at cluster centres to discuss the same i.e. problems and issues, strategies, and how to bring SSA scheme into reality. Some of the meeting minutes of VETC are:-

- (1) Non-availability of the upper primary/Middle school in their village.
- (2) Lack of proper facilities like uniform, text books for many poor/low income family of school going children.
- (3) Needs and importance of awareness in the importance of Education by the local people.
- (4) Poor facilities like TLM and furniture
- (5) Poverty of some parents, who can not send their children to Middle School.

The cluster committee also met at cluster centre to discuss the problems and issues faced at the cluster level. The meeting minutes of some of the clusters can be illustrated/described as follows.

- (1) Construction of separate building rooms for the cluster at the cluster centre.
- (2) This cluster building could be constructed in any convenient school compound at the centre village, which could be used for Resource room, committee room, storage for facilities of the cluster.
- (3) Better monitoring and evaluation supervision, vigilance at the working of the cluster, to bring success to the SSA scheme.

### FORMATION OF EDUCATION COMMITTEE

The various Education Committee will consist of the following

#### District level Education Committee

1. District Education Officer - Chairman
2. Sub-Divisional Education Officer of the District.
3. Circle Education Officer of the District
4. President - MSTFA
5. President - PTA
6. President - YMA, Sub-Headquarters.
7. District Social Welfare Officer
8. National Awardee
9. NGOs

### **Circle level Education Committee**

1. Sub-Divisional Education Officer of the concern.
2. Circle Education Officer of the concern.
3. Block Development Officer
4. Selected Headmaster/Headteacher
5. NGO
6. Youth Group YMA Representatives.

### **Cluster level Education Committee**

1. Circle Education Officer
2. Selected Headmaster/Headteacher
3. YMA Representatives
4. National Awardee (if in the cluster)
5. NGO
6. Women Front.

### **Village Education Committee**

1. President, Village Council,
2. Headmaster/Headteacher Teachers
3. Representatives of Village Council
4. Representatives of Youth Group (YMA)
5. Women Representatives
6. Anganwadi Workers.

## CHAPTER - IV

### MAJOR ISSUES AND INNOVATIVE STRATEGIES

Under the SSA, the District plan have to achieve Universalisation of Elementary Education. The elementary Education must be qualitative in nature, relevant and resourceful. All the components of UEE are inter-related and calls for a holistic approach to planning. Thus, the aims of SSA must be satisfactory quality of Education for all children. As the objective of SSA is to bring all children upto 14 years of age to complete Elementary Education, different schemes and plan must be initiated and incorporated in the District Elementary Education plan.

The first important issue is to bring all out of school children, back to school. The Table 4.1 indicate the out of school children.

TABLE 4.1 OUT OF SCHOOL CHILDREN

Table 4.1

Sl. No.		Out of School Children		
1.	Station Circle	80	37	117
2.	Eastern Circle	81	82	163
3.	Flabung Circle	1786	2095	3879
4.	Bunghmun Circle	496	477	973
	<b>Total</b>	<b>2443</b>	<b>2689</b>	<b>5132</b>

Source : SSA Survey Report, 2011.

The next issues is the non-availability of primary school in the habitations, or that the school is too far for children to attend as the school outside their village. As several villages in the remote areas are scattered without access good communication many children in the rural areas are deprived of school education. The habitation, where there is no primary school must therefore have their own within the village. The table 4.2 gives the habitations/villages where there is no primary school.

**TABLE 4.2 : VILLAGES WITHOUT PRIMARY SCHOOL**

*Table 4.2*

Sl. No.	Name of Villages	No. of Houses	Popula tion	0 - 14 years children		
				M	F	TT
1	Tablabagh - I	35	192	46	29	75
2	Bornasury	41	254	57	50	107
3	Serhuan	63	385	96	84	180
4	Champasury	3	14	3	4	7
5	Sedailui	30	167	25	31	56
6	Sihphirtlang	14	90	22	20	42
7	Thingkhim	15	97	23	15	38
8	Undermanik	49	348	76	64	140
9	Sumasumi	27	180	54	32	86
10	Muriskatasora	27	139	37	32	69
11	Phairuangchhuah	24	135	37	28	65
12	New Sachan	90	159	63	29	92
13	Vuakmual	10	71	13	15	28
14	Salmur	48	231	54	50	104
15	Phanuam	22	144	32	33	65
16	Maudarh	15	75	14	17	31
17	Thangpui	16	100	15	11	26
18	Chhuahthum	15	42	5	7	12
	<b>G. Total</b>	<b>544</b>	<b>2823</b>	<b>672</b>	<b>551</b>	<b>1223</b>

*Source : SSA Survey on August, 2001 Reports*

*Note : All these Habitations are proposed to have Primary School*

**LIST OF PURELY PRIVATE PRIMARY SCHOOL.**

- |                                      |                |
|--------------------------------------|----------------|
| 1. Fahnui Primary School             | Mizo Medium    |
| 2. Saisen Primary School             | Bengali Medium |
| 3. Hmundo Primary School             | Bengali Medium |
| 4. Ngiautlang Primary School         | Bengali Medium |
| 5. Mauzam Primary School             | Bengali Medium |
| 6. Old Khojoysury Primary School     | Bengali Medium |
| 7. Malary Primary School             | Bengali Medium |
| 8. Tablabagh Primary School          | Bengali Medium |
| 9. Taraboni Primary School           | Bengali Medium |
| 10. Buknuam Primary School           | Mizo Medium    |
| 11. Mantlang Primary School          | Mizo Medium    |
| 12. Vaivawhial Primary School        | Mizo Medium    |
| 13. Rolui Primary School             | Mizo Medium    |
| 14. Zohmun Primary School            | Mizo Medium    |
| 15. Khojoysury Chhuah Primary School | Mizo Medium    |
| 16. Hmunthar Primary School          | Mizo Medium    |
| 17. Zehtet Primary School            | Mizo Medium    |

**Note :** These Private Primary Schools are established and run by the villagers as demand for Primary School is very urgent. However, the people of the village are very poor, it is really difficult to contribute even a small sum of money for salary of teacher and school maintenance. It is doubtful if the school will continue to exist even for another year for lack of fund. Under this circumstances, these purely private primary schools can no be said to be a regular school and the village can be placed under schoolless - village/habitation.



**TABLE NO. 4.3 : VILLAGES WITHOUT MIDDLE SCHOOL/UPPER PRIMARY**

The objective of SSA is to make children complete eight years of schooling by 2010. But there are many villages within the District without Upper Primary/Middle School. Without completing upper primary, the basic aim of SSA can not be achieved. Thus, the existing Primary Schools in these villages must be upgraded to Upper Primary or new Middle Schools must be open for those children, who have completed Lower Primary. The list of Habitations/Villages in the District is given in Table 4.3 (where there are no. M/S)

Sl. No.	Name of Villages	No. of House-hold	No. of P/S	0 - 14 years children		
				M	F	TT
<b>Lunglei Station Circle</b>						
1	Hlumte	28	1	51	34	85
2	Sairep	32	1	24	24	48
3	Denlung	23	1	25	25	50
4	Chengpui	28	1	14	14	28
5	Dawn	51	1	49	44	93
6	Hmuntlang	22	1	16	18	34
<b>Eastern Circle</b>						
1	Aithur	26	1	21	18	39
2	Thlengang	31	1	37	39	76
<b>Bunghmun Circle</b>						
1	Kawlhawk	30	1	23	19	42
2	New Khawlek	26	1	11	25	36
3	South Khawlek	23	1	19	18	37
4	Sachan	58	1	20	54	74
5	Phairuangchhuah	24	1	37	28	65
6	Kauchhuah	76	1	126	104	230
7	Rotlang W	80	1	17	28	45
8	New Sachan	90	1	63	29	92
9	Sesawm	61	1	82	67	149
10	Dampui 'S'	46	1	57	45	102
11	Tleu	9	1	20	10	30
12	Vuakmual	10	1	13	15	28
13	Tuisen/Bolia veng	81	1	94	94	188
14	Belthei	74	1	87	90	177
15	Salmur	38	1	54	50	104
16	Terabonia	51	1	77	52	129
17	Pangtlang	24	1	35	20	55
18	Phainuam	22	1	32	33	65

Sl. No.	Name of Villages	No. of House-hold	No. of P/S	0 - 14 years children		
				M	F	TT
	<b>Tlabung Circle</b>					
1	Chhumkhum	27	1	27	25	52
2	Chhuaithum	25	-	31	20	51
3	Lalnutui	30	1	31	30	61
4	Thangte	36	1	31	35	66
5	Thangpui	20	1	17	18	35
6	Buknuam	35	1	56	48	104
7	Thingkhim	15	-	23	15	38
8	Kawrpuiichhuah	39	1	49	43	92
9	Silkur	31	1	56	56	112
10	Undermanik	49	-	76	64	140
11	Mautlang	35	1	57	40	97
12	Vairawkai	24	1	35	25	60
13	Rolui	51	1	46	37	83
14	Zohmun	58	2	82	80	162
15	Sumasumi	27	-	54	32	86
16	Muriskatasora	27	-	37	32	69
17	Ugudhasury	61	-	120	102	222
18	Khajoisury chhuah	38	1	70	57	127
19	Bornasury	41	-	57	50	107
20	Thanzamasora	45	-	53	46	99
21	Hmuntha	47	-	40	55	95
22	Saisen	25	1	47	33	80
23	Samuksury	93	1	116	118	234
24	Tiipperaghat -II	53	1	86	80	166
25	Tiipperaghat -III	42	1	49	50	99
26	Sukurbasora	56	1	84	57	141
27	Tuikawi	35	2	42	33	75
28	Hmundo	26	1	34	32	66
29	Bulungsury	35	1	50	44	94
30	Puankhai	113	1	221	189	410
31	Bindiasora	43	1	59	67	126
32	Ngiautlang	24	1	30	30	60
33	Gulsil	32	1	34	30	64
34	Devasora	73	2	148	124	272
35	Mauzam	104	1	138	128	266
36	Old Khojoysuri	55	1	81	65	146
37	Baluksury	72	1	107	113	220
38	Letisury	35	1	37	39	76
39	Bandiasora	79	1	118	105	223
40	Lokhisury	42	1	47	66	113
41	Malsory	59	1	93	84	177
42	Sailen	31	1	42	37	79
43	Tablabagh-III	37	1	46	27	73
44	Matisora	109	1	201	150	351
45	Serhuan	63	-	117	62	179
46	Champasuri	3	-	5	2	7
47	Sedailui	30	-	15	10	25
48	Sihphirtlang	14	-	11	6	16

Source : SSA Survey Report, 2001.

**CIRCLE WISE PURELY PRIVATE MIDDLE SCHOOL.**

**Tabung Circle**

<b>Station Circle</b>	1	Hlangte	1
1. Lungpuizawl	1	2 New Khojaysun	1
2. Mausen	1	3 Tuichawng	1
		4 Zehtet	1

**Eastern Circle**

1. Lungmawi	1		
2. Lungpuitlang	1	<b>Bunghmun Circle</b>	
3. Lungleng 'S'	1	1 Lungdar	1
4. Old Ngharchhip	1	2 Bungtlang 'W'	1
		3 Runtung	1
		4 Tuisenchhuah	1

As these Private Middle Schools are run by public contribution as the demand for middle school is high. As the rural people are poor, it is doubtful if the school will continue to exist even for another year for lack of fund

As the objective of SSA is to bring all children to the normal school, the pre-school stages like anganwadi, pre-school care, ECC, Care centre must be develop so as to prepared the child for going to school. Table 4.4 shows the existing Aganwadi Centre in the District.

**TABLE 4.4 : NFE CENTRE**

Sl. No.	Name of Circle	No. of Aganwadi	NFE
1.	Lunglei Station Circle	66	3
2.	Eastern Circle	80	14
3.	Tabung Circle	50	6
4.	Bunghmun Circle	67	10
	<b>Total</b>	<b>263</b>	<b>33</b>

Source : SSA Survey Report, 2001.

Within the District, there are many Habitations where there is no normal schooling or primary school. In these cases, there is a need of establishing a primary school. At the same time, there is also a need to develop more reliable and reasonable pre school care, ECC. If there is proper early childhood care, the enrolment would increase and expected 100% by 2007 AD. Table 4.5 shows the children below 6 years, which would soon needed to get admitted to the school.

**Table 4.5 Children below 6 yrs.**

Sl. No.	Name of Circle	Children below 6 yrs.		
		Male	Female	Total
1.	Station Circle	2544	2465	5009
2.	Eastern Circle	1613	1572	3185
3.	Tabung Circle	3092	3051	6143
4.	Bunghmun Circle	2183	2060	4243
	<b>Total</b>	<b>9432</b>	<b>9148</b>	<b>18580</b>

Source : SSA Survey Report, 2001.

## Enrolment

As the aims of SSA is to bridge the gap between all gender all children below 14 years of age must be enrolled in the Elementary School. The present Enrolment of the District is shown in the Table 4.6

**TABLE 4.6 : CLASS - WISE ENROLEMENT**

Sl. No.	Name of Circle	Boys	Girls	Total
1.	Station	3761	3564	7325
2.	Eastern	2664	2593	5257
3.	Tlabung	3051	2433	5484
4.	Bunghmun	2107	1796	3903
	<b>Total</b>	<b>11583</b>	<b>10386</b>	<b>21969</b>

*Source : SSA Survey Report, 2001.*

To maintain retention of the school going children, the strategies and schemes must be implemented positively. The children before attaining 14 years of age must not leave the school. Table No. 4.7 shows the No. of drop out in the District.

**TABLE 4.7 : DROP OUT CHILDREN**

Sl. No.	Name of Circle	Male	Female	Total
1.	Station Circle	67	57	124
2.	Eastern Circle	95	80	175
3.	Tlabung Circle	30	27	54
4.	Bunghmun Circle	221	178	399
	<b>Total</b>	<b>471</b>	<b>412</b>	<b>883</b>

*Source : SSA Survey Report August, 2001*

### PROBLEMS AND ISSUES ON RETENTION AND ACHIEVEMENT OF EDUCATIONAL QUALITIES

There are various reasons for dropout, out of school, problems on retention and achievement. These can be summarised under the following.

- (1) Lack of proper facilities to provide to the school going children by the parents due to poverty, like uniform, text books, and other facilities.
- (2) No higher institution i.e. Upper Primary in some villages.
- (3) Lack of awareness on the part of parents to the importance of Education.
- (4) Lack of proper pre-school care, early childhood care etc in the village.
- (5) Unattractive environment of the school, like building, furniture, compound, TLM etc.

- (6) Inefficient and shortage of teachers in many schools.
- (7) No desirable community participation in the development of Education in some villages
- (8) Low calibre of social life in some remote villages.

For successful implementation of SSA scheme in this District, the above problems and issues given above must be eradicated or solved in positive ways. The universal enrolment must be brought at first instance. Thus, the success of SSA depends upon the full use of every available resources.

### - - - STRATEGIES FOR ACCESS ENROLMENT RETENTION - - - ACHIEVEMENT AND QUALITY

The Household Survey conducted show that out of the whole population of children from 0 - 14, 1284 out of 46117 children have no access to the formal schooling of education. It is also found that there are 5132 children of the age group 6 - 14 years are not attending formal schools. Thus, from this SSA Survey of the whole District, it is found that new innovation and strategies must come out. For this, the following must be done:-

- (1) To open up new primary schools, where there is no primary schools.
- (2) Open new upper primary schools and the existing Primary Schools may be up-graded into Upper Primary by constructing at least three class rooms and one room for the Headmaster.
- (3) Opening up of ECE, for the age group 3 - 15 years to prepare the children for normal schooling.
- (4) Renovating the pre school system by increasing the salary, like kindergarten system, free distribution of textbooks etc.

The above suggestion and implementation could accelerated the access, and improve the existing system.

For the fullest enrolment and cen percent retention of children below 14 years and to bring SSA objectives into reality, the following measures and schemes must be realised.

- (1) Introduction of continuous and comprehensive evaluation system coupled with remedial measures.
- (2) Rationalisation of teachers, and creation of new post to the single teacher school.
- (3) Improving the school buildings, where needed, either by reconstruction or renovation to make attractive for school going children.
- (4) Supply of text books, uniforms and other teaching learning materials free to all children in the schools within the District.
- (5) Improving the norms and scheme of NFE as an alternative system.
- (6) Finding better system of Evaluation so that children would not drop out due to failure in the promotion Examination.
- (7) Conduct awareness campaigns, orient the local people at least one in a year by district authority/District Core Committee.
- (8) Conduct of short and orientation course for teachers in a year by DIET.

## CHAPTER - V

- Access, Enrolment and retention
- Early Childhood Education (ECE)
- Supply of TLM
- School Grants
- Improvement of School Environment.
- Free Text-Books for Girls etc.

### ACCESS

One of the main aims of SSA is to provide useful and relevant Elementary Education for all children in the age group of 6-14 years. Education Guarantee Centre, Alternative school, back to school camp by 2003. To realize this objective primary school facilities are to be provided to all the children within a distance of 1Km and the first priority of the District is to ensure access to the children of all the sections by providing free and compulsory education for the children of the age group 6-14 years.

The Household survey reveals that 6% of the 6-14 age group population have no access to formal education and many habitations in the district are scattered and have poor communicative system. In many areas the habitations consist 10 - 30 houses and to provide formal education to those villages formal education to children. The District authority need to be strengthened and new formal Primary Schools needed to open.

It is proposed to open formal Primary Schools in schoolless habitations where the age group 0-14 population is 1284 alongwith provision of two(2) teachers per school as per SSA norms.

*Table 5.1 No. of School to be opened in schoolless habitation.*

Sl/No	Name of Circle	No of new Primary School proposed in schoolless habitation.	No. of Teachers required @ of 2 teachers per school
9	Station Circle	1.	2
10	Eastern Circle	-	-
11	Flabung Circle	26	52
12	Bunghmun Circle	9	18
	<b>TOTAL :-</b>	<b>36</b>	<b>72</b>

*Source SSA Survey, 2001.*

Some of the existing Primary schools are proposed to be upgraded to Upper Primary schools, to provide access to Upper Primary School especially to those in the rural areas who dropped out after Class-IV in their native habitation where parents are reluctant to send them to other habitations for Upper Primary education.

**Table 5.2 No. of School proposed to be upgraded.**

Sl/No	Name of Circle	No.of villages which have only P/S	No.of school proposed to be upgraded.
1.	Station Circle	5	5
2.	Eastern Circle	2	2
3.	Tlabung Circle	36	36
4.	Bunghmun Circle	13	13
	<b>TOTAL :-</b>	<b>56</b>	<b>56</b>

Source SSA Survey, 2001.

#### **ENROLMENT AND RETENTION:**

Household survey reveals that 11 % of the Primary School going aged group are still outside the school and some children are retained in the same class. In many rural areas children between 6-14 years of age group have discontinued their studies after completion of Class-IV in the Primary School of their native habitation since there is no access for upper Primary schooling facilities in the same habitation.

It is, therefore, necessary to take the following measures:-

- (1) Conduct campaign involving Village Education Committee, Cluster Level Committee of Education and Non-Government Organisations (NGO) like Young Mizo Association, Mizo Hmeichhe Insuihkhawm Pawl (MHIP) etc. to convince parents of the child.
- (2) Assistance to the School Committees for mobilisation as well as monitoring the children for continuous schooling.
- (3) Special drive to discouraging repetition in one class and encouraging a regular transition of each pupil from one class to another class.
- (4) Attractive facilities for Primary schools and Upper Primary schools inside and outside the classrooms.
- (5) Improving teacher-pupil ratio by positioning regular teachers and volunteers.
- (6) Conduct Awareness campaign to Parents and give an orientation to the School Committee

#### **EARLY CHILDHOOD EDUCATION :**

Early Childhood care and Education is a school readiness programmes and releases the older school aged children from sibling care Social Welfare Department of Mizoram is running 63 Anganwadi Centres at different villages within the District. Integrated Child Development Service looks after many children in the District and give support to the health needs of children in the age group of 3-5 years and is also preparing children to have readiness for Primary School Education.

The SSA realizes the needs of Pre-School learning and early childhood education and role in improving participation of children in schools.

**Table 5.3 Aganwadi Centres in Lunglei District.**

Sl/No	Name of circle	No. of Aganwadi Centre	No. of village with no Aganwadi Centre
1.	Station Circle	66	5
2.	Eastern Circle	80	5
3.	Tlabung Circle	50	50
4.	Bunghmun circle	67	10
	<b>TOTAL :-</b>	<b>263</b>	<b>70</b>

Source SSA Survey, 2001.

### SUPPLY OF TLM :

Teaching Learning Materials are supply by the State Government in the District. Existing scheme is inadequate and many Primary Schools and Middle Schools needs teaching learning materials for the improvement of elementary education. It is an incentive for promoting enrolment and retention of the children in the school in general and deprived in particular. In order to attend school and have the urge every parent to send their children to school, Teaching/Learning material plays an important role in the school. At present, the state government is suppling Teaching Learning materials but this is inadequate for the present

To provide Teaching Learning materials such as Blackboard/Green Board, Maps, Educational Charts, Globe, Science Kits, Text Books and for teachers Hand Book.

**Table 5.4. Circle wise requirement of teaching/learning materials**

Sl/No	Name of Circle	Requirement of TLM in P/S and M/S											
		Blackboard		Map		Chart		Globe		Science Kit		Text book	
		M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S
1.	Station Circle	189	218	17	31	19	38	22	49	39	62	7	18
2.	Eastern Circle	118	218	11	45	13	49	11	41	24	50	10	25
3.	Tlabung Circle	77	273	8	67	15	69	11	67	23	43	10	53
4.	Bunghmun Circle	54	140	6	32	11	40	8	36	17	47	8	14
	<b>TOTAL :-</b>	<b>438</b>	<b>849</b>	<b>37</b>	<b>178</b>	<b>58</b>	<b>196</b>	<b>52</b>	<b>193</b>	<b>103</b>	<b>242</b>	<b>32</b>	<b>110</b>

Source SSA Survey, 2001.

### SCHOOL GRANTS :

The Mizoram State Government sanctioned funds for grants of schools in Lunglei District. The State Government sanctioned different grants to different school like building grants furniture grants, drinking water facilities, Toilets etc. to different elementary schools. But due to financial scarcity of funds most of the Primary Schools and Middle Schools in the District are inadequate and more funds/grants are needed for the improvements of the schools. Some of the buildings are old and need to be reconstructed and furniture are in bad conditions.

The present type of school building in the District are as follows :-



**Table 5.5**

Sl. No	Name of Circle	School Level		Pucca		Semi Pucca		Katcha	
		M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S
1.	Station Circle	53	69	5	3	44	62	4	4
2.	Eastern Circle	36	52	2	4	31	44	3	4
3.	Tlabung Circle	36	93	4	5	18	32	12	56
4.	Bunghmun Circle	28	52	1	1	21	39	6	12
	<b>TOTAL :-</b>	<b>153</b>	<b>266</b>	<b>12</b>	<b>13</b>	<b>114</b>	<b>117</b>	<b>25</b>	<b>76</b>

Source: SSA Survey, 2001.

### IMPROVEMENT OF SCHOOL ENVIRONMENT

One of the goals of SSA is to promote school environment for children in the school. Learning skills and life skills is important for all children. To have learning and life skills every school needs to have good environment inside and outside the school. The relevance of education depends much in environment. SSA encourage improvement of school environment for children in the school. The following should be kept in mind to improve the school environment.

- (1) Physically, the school building and furniture should be attractive for the incentive of the children. Good building and good furniture creates the children safety and good atmosphere. The classroom should be cleaned and kept good atmosphere.
- (2) Co-curricular activities like games and sports, work experience can also creates improvement of school environment. All children in the school needs good environment in the school in order to have incentive in their learning. There should be good relations between teachers and children. Well-trained teachers can creates motivation to children and their talents/capacity of different children should be well known by a well trained teachers.
- (3) Parents support can improve the children environment at home and also in the school. Good environment at home is play an important role for the incentives of the children. Parents responsible for their children at home and also in the community. Parents support is useful for better environment to children.
- (4) Community support also created good environment in the school and in the community. To creates good environment local leaders in the locality also responsible for better growth of the children. Social environment play an important role for improvement of school environment. Encouragement of sports, cultural activities with social and natural surroundings, good health of children are very important.

### FREE TEXT-BOOKS FOR GIRLS ETC:-

Government of Mizoram distributed Free text-books to some poor students. Having selected schools free text-books was distributed upto the level of Class-I to class-VII. Distribution of free text-books created incentives for promoting enrolment and retention of the children in the school in general. Free text books for girls and backward community is not yet distributed in Lunglei District. Poorer children are selected from the school and generally 4 students in each class were selected and distributed to them.

## CHAPTER - VI

### QUALITY ISSUES IN ELEMENTARY EDUCATION

#### 6.0 PEDAGOGY AND TEACHER TRAINING:

The focus of the entire pedagogy process is the child. The needs of the children for their developmental process requirements will form the basis of providing classrooms learning experience for the children. Top priority will be given to the basic skills of language, Mathematics, Science and providing child friendly environment in the classrooms. Following are the guidelines for taking various initiatives under pedagogy and teacher training.

#### PARENTS AND COMMUNITY PERCEPTION ON QUALITY EDUCATION:

The planning teams at various levels i.e District, Sub-Divisions, Circle, Cluster and Habitations interacted with parents and community members on the aspects of quality education and pupils achievement during planning process. Accordingly to them, the quality in terms of pupil output means the various grades achieved in various classes achievement at least minimum Levels of Learning in various classes (MLLs).

These perceptions will be taken into consideration by developing the appropriate strategies for the improvement of Quality Pupil Outcome.

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

a) **Pedagogy of Affection:** In a majority of parents and teachers, the meeting observed that children are treated with strict discipline with restricted movement. Giving them brutal corporal punishment, home works and assignments during the after school hours, less interaction between peers, no interactive materials, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupils initiative and participation.

The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone can motivate the children for their full participation in the learning process and for their continuation in the school. Therefore, necessary orientation will be for the teachers concerning these aspects, along with exposure visits for additional charges.

b) **Pedagogy of Retention:** Majority of the children of the schools of government and local body are first generation literate, whose family background is not much encouraging for their full participation in the school and in other educative processes. It is also found that child abuse is prominent in the schools with the pretext that the students are often without school uniforms, incomplete homework not having adequate notebooks, pencils and other teaching learning materials. These discourage children which leads to absenteeism and eventually resulting in dropping.

Therefore, teachers need to be oriented thoroughly on pupils' retention and so on his family background. Wherever teachers are well acquainted with the family background of the students their interest towards childrens' regular attendance and retention is quite encouraging and evident. An atmosphere will be created in the school for improved home-school contacts. Teachers will be sensitized in these aspects through orientation.

c) **Curricular approaches** - The model of providing information is developing the abilities among children: Most of the Elementary Education became increasingly textbook centered and teacher centre. Children are overburdened with more textual materials, with more and more information added in repeated textbook revisions. The model of conveying 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 scrubs the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupils in the process of knowledge generation. The profile of the child such as his innate abilities viz. Thinking, reasoning, imagination, observation, estimation, comprehension, questioning synthesis, analysis, evaluation, etc. are totally neglected. Contents of various school subjects have not been seen as a media to develop these abilities. The objectives of primary education along with subject-wise objectives are never fully reflected in the textbooks as well as in pupils assessment procedures.

Therefore, the component of development of children innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of the component in teacher training programmes.

#### **6.1 Academic Convention – Networking and Linkage:**

Teachers will be encouraged to adopt and work further on the methodology that they think results in the improvement of pupils' achievement and build up teachers momentum for a quality change in classrooms and pupils' output by providing necessary support from S.S.A.

Therefore, it is proposed to encourage some of the interested teachers who come forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers 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 :

- 1. Language improvement programmes.
- 2. Mathematics improvement programmes.
- 3. Science improvement programmes.
- 4. Programme for sensitization of the community on Child Labour and educational issues.
- 5. Study tour programme to visit ancient monuments and historical buildings twice in a year for CLRP's, teachers and for students of upper primary schools.

#### **6.2**

#### **QUALITY TEACHING & LEARNING-TEACHER TRAINING**

It is proposed to orient all the teachers both in- service and newly recruited. Accordingly a twenty days (20 days) training programme will be organized for the regular teachers and sixty days (60 days) orientation programme will be conducted to the freshly recruited teachers as per the financial norms of S.S.A. The training will be conducted in a cascade mode viz- Training of District Resources Group (DRG) by State Resource Group (SRG) who in turn will train the Circle Level Resource Group (CLRG) and this CLRG will ultimately train the teachers at circle level/ cluster level.

**Table 6.1 Training Personnel to be covered.**

No. of DRG	No of CLRG @ 5 per Circle	No. of Teachers		CEO/CLRP's @ 5 per Circle
		In-service	Newly recruited	
1	20	1282	519	20

**Table 6.2 Quality - Training**

Sl. No.	Name of Circle	Training	
		No. of Schools	No. of Teachers
1	Station Circle	118	633
2	Eastern Circle	87	369
3	Tlabung Circle	123	468
4	Bunghmun Circle	80	331
	<b>Total</b>	<b>408</b>	<b>1801</b>

Source - SSA Survey in August 2001.

Constitution of District Resource Group (DRG), Circle Level Resource Groups (CLRG)

### DISTRICT RESOURCE GROUPS:

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with representative from DIETs, Headmasters, Teachers, Circle Level Resource Persons, etc. covering all subject areas of primary and upper primary (middle) schools. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the state. DRGs in turn will orient the Circle Level Resource Groups and visit the schools to monitor the implementation aspects.

Circle Level Resource Groups (CLRG) : Circle Level Resource Group will be constituted with active Headmasters and teachers of Primary and Middle Schools covering various curricular areas, who will be exposed to novel practices in addition to orientation by DRG, who in turn provide trainings and orientations to the regular teachers and freshly recruited teachers, E.C.E, and skill instructors.

**6.3 Table TRAINING - CIRCLE LEVEL-WISE PERSONNEL TO BE COVERED**

Sl. No	Name of Circle	No. of CLRG 5 per Circle	No of Teachers		CEO/CLRPs @ 5 per Circle
			In-service	Newly recruited	
1	Station Circle	5	413	220	5
2	Eastern Circle	5	319	50	5
3	Tlabung Circle	5	291	177	5
4	Bunghmun Circle	5	259	71	5
	<b>TOTAL</b>	<b>20</b>	<b>1282</b>	<b>519</b>	<b>20</b>

Source - SSA Survey in August 2001.

### 6.3 SCHOOL SUPPORT - PROFESSIONAL SUPPORT STRUCTURES.

#### a) District Institute of Education and training (DIET)

National Policy on Education 1986 (NPE) laid down a vibrant role for DIETs in the quality improvement of Elementary Education. In practice the role of DIETs have been limited to imparting pre-service training programme. Seldom monitor and provide on job support to the elementary school teachers in addition to in-service training programmes. DIET should take up various quality initiatives for the improvement of Elementary Education as follows:

- Academic Monitoring of Schools
- Conduct in-service training programmes to the teachers, Headmasters, ICF, Instructors, Circle Level Resource Group, monitoring and supervisory staffs, etc
- Take up Research and Evaluation activities.
- Participate in the planning process i.e. perspective as well as Annual Work Plan Budgets.
- Conduct achievement surveys and appraisal of various initiatives.

Therefore, it is proposed to strengthening DIETs by way of providing the following

support

- Provision of Equipment
- Provision of furniture
- Provision of Library books
- Assistance to take up academic monitoring of schools - provision of vehicle
- Contingency grants i.e. stationary computer peripherals, Travel allowances.

#### b) Circle Level Resource Center (CLRC)

CLRCs are the resource centers proposed to be established in circle level under SSA to cater to the professional requirement of primary school teachers as was done in the case of Circle of DPEP districts. Each CLRC will be provided with three Circle Level Resource Persons, continuous on job support to the primary teachers and to conduct various in-service training programmes at Circle levels. CEO and CLRPs will be working as a team for the improvement of quality of classroom transaction. All CLRCs will be provided with pucca building to conduct various training programmes as well as for the functioning of CEOs from this office.

The details of CLRPs and CLRCs are as follows:

Table 6.4

CLRCs		CLRPs	
4		20	
Sl No	Name of Circle	No. of CLRCs	No. of CLRPs
1	Station Circle	1	5
2	Eastern Circle	1	5
3	Tabung Circle	1	5
4	Bunghmun Circle	1	5
TOTAL		4	20

## INPUTS

- Provision of Building
- Provision of Equipment
- Provision of Furniture
- Provision of Library Books
- Provision of Contingency Grants
- Provision of Capacity Building of CLR staff through orientation, exposure visit etc.

### Functional aspects of CLRCs / CLRPs.

- All the schools in the circle will be divided among the three CLRPs for effective monitoring, supervision, etc.
- Each CLRP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupils and teacher and observe classroom transaction of all the teachers and provide necessary guidance. Each CLRP also records his impression in the academic guidance register.
- Each CLRC will maintain the information on various aspects of primary education pertaining to all the habitations in the form of registers and records viz. Circle profile, school profile, stock profile, school monitoring returns, Enrolment of retention school wise particulars, School wise furniture, equipment and accommodation details, circle census register, CEO and CLRP handbooks, etc.
- In addition to monitoring the schools, the CLRP will visit Early Childhood Education center and meet the school committee members. Several orientation programmes have been planned for CLRPs in the field of pedagogy, girls' education, ECEs community mobilization, etc. for their capacity building and to enable them to take up monitoring and supervisions, effectively for UFI.

### (C) Teachers Centers (TCs)

Teachers' Centers are sub-circle structures where in primary teachers meet once in a month for professional exchange and to deliberate on new innovative ideas, TLM and other issues. Each TC will be provided with Rs. 2000/- as annual grant for procuring necessary stationery and other TLM. These centers are provided to be effective source of teacher development and teacher motivation and also serves as centers for professional exchange in DPEP districts. On an average each circle will be having 4 or 5 TCs. The details of the TCs are as follows:

*Table: 6.5*

No. of Circle	No of Teacher Centers
4	16

Table 6.6

Name of Circle	No. of CLRCs	No. of TCs Centers
Station Circle	1	4
Eastern Circle	1	4
Tlabung Circle	1	4
Bunghmun Circle	1	4
<b>TOTAL</b>	<b>4</b>	<b>16</b>

#### FUNCTIONAL ASPECTS

- The CEO and CLRPs will be attending the Teacher Center meeting regularly and take part in the deliberations
- The broader agenda for the Teacher Center meetings will be discussed and finalized at DRG and CLRG meetings, within which they can have district specific, and circle specific school specific activities.
- Further it is proposed to have specific activities/training workshop at TC level
- Greater importance will be given for the development of innovative Teaching Learning Material on various curricular and non-curricular areas.
- The teachers will be encouraged to share their innovative practices and apply the prepared TLM to the schools.

#### INPUTS

- Annual grant of TLM @ Rs. 2000/- per TCs per year
- Training to TC Secretaries/Asst. Secretary of TC/TC guide manual
- Monthly teachers meet at TC for professional exchange.

#### QUALITY TEACHING – SCHOOL, TEACHER AND TEACHER CENTER GRANTS:

So as to improve school infrastructure facilities and improve classroom practices. It is planned to provide annual grants to school @ Rs. 2000/- per year per school to improve school infrastructure facilities and annual teacher grants @ Rs. 500/- per year per teacher for acquiring the required teaching learning material to enable him/her to implement the child centered activity based pedagogy in the classrooms. It is also planned to provide annual grants to the Teacher Centers @ Rs. 2000 per year per teacher Center for stationery and TLM to be used in the TC meetings

Table: 6.7 Particulars of grants – School Teacher &amp; TC

No. of School	No. of Teacher	No. of Teacher Center
418	1801	16

Table: 6.8 Grants - School, Teachers & Teacher centers

Sl. No	Name of Circle	No. of Schools	No. of Teachers		No. of Teacher Centres
			In-Service	Newly recruited	
1	Station Circle	118	413	220	4
2	Eastern Circle	87	319	50	4
3	Habung Circle	123	291	177	4
4	Bunghmun Circle	80	259	72	4
	Total	408	1282	519	16

Source - SSA Survey in August 2001.

### 6.5 TEACHING LEARNING MATERIAL TO UPPER PRIMARY SCHOOLS (MIDDLE SCHOOLS)

The Planning Process taken up under SSA reveals the insufficient supply of TLM to the Upper Primary School and other support services. Therefore, it is proposed to provide assistance to these Upper Primary Schools towards procurement of TLM through school committees, community participation @ Rs. 50,000/- per school. The procurement will be based on items selected based on the requirement to be determined by the teachers and School Committees

Table: 6.9

No. of Circle	No. of Upper Primary Schools
4	150

Table: 6.10 TLM Grant for Upper Primary Schools

Sl. No.	Name of Circle	No. of Upper Primary Schools
1	Station Circle	49
2	Eastern Circle	36
3	Habung Circle	36
4	Bunghmun Circle	29
	Total	150

Source - SSA Survey in August 2001.

### 6.6 CATEGORIZATION OF SCHOOL INTO 'A', 'B' & 'C'

It is planned to categorize all the schools into three categories 'A', 'B' & 'C' based on the following criteria to develop some motivation and internal competition to excel.

- Community Participation
- + Enrolment
- High Level of Retention
- + Regular pupil and teacher attendance
- + Pupil performance in reading & writing
- + Teacher preparation Development of TLM and display of teacher and pupil work.
- + Utilization of all equipment and Library books.



- School premises- clean and Green.
- Innovative activities taken up by the Teachers.

The Schools which possessed high incidence of the above criteria may be treated as 'A' grade Schools and Schools which have a potential to change into 'A' grade school with a little external assistance by way of motivation and guidance may be categorized into 'B'. The remaining schools are proposed to be kept under 'C' category. The Categorization of Schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs.

#### 6.7 IMPROVED SCHOOL MANAGEMENT TRAINING TO HEADMASTERS.

The school Headmasters' leadership place a vital role for management at Classroom and School as a whole. The Headmaster is supposed to play a key role and an initiator to conduct various programmes, meetings, in the School premises viz--with Community, School Committees, Youth Activities, Parents, teachers for the improvement of Children Education as per U.E.E. The school Heads shall play a vital role in the process of School effectiveness. Therefore, it is proposed to provide an orientation on the management of Schools, School development initiatives, community mobilization, home school links, schooling of out of school children.

*Table: 6.11 School Management Training - Headmaster*

Sl. No.	Name of Circle	No. of Primary Schools Headmaster	No. of Upper Primary School Headmaster
1	Station Circle	69	49
2	Eastern Circle	51	36
3	Habung Circle	87	36
4	Bunghmun Circle	51	29
	Total	258	150

*Source - SSA Survey in August 2001.*

#### 6.8 ACADEMIC MONITORING OF SCHOOLS BY DIETS.

DIEs in the state are mostly concentrating on the preserves training aspects and there is less participation with respect to field interaction viz. – visiting the schools, meeting the teachers, discussing with school committee members, interacting with pupil etc. It is also found that the interaction between DIEs, DEO and DPEP district staff is not encouraging.

Therefore, it is proposed to involve DIET faculty in academic monitoring of the Schools. In the process, initiation has already been taken in assigning a set of schools which are 'B' and 'C' grade schools to DIET faculties who will monitor for a period of three to four months regularly and support various aspects of school matters viz., Achievement levels of the children, classroom transaction, teachers' preparation, TLM development, assessment procedures, enrolment and retention, activities and other innovative activities taken by the teachers.

In addition to it, the DIET staff will attend Teacher Center meetings which are Scheduled to be conducted at School Cluster level once in a month and participate in the deliberations of professional exchange. Support from DIET staff shall improve the schools in a holistic way and help in the exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (vehicle) stationery support etc. will be provided to the DII-Is.

The field interaction will be shared in the core Group meeting viz. staff of DFO, DPE/P and DII-I. The issues thus emerging will be reviewed and necessary initiatives taken for further improvement.

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## PUPIL ASSESSMENT PROCEDURES.

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of the children learning and the major emphasis is on the testing of the Children's cognitive abilities through written tests. There is not much relation between teaching-learning process and nature of assessment. Mostly it is a testing of children's memory and more stress is on the Children's cause of tension, fear and anxiety. The assessment is not comprehensive enough and neglects the effective and psychomotor aspects of pupil development. The test items do not reflect the objectives of the subjects and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures at elementary stage by making assessment a comprehensive one focussing on the entire child profile i.e. different aspects of cognitive creative, aesthetic, psycho-motor, attitudinal etc. rather than information acquisition through memorization. The assessment will link pedagogical practices as well as objectives of subjects and education in broad.

It is also proposed to focus on the assessment of abilities of the children i.e. ability of thinking, reasoning, imagination estimation, observation synthesis analysis, evaluation, etc. then information- acquisition in the process of knowledge generation. The test items also will 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 etc., which reveal the overall development of the individual.

According to the nature of tests, the period and area of assessment management and administration etc. will be reviewed and modified accordingly.

### Inputs:

- Workshops for the development of strategies on assessment procedures at elementary stage.
- Development of suitable module and other related literature.
- Orientation to teachers and other field staff.
- Workshops for the development of test items.
- Discussion of pupil assessment procedure in Teacher Center meetings.

## CHAPTER - VII

### COVERAGE OF SPECIAL FOCUS GROUP

#### GIRLS' EDUCATION

The Planning Process taken up as a part of pre-project activities revealed the presence of 2689 girls who are out of school of the age group of 6-14 years who are never enrolled and some of them dropped out after primary education.

**Table 7.1** *Girls' Education – Mainstreaming*

Sl. No.	Name of Circle	Total School Children 6-14yrs	Total No. of Out of School Children	Total No. of out of school girls	Percent.	Residential bridge course for girls
1	Station Circle	7325	117	37	31.62	NIL
2	Eastern Circle	5257	163	82	50.30	NIL
3	Tlabung Circle	5484	3879	2093	53.95	NIL
4	Bunghmun Circle	3903	973	447	45.94	NIL
	TOTAL	21969	5132	2689	52.39	NIL

Source – SSA Survey

#### GIRLS' EDUCATION

As shown in the above table, there are as many as 21969 school children of the age group 6-14 yrs., there are 5132 out of school children, out of which 2689 are girls out of school system. It is, therefore, imperative to give special attention to these children.

Girls' Education especially those belonging to the SC and ST and other backward classes is the primary focus of SSA. The strategies proposed for mainstreaming of girl children who are out of school and drop out, are as follows: -

- Conduct regular attendance monitoring of the children – especially girls and involving the community to take up the issue of irregular girl children.
- Developing a forum of women teachers to take up awareness campaigns on girls' education and involving the community to take up the issue of irregular girl children.
- Special focus on deprived pockets such as backward class of remote areas, urban slum areas etc.
- Improvement of Class room environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools)
- Mobilization at the habitation/village/urban slum level using women group viz. MHIP (Mizo Hmeichhe Insuihkhawm Pawl) and YMA (Young Mizo Association) etc. for sensitizing the community parents on child girls for eliminating the child labor, too early marriage and for universalisation of elementary education.
- Conduct back to school camps (Residential for adolescent girls/residential bridge course for girls be provided.)
- Monitoring the school girl children for their regular schooling especially in case of children who mainstreamed through alternative types of systems.
- Conduct habitation based alternative schools/back to school camps (non-residential) exclusively for girls keeping in view of various minority groups.

- Convening meeting with voluntary organizations to have discussion on girl children who are involved in sibling care, domestic works, wages earners etc and their educational issues.

7.2

### EARLY CHILDHOOD CARE AND EDUCATION :

For achievement of UEE, one of the most important is ECE by reducing the gaps in enrolment, dropout and learning achievement between gender and social group.

Children of 3-5 year of age groups are made ready for school by the ECCE and a support service for working women of the disadvantaged sections of the society.

No. of Circles	No. of Habitations	No. of Children 3-5			ECE Proposed	Anganwadies existing
		Boys	Girls	Total		
4	181	5031	4861	9892	70	263

Source - SSA Survey, 2001

### 7.3 CIRCLE-WISE LIST OF CHILDREN WITH AGE GROUP 3-5 YEARS & ECE CENTERS; ANGANWADIES PROPOSED

Name of Circle	No. of Habitations	No. of Children 3-5years			ECEC Proposed	Anganwadies existing
		Male	Female	Total		
Station Circle	33	1333	1284	2617	5	66
Easter Circle	32	841	809	1650	5	80
Flabung Circle	73	1704	1707	3411	50	50
Bunghmun Circle	43	1153	1061	2214	10	67
<b>Total</b>	<b>181</b>	<b>5031</b>	<b>4861</b>	<b>9892</b>	<b>70</b>	<b>263</b>

Source - SSA Survey, 2001

#### Inputs under ECE

- In the habitations wherever ICDS Anganwadies are not in existence the ECEC be established.
- Under the Headmaster's supervision during School hours the ECEC and Anganwadies will be run in the premises of the school.
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.

7.3.

### INTERVENTION OF DISABLED CHILDREN:

The list of disabled children habitation wise and circle wise have been generated based on the family survey conducted as a part of pre-project activities. In view of guidelines provided under SSA the following initiatives have been proposed.

- Identification of children with special Educational Needs.
- Procurement and supply of aids and appliances through various sources of GOI, GOM, etc.
- Conduct training and capacity building programme to district resource groups on SEN activities.

- + Convergence with other departments working for the disabled viz. Health, Disabled Welfare, Women and Child Welfare, Social Welfare, Tribal Welfare, etc.
- + Mainstreaming of disabled children into special schools depending upon the type and extent of disability.
- + Providing resource support to schools through special Resource Teachers.
- + Development of TLM and other training materials for the teachers as well as pupil.
- + An effort for integrating the disable with the mainstreaming schools.
- + Assessment of disability in all the habitations of the circle through camps.
- + Providing resource room for disabled children separately to give instruction or to teach the disabled children wherever SCERT/NCERT project does not covered in the District.

7.4

#### **BACKWARD CLASS CHILDREN EDUCATION:**

For the success of UEE throughout the country, the improvement of education of backward classes who live in remote areas, strategies will be provided in the stipulated time as follows:

- + Provision of School and teacher grants in the areas inhabited by backward classes of community.
- + Conduct residential and non-residential back to school camps.
- + Development of Teaching Learning materials which are bilingual in nature along with special training to the teachers working in backward classes areas.
- + Mobilization and campaign in backward classes habitations.
- + Provision of alternative schooling facilities in un-serve habitations to the backward classes especially below the poverty line, NGO's be involved i.e. YMA, YCA, MIHP, etc.
- + Resource support through special resource persons.
- + Supply of aids and appliances.
- + Convergence with other departments working for the disabled children.
- + Conduct special training.
- + Training to Voluntary Organization members.
- + Construction of CLRCs and TCs, school complexes in backward areas within the circle and close monitoring of schools along with on job support to teachers.

## CHAPTER - VIII

### MANAGEMENT STRUCTURE

#### 8.0 Existing administrative set-up :

In the present Mizoram context, elementary education is under the Directorate of School Education comprising elementary education, Secondary Education, Adult Education, Hindi Education, Physical Education, SCERT with its various wings and DIEEs. The chart showing the existing administrative set-up of School Education Directorate is given Fig. No. 8.1.

#### 8.1 Management structure of SSA in Mizoram

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

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

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

##### 8.1.1. The State Mission Authority :

The mission consists of a Governing body with the following members :

- |                |   |   |
|----------------|---|---|
| President      | : | Chief Minister of Mizoram.  |
| Vice President | : | Minister, School Education.   |
| Members (A)    | : | 1. Chief Secretary of Mizoram<br>2. Commissioners/Secretary of (a) Planning |

Representatives of the following categories nominated by the Central Government.

- i) Educationist - 3 members
- ii) Voluntary Agencies - 3 members
- iii) Distinguished Women - 2 members
3. Director, NCERT or his nominee.
4. Director, NIEPA or his nominee.

#### **Functions of the Mission**

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

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

#### **Powers of the mission :**

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

- i) To create duly empowered administrative mechanism through such participation as may be deemed necessary of various departments and autonomous agencies of the central and state governments for the achievement of the objects of the mission.
- ii) To establish various structures for the implementation of SSA, administrative arrangement at District, Circle, Cluster and village levels and to delegate to them necessary powers to enable them to discharge their responsibilities.
- iii) To create academic, technical, administrative, managerial and other responsibilities in the mission by converging existing posts in the education sector.
- iv) To make rules and regulations for conduct of the affairs of the mission and to amend, vary or rescind them from time to time, in consultation with the state government
- v) To accept grant, securities or property of any kind and to undertake the management of any endowment, trust, fund or donation not inconsistent with the objectives of the mission.
- vi) To purchase, hire, take on lease, exchange or otherwise acquire property, movable or immovable and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objects of the mission.

- vii) To delegate to the executive committee or to any of the officers and authorities of the mission such powers and impose such duties as it deems proper.
- viii) To consider the annual report prepared by the Executive Committee.
- ix) To undertake all such activities and to take all such actions as may appear necessary or incidental for achievement of the goals and objects of the mission.

#### 8.1.4 Officers of the mission :

The Officers of the Mission shall be :

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

#### 8.2 Executive Committee :

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

The Executive Committee consists of :-

Chairman : Chief Secretary, Government of Mizoram.

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

Members :

(a) Commissioners/Secretaries of the following Departments

- i) Planning
- ii) Finance
- iii) Social Welfare

(b) Director/Joint Director, SCERT.

(c) 3 members from

- i) Elementary Teacher Educations.
- ii) Educationists.
- iii) Voluntary Agencies.
- iv) Pre-Primary and NFE personnel.
- v) Distinguished persons in Education of disabled children.

Amongst the members drawn from the above categories, one should be a woman.



- (d) Three Representatives of Central Government nominated from MHRD, Department of Education
- (e) Three members of the Mission representing the following categories each
  - (i) Educationists.
  - (ii) Voluntary Agencies.
  - (iii) Distinguished women
- (f) One person nominated by the Chairman from amongst members of the Mission belonging to District Circle/Cluster Units of the Society
- (g) Member Secretary : State Project Director

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

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

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

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

The Executive Committee shall -

- (i) exercise all administrative, financial and academic powers including powers to rationalize posts of all description in the education sector
- (ii) Control the management of all the affairs and funds of the Mission
- (iii) have powers and responsibilities in respect of the following
  - a) to frame Regulations in consultation with the State Government
  - b) to frame Bye-laws for the conduct of activities of the Mission in furthering its objects
- (iv) have power to enter into agreements with other public or private organisations or individuals for furtherance of its objects.
- (v) have powers to secure and accept endowments, grants-in-aid, donations or gifts to the Mission on mutually agreed terms and conditions, provided that conditions of such grants-in-aid, donation or gifts shall not be inconsistent or in conflict with the objects of the Mission or with the provisions of these Rules.
- (vi) have power to take over and acquire by purchase, gift or otherwise from Government and other public bodies, from private individuals, movable and immovable properties or other funds together with obligations and engagements, not inconsistent with the objects of the Mission and the provisions of these Rules.

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

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

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

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

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

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

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

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

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

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

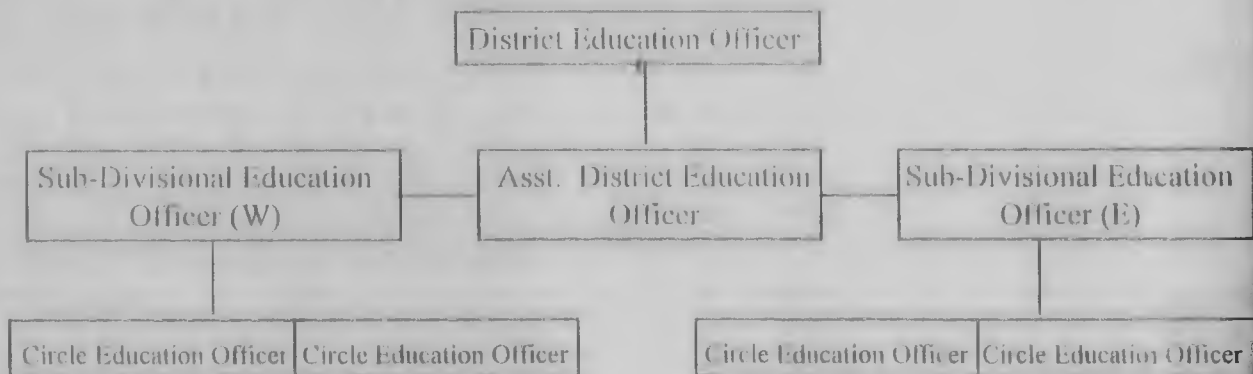
- 1) The State Project Director for Sarva Shiksha Abhiyan shall be appointed by the State Government which shall prescribe his remuneration and other conditions of service. He/she may be the Project Director already appointed under DPER or an officer of the Department of Education, as may be decided by the concerned State Government.

- 2) The State Project Director shall be the Chief Executive Officer of the Mission and shall be responsible for proper administration of the affairs and funds of the Mission and implementation of its various activities in a mission mode under the direction and guidance of the Chairman of the Executive Committee.
- 3) For the effective discharge of his function, he shall have powers to :-
  - a) constitute Steering Groups, with the approval of the Chairman, for each of the programme components and functional areas.
  - b) constitute a Task Force, comprising heads of the steering Groups, which would function as a cohesive team for achievement of the objects of this Mission.
  - c) appoint with the approval of the Chairman, consultants and Resource Persons.
  - d) prescribe the duties of all officers and staff of the Mission.
  - e) exercise such supervision and disciplinary control as may be necessary.
  - f) co-ordinate and exercise general supervision over activities of the Mission including its branches/units set up in the districts/blocks.
  - g) arrange meetings of the Mission and its Executive Committee and keep a record of proceedings of these meetings in accordance with these rules; and
  - h) discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the objects of the Mission.

**DISTRICT MANAGEMENT STRUCTURE :**

**(a) Existing Structure**

The existing management structure of the School Education Department at the District, Sub-Divisional and Circle levels needs to be strengthened to accomplish all the time-bound projects and objects of SSA. The following chart depicts the existing administrative structure of School Education at the District, Sub-Divisional and down the line :-



As shown in the above Chart the DFO is the District Administrative Head of Education in the District assisted by one ADFO. The AHPO posted at the District Office is responsible mainly for supervision of Hindi Education of Secondary Schools. In the present practice, the District Office is mainly responsible for Secondary Education.

At the Sub-Division level, the SDEO is the over all administrative Head of Elementary Education having a separate office of its own. Each Sub-Division is under the SDEO, each sub-division has 2 CEOs who are responsible for inspection and supervision of elementary schools within their respective circles.

The Sub-Division Office has normally 1 Inspector of Statistic, 2/3 UDC, 1 UDC & 1 Driver and 6-8 IV Grades. As noted earlier, DFO's office is responsible for Secondary Education comprising of High and Higher Secondary Schools in the present Mizoram context.

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

As provided in the SSA framework for implementations, it has been felt-highly necessary to strengthen the existing set-up in various respects. The District Unit of the Mission was thus, formed with the following members :

- |                  |  |
|------------------|--|
| Chairman         | Deputy Commissioner of Lunglei District  |
| Member Secretary | District Education Officer, Lunglei District.  |
| Members          | <ol style="list-style-type: none"> <li>1) Principal, DIF I, Lunglei</li> <li>2) ADFO, Lunglei District</li> <li>3) All SDEOs</li> <li>4) All CEOs</li> <li>5) 1 Member each from NGOs viz YMA, MIHP, MZP.</li> <li>6) 1 Lady Member nominated by S.P Director</li> <li>7) Presidents MSTA Sub-Headquarters concerned.</li> <li>8) President, PTA Sub-Headquarters concerned.</li> <li>9) District Adult Education Officer</li> <li>10) All BDOs</li> </ol> |

**POWERS & FUNCTIONS OF DISTRICT UNIT**

- (i) Preparation of a District Elementary Education Plan (DEEP) of the District in consultation with the Circle, Cluster and Village Level agencies of the Mission.
- (ii) Coordination and Cooperation of the various levels of management set-up in the implementation of the programmes.
- (iii) Identification of the requirements on priority and need based and purchase, procurement and supply of the materials for various Resource center and schools through the Circle Level Committee/VLC.

- (iv) Receipt of funds from Executive Committee/State Project Director and disbursement to all concerned.
- (v) Ensuring proper flow of fund and utilisation of the same at different levels with the help of Circle, Cluster and Village Level Agencies.
- (vi) Arrangement of training, exposure visits and on site inspections for Resource Groups, administrators and Teachers.
- (vii) Evaluation of the achievements and progress of the activities of the Mission in the District.

In addition to the above, the District Project Coordinator shall perform all the duties as prescribed by the State Project Director or the Executive Committee as the case may be.

### **(c) DIET**

DIET is the premier academic institute at the District Level which provides all types of professional support to the Teachers and resource persons at the Circle, Cluster and Village Level.

The role of DIET in the SSA intervention for Lunglei District will be as follows :-

- Academic resource centre in the field of Elementary Education.
- Training of Resource Persons at Cluster and Village levels in community mobilisation, planning and evaluation.
- + Development of strategies for specific training.
- + Academic monitor of schools in combination with the CLRG, CRG, VRG etc.

### **(d) District Core Team**

In order to streamline and Coordinate the programmes of the Mission, a group of officers, having vast experiences and training in the field of Elementary Education in matters relating to personnel management. Teachers Education, School administration etc. are appointed as Core Team.

1. District Project Coordinator - DPO, Lunglei District.
2. Members : (1) All SDEO
  - (2) District Social Welfare Officer.
  - (3) District Adult Education Officer.
  - (4) President, Primary Teachers' Association, Sub-Headquarters.
  - (5) President, Middle School Teachers' Association, Sub-Headquarters.
  - (6) President, Young Mizo Association, Sub-Headquarters.
  - (7) Circle Education Officers of the District.

The Core Team at the District level is the real dynamo of SSA activities in Mizoram. Due to their vital position in the field hierarchy and supervision, the members of the Core Team, as it is existing today, have more advantages in the District Programmes and eventually the District plans. The Core Team is the backbone of the Mission for planning implementation, monitoring and evaluation of SSA activities in Mizoram in general and in Lunglei District in particular.

#### **(e) Circle Education Committee**

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

(1) Composition : The CEC of the Mission shall comprise of the following :

Chairman - SDEO concerned/

Member Secretary - Circle Project Coordinator CEO concerned.

Members : (a) Circle Education Officer concerned.

(b) Block Development Officer

(c) Selected Headmaster/Headteacher

(d) NGO

(e) Youth Group/YMA Representatives.

(f) All National State Awardees in the Circle area.

#### **POWER & FUNCTIONS**

The CEC shall perform the following functions :

- To identify the problems and suggest measures for their solutions.
- To sensitize the community and mobilise the Man Power resources.
- To identify the needs of the Circle in the field of Training of Resource groups, Teachers and Community Leaders and arrange trainings accordingly.
- To ensure identification of educational needs of special focus groups like ST/SC, Educationally backward Class Society, Disabled children, out of School Children etc and suggest measures for the same.
- Receipt of funds from District Project Coordinator and disbursement and utilisation of funds for the purpose in accordance with the DEEP.
- To supervise, monitor and evaluate the programmes of the Mission in the Circle.

Above all, the significance of the role and position of the CEC in the SSA programmes can never be over emphasized in the sense that it is the life-link between the District and the Village level set-up.

It may also be noted that the CEC may exercise all powers as may be delegated to it the higher authority and may perform any function as may be prescribed by the S.P Director or DPC etc.

**CIRCLE WISE NO. OF COMMITTEES :**

Sl. No.	Name of Cluster	No. of Cluster	No. of village
1	Station	4	33
2	Eastern	4	32
3	Tlabung	4	73
4	Bunghmun	4	43

**Circle Core Team**

To pursue the descesion of the CEC, the Circle Core Team comprising 5 members with specialisation in Teachers Education, Personal Administration and curriculum development etc. being formed in all the Education Circles under Lunglei District.

**CLUSTER RESOURCE GROUP :**

Each and every education circle is sub-divided into a number of Clusters on the basis transport, communication administrative and geographical convenience. Each Cluster consists certain number of village.

**CLUSTER-WISE LIST OF VILLAGE**

Sl. No.	Name of Cluster	No. of Cluster	No. of village
1	Station	4	33
2	Eastern	4	32
3	Tlabung	4	73
4	Bunghmun	4	43
	<b>Total</b>	<b>16</b>	<b>181</b>

The Cluster level Unit is a viable arrangement to monitor and support the P/S & M/S academic field. The Cluster Core Group will consist 4 Resource persons having specialisation in the field of Teacher Education, Education for Disabled, Personal management.



The Cluster Core Group will emphasize on academic supervision short Course Training of Teachers and Community Leaders, sensitisation and mobilisation of community and giving professional support to Elementary School Teachers.

The Cluster Core Group is designed to assist the C.P Coordinator in the implementation of SSA programmes and necessary advice and suggestions will be given to the Circle Project Coordinator for necessary action and also to the village level committee and school committees for furtherance of the aims of SSA in the area.

### VILLAGE EDUCATION COMMITTEE

The VEC is the basic Unit for planning, implementation and evaluation of the SSA activities in the grassroot level viz. village and schools.

The VEC consists of the following

- 1) Chairman - VCP
- 2) Treasurer - to be elected by the VEC from Headmasters/Head Teachers/Teachers.
- 3) Members : -
  - (a) All Heads of Institutions in the village.
  - (b) 1 Member each from NGOs viz YMA, MZP, MHIP, MUP.
  - (c) 1 Member nominated by SDEO/Chairman of C.E.C.
  - (d) 1 Lady Member nominated by Chairman of VEC
  - (e) National/State Awardees.
- 4) Member Secretary : To be appointed by SDEO/Chairman CEC on the recommendation of CEO/CPC from amongst the Headmasters/Head Teachers.

The VEC shall perform the following functions :-

- (i) Planning of the programmes at Village and School levels in consultation with CRG and S.C.
- (ii) Implementation of various projects at the village.
- (iii) Monitoring and evaluation of the activities undertaken at village levels.
- (iv) Motivation, mobilisation of the Public and other available resources for the pursuit of SSA programmes.
- (v) Receipt, record and utilisation of the fund from SSA Mission and other sources.

- (vi) Construction, repair and maintenance of School buildings, compounds and furnitures in collaboration with S.C and School staff.

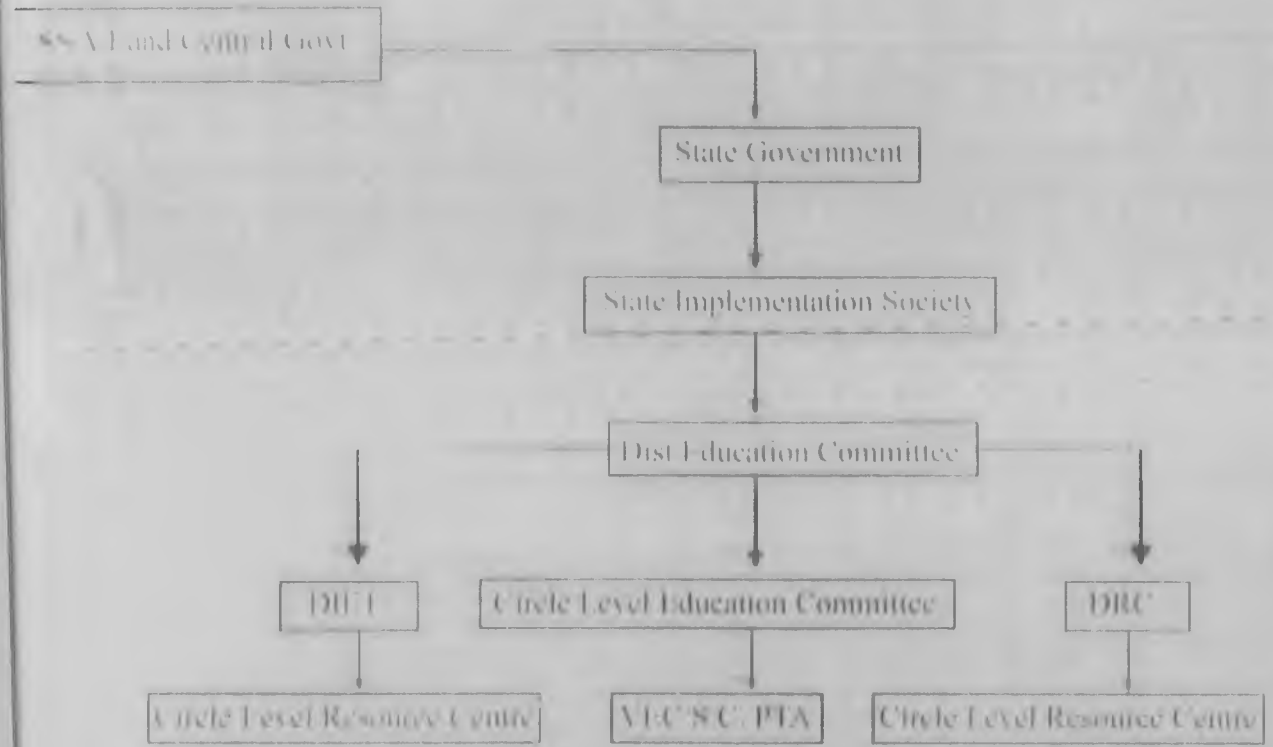
#### **Flow of Fund**

- ◆ Funds flow from DPO to DPO (DPC) by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP & B provision.
- ◆ All funds from DPO (DPC) to executing agencies like CEC, DIETS, CLRC, through Accounts Payee Cheque or Accounts Payee DD.
- ◆ Accounts will be maintained as per the statutory requirements for Societies.
- ◆ Reports will be sent to SPO/GOI as per requirements.

#### **Audit**

- ◆ Pre-audit by AAO of DPO office of all expenditure.
- ◆ Statutory audit every year by the auditor appointed by I.C.
- ◆ Annual audit by Chartered Account General.

## FLOW OF FUND



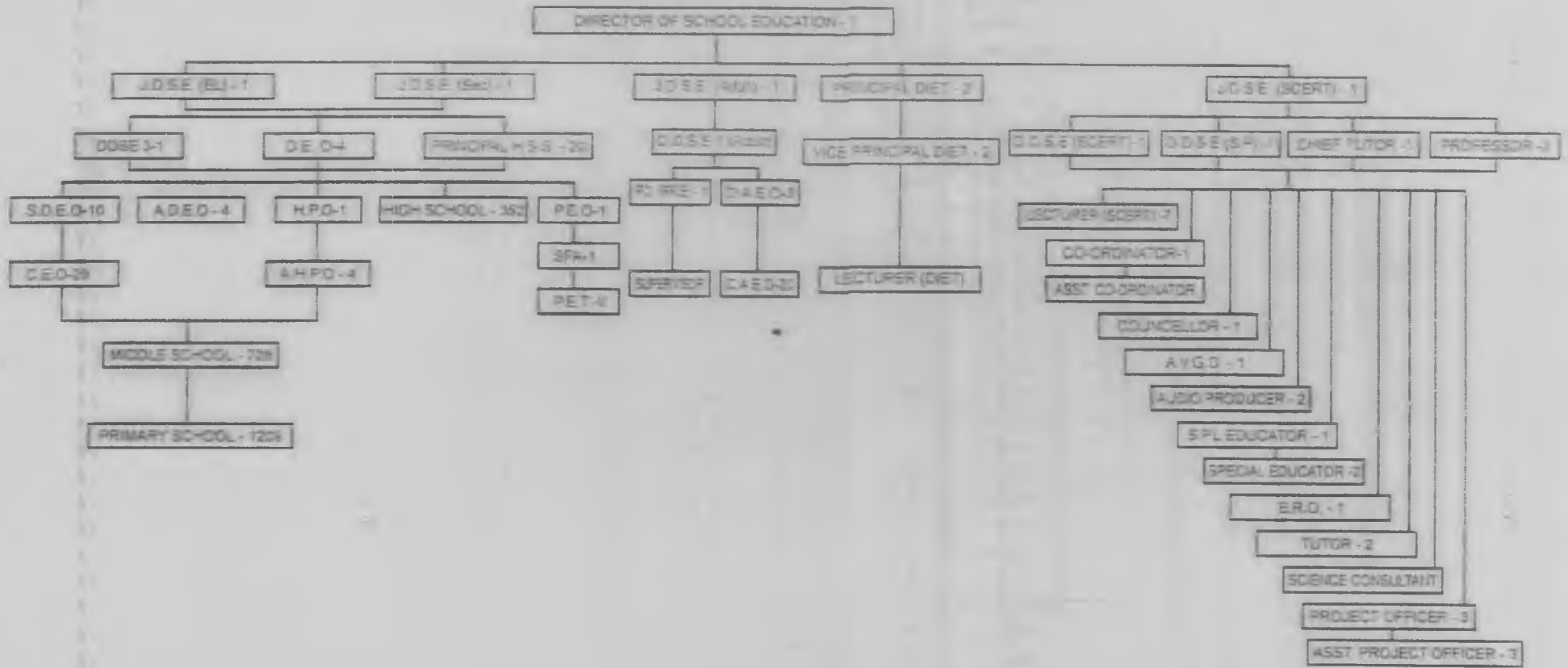


Fig. No. 8.1: Almograph of School Education Department as it existed today.



DISTRICT CORE  
TEAM

CIRCLE LEVEL  
CORE TEAM



← CLUSTER COMMITTEE



Lingling 5'



VILLAGE LEVEL  
COMMITTEE

CLUSTER LEVEL  
COMMITTEE



CIRCLE LEVEL  
COMMITTEE



## CHAPTER - IX

### RESEARCH, EVALUATION, SUPERVISION AND MONITORING

9.1 The role of community is of foremost importance on the research of the various aspects of elementary quality education like mainstreaming of out-of-school population, backward communities, provision of good school building, equipments, H.M, girls and Disabled children's education, improvement of pupil abilities in language and Arithmetic, improvement of curriculum and teaching-learning process. As quality education is the main objective, research plays a vital role for realising these objectives.

Research groups at the District, Circles and cluster levels will be formed in collaboration with SCERT, DEET, DDO and CLRCs. Involvement of SEC's, SMC's, VLC's, MEAs, PIAs, YMA, Village Councils, NGOs and higher institutions will be sought with the various activities of SSA and CEF in this strive for quality education.

Further, teachers will be encouraged to take up action researches to solve problems faced by them in their day-to-day professional practice. Necessary training programmes will be conducted to the field staff.

#### Inputs:

- Sponsoring research studies/pilot programmes
- Conduct school mapping and Micro-planning exercises
- Provision of travel grant and honorarium for the personal involved in researches and innovations.

#### 9.2 EVALUATION

Evaluation of the implementation, progress and achievement of the objectives of SSA will be done at regular intervals. It is a sort of reflection as well as consolidation of various initiatives in terms of process as well as outcome. Evaluation must be child-centred and be focussed on children's learning achievement and progress.

In this effort, the role of community assumes paramount importance. Involvement of NGOs will be sought in the evaluation of realising the objectives of SSA. Evaluation of the following aspects will be taken up during the project

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

#### Inputs.

- Capacity building of field staff.
- Conduct pupil achievement surveys
- Orientation to community management structures for participatory evaluation

### 9.3 SUPERVISION AND MONITORING

The implementation, progress and achievements of SSA will be supervised by the District Resource Group, DIET, CEOs in addition to community-based committees viz. SECs, SMCs, MIAs, PTAs, Village Councils and NGOs. It is proposed to strengthen the DIET, DEO and various Circle Level Resource Centres, and cluster resource centre in addition to community based management structures for providing effective professional supports to the schools.

The entire focus of monitoring and supervision is the child. Therefore, knowing the status of the child in terms of achievement of competencies/abilities will be the starting point and the entire process will be back-mapped to the availability and efficiency of teachers and their professional practice and other conditions of schools and outside schools respectively.

The DIET staff will take up Academic Monitoring of Schools and provide on job support/training to the teachers of Primary and Upper Primary Schools.

The District Resource Group will also visit the schools and track the progress of various schools and provide guidance.

In the proposal structure of the District Resource Centre 4 CLRCs and 16 Cluster Level Resource Centre, 4 Circle Education Officers and Resource Person who assist the District Education Officer, shall also monitor the schools and classroom practices and provide an job support to teachers.

Adequate initiatives will be taken up for the capacity building of community level structures i.e. school committees, Village Council Committees, Cluster Committee, Circle Committees to own and monitor the schools for its effectiveness and developing and enabling atmosphere for the cordial inter-action of school committees and the Village Councils.

### 9.4 MANAGEMENT INFORMATION SYSTEM (MIS)

The SSA will have a community-based Educational Management Information System (EMIS) Every school will have a notice board showing all the grants received and the details thereof, all reports regarding enrolment, attendance, incentives etc. simplified so that anyone can understand them.

The MIS is an important component at planning and implementation of SSA. The EMIS (DISE & PMIS) will be proposed to be set up at the District level to take up the following programmes.

- Basic information like infrastructure facilities, TLM, furniture equipments etc.
- Name wise total school children list (6-14)
- Teachers information
- Pupil achievements in various school subjects
- School-pupil ratio, class room pupil ratio, teacher-pupil ratio.
- Enrolment, retention and actual completion rates
- Progress in terms of project activities, quantitative data and analysis
- Upgradation of available data base(family survey) as a result of initiatives of SSA (PMIS)



## 9.5 OBJECTIVES OF MIS

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

## 9.6 INPUTS UNDER SSA

- Provision of computers and peripherals
- Provision of data entry operators(3) and programmer.
- Training of MIS staff
- Printing of Data collection formats, collection of data, analysis, output.
- Networking with districts and provision of Internet facilities.

## CHAPTER - X

### IMPROVING SCHOOL INFRASTRUCTURE FACILITIES AND OTHER CIVIL WORKS

10.0 In spite of several initiatives taken for providing school building/classrooms and other infrastructure facilities like repairs, toilet, drinking water facilities, boundary wall etc. for stimulating and congenial teaching - learning process, the progress and improvement of school facilities is inadequate, slow and negligible. Most of the school faces the problem of lack of proper building and other infrastructure. These problems arise due to the following reasons

Lack, scarce, shortage and inadequacy of provision/fund

Remoteness of the habitation/locality

Distant market

Lack of proper means of communication and transportation

High cost of transportation especially where goods are transported by head load only

Economical backwardness of locality

The planning process taken up as a part of pre-project activities reveals pitiable school building/classrooms, some lacking in proper shelter and poor and inadequate furniture, inadequacy of classrooms, running double/multiple classes in a single/double classrooms by two teachers and in some case, a single teacher. Majority of schools do not have proper space for keeping teaching learning materials, let alone a teachers' common room

The expenditure on school buildings and other infrastructure facilities will be a one-time expenditure so that concentration will be focussed on other quality aspects in subsequent years.

#### EXECUTIVE OF CIVIL WORKS

Community participation should be the only means of undertaking any civil works in improvement of school facilities. The participation of community in all civil work activities will be mandatory in order to ensure transparency, a sense of ownership and a departure from contractor driven approaches. The school committees will be given the responsibility of undertaking construction work of new school buildings, additional classrooms in addition to repair and maintenance of school buildings.

#### COMMUNITY CONTRIBUTION

In addition to execution of civil works, the community agreed for contributing in the following ways as decided in the village councils while developing habitational education plans

Providing land for the construction of new school buildings (about 1000 Sq Yards per new school) and adequate space for the additional classrooms.

Providing matching grant of Rs 5000/- for each school towards repair and maintenance of school buildings

Participation of the community school community for the quality construction and monitoring for progress

Support for providing local materials and other cost effective material (each kind & service)

### CIVIL WORKS

#### 10.1. BUILDING OF NEW SCHOOLS.

It is proposed to open new schools in unserved villages/habitations where enrollments of students between the age group of 6-14 years are not less than 10-15 students as per SSA norms. As per requirement based on the number of children completing primary school, it is proposed to open one upper primary school each where access to upper primary are located more than 8 kms away and for two feeding primary schools as per SSA norms.

It is proposed to open 36 formal Primary Schools in school-less habitations. In addition to provision of two regular teachers per school, it is also proposed to provide a school building viz. Two class rooms with verandah to each of the 36 new Primary Schools.

It is also proposed to open 17 formal upper Primary School where two primary schools exist without upper primary school. An another 39 Primary Schools to be upgraded to Upper Primary School Rs.2.5 lakhs is estimated for the construction of two rooms and a verandah for Primary School. Further, Rs. 3.5 lakhs is estimated for construction of Upper Primary School with 4 classrooms and a room each for every teacher. The school committees will be the executive agencies for the construction of school buildings.

### PRIMARY SCHOOLS

No. of new schools	Primary	No. of new school building	Implementation Agency
36		36	School Committee

Source SSA Survey, 2001

Table 10.1(1) Building to New Primary Schools

Sl. No.	Name of Circle	No. of new Primary Schools Buildings	New build buildingless Schho	Implementation Agency
1	Station Circle	1	1	School Committee
2	Eastern Circle	-	-	
3	Habung Circle	26	26	School Committee
4	Bunghmun Circle	9	9	School Committee
	<b>Total</b>	<b>36</b>	<b>36</b>	

Source SSA Survey, 2001.

### UPPER PRIMARY SCHOOLS

No. of New Upper Primary Schools	No. of New Upper Primary School buildings	Implementation Agencies.
17	17	School Committee

*Source SSA Survey, 2001.*

**Table 10.1 (II) BUILDINGS TO NEW UPPER PRIMARY SCHOOLS**

Sl. No	Name of Circles	No. of new upper Primary School buildings	New buildings to buildingless upper Primary Schools	Implementation Agencies
1.	Station	2	2	School Committees
2.	Eastern	3	3	School Committees
3.	Tlabung	4	4	School Committees
4.	Bunghmun	8	8	School Committees
	<b>TOTAL :</b>	17	17	School Committees

*Source SSA Survey, 2001*

### 10.2 ADDITIONAL CLASS-ROOMS

It is proposed to provide a room for every teacher in primary and upper primary schools as per SSA norms. The planning process of habitation education plans, taken up as a part of pre-project activities shows the requirement of minimum 1199 additional classrooms in all the 4 project circles. This provides minimum required space for each child for interaction and for other learning processes. The school committees will be the executive agencies of construction work .

No. of additional classrooms	Implementation Agencies
<b>1199</b>	<b>School Committee</b>

*Source SSA Survey, 2001.*

**Table 10.2 ADDITIONAL CLASSROOMS TO EXISTING SCHOOLS**

Sl. No	Name of Circle	No. of Additional Classrooms	Implementation Agencies
1	Station Circle	272	School Committees
2	Eastern Circle	313	School Committees
3	Tlabung Circle	362	School Committees
4	Bunghmun Circle	252	School Committees
	Total	1199	School Committees

*Source SSA Survey, 2001.*

An amount of Rs 1.2 lakhs is estimated for the construction of each additional classroom.

### 0.3 CONSTRUCTION OF BUILDING OF DISTRICT, CIRCLE LEVEL AND CLUSTER LEVEL RESOURCE CENTRE

The District, Circle Level and Cluster Level Resource Centres would serve as a support structure for the implementation of SSA. The success of school support structures has been adequately proved in all the DPEP Districts.

Therefore, it is proposed to provide District Resource Centre at District Level and Circle Resource Centres at Circle Level and Cluster Level Resource Centre at Cluster Level to cater the needs of providing inservice training to teachers and other field functionaries along with functioning of District/ Circle/Cluster Resource persons from these offices and to provide job-support to teachers. In addition, it is a centre for various resources such as Library books, TLM etc. and teachers will be regularly using these centres for their professional growth and for inter-action. DEO/CFOs and DRPs/CRPs will be functioning from these Offices. District, Circle and Cluster Resource Centres will be supported with other additional facilities such as Computers, furniture, equipments, stationery and other contingencies. These Resource Centres and resource groups will oversee the policy, planning, implementation and supervising and monitoring of all quality related interventions. Their major levels in curriculum development, pedagogical improvement, teacher education/training and activities related to classroom transaction. Therefore, it is proposed to provide 1 District Resource Centre (DRC) and 4 Circle Level Resource Centres (CLRCs) and 16 Cluster Level Resource Centre.

Name of District	No. of DRC building	Implementation Agency
Lunglei	1	District Education Committee

Source SSA Survey, 2001

No. of Circle	No. of DRC building	Implementation Agency
4	4	Circle Level Education Committee

Source SSA Survey, 2001.

No. of Cluster	No. of CRC Building	Implementation Agency
16	16	Cluster Education Committee

Source SSA Survey, 2001

An amount of Rs. 6 lakhs each is estimated for the construction of one DRC and 4 CLRCs buildings. An amount of Rs 2 lakhs each is estimated for the construction of cluster resource building. The District Education Committee, Circle Level Education Committees and cluster Level Committees are the executive agencies for the construction of DRC, CLRC and CRC respectively.

### MAINTENANCE AND REPAIR OF SCHOOL BUILDINGS

The habitation Education plans were developed by the active participation of the community revealed requirement of assistance towards maintenance and repair of school buildings. This include :

- Repair of windows, doors and roofs
- Cement work on walls, doors and floors

White-washing painting of walls, roof etc.

Providing storage facilities

Repair of furniture, blackboards etc.

The community has readily agreed to contributing 50% of estimated amount towards maintenance and repairs of school buildings i.e. Rs.5000 - per school in terms of cash/kind service

No. of schools requiring repairs	Community contribution (Rs. only)	Implementation Agency
88	Rs.5000 - each from community and SSA	School Committee

Source SSA Survey, 2001.

Table 10.3 MAINTENANCE AND REPAIRS OF SCHOOL BUILDINGS

Sl. No.	Name of Circle	No. of Schools for repairing	Community contribution (Rs. Only)	Implementation Committee
1	Station Circle	11	55000	School Education Committee
2	Eastern Circle	6	30000	School Education Committee
3	Habung Circle	47	235000	School Education Committee
4	Bunghmun Circle	24	120000	School Education Committee
	<b>Total</b>	<b>88</b>	<b>440000</b>	School Education Committee

Source SSA Survey, 2001.

# CHAPTER - XI

## ANNUAL WORK PLAN & BUDGET FOR 2001 - 2002

### PROJECT - WISE ACTIVITIES

The following activities are proposed based on the requirement reflected through Village level plan and cluster level requirement. The budget pages are annexed separately.

#### A. Project Management

- Equipment for DPO
- Furniture for DPO
- Purchase of Vehicles
- Salary of DPO Staffs
- Rent
- T.A. & D.A
- Water, Electricity, Telephone
- DPO Consumables
- Maintenance Equipment
- Consultants.

#### B. Planning and Management

- Planning Exercise
- Training of C.L.R.P. on School
- Mapping, Microplanning, Orientation of CLRP
- Exposure visits

#### C. Research Evaluation, Monitoring and Inspection

- Action Research
- Small Scale classroom based Research
- Orientation on Research and Evaluation
- Achievement Survey
- Baseline Study
- MIS Equipmen
- MIS Operation and Maintenance
- Computers, Stationeries, peripherals
- Academic Monitoring by DIET
- Academic Monitoring by CLRPs

#### **D. Civil Works**

- Additional classroom
- Building for school without Primary School
- Building for Buildingless Upper Primary School (Middle School)
- District Resource Centres
- Circle Level Resource Centre
- Cluster Resource Centre

#### **E. Distance Education**

- Maintenance of TV and VCP
- Distance Education (Workshop and Seminar)
- Procurement of Cassettes
- Video Library, CLRC

#### **F. Community Mobilisation and participation**

- Orientation of S.E.C. members
- Orientation of cluster Level Members
- Circle Level Camps
- Community Mobilisation at Habitation level
- Campaign materials and I.A.

#### **G. Access and Alternate Schooling**

- Residential Bridge Course
- Induction training for AS Voluntary and Bridge Course Volunteers
- Induction training for Newly Train Teachers.
- Recurrent Training
- Training of CL RPs in ASV induction
- Salaries of new Primary School Teachers
- Salaries for new Upper Primary School Teachers
- TLM Grants for Bridge Course
- A.S. Teacher Honorarium
- Volunteers
- Shed/Rent for AS



## **H. Pedagogy and School improvement**

- Teachers Training in multi activity based training
- Training of CLRPs in method
- Training of DRG
- TLM Grants for school
- School grant
- Furniture for CLRC
- Equipment of CLRC
- Exposure visit to DRG and CLRC
- CRC grants
- Review Meeting
- Repair grants
- Library books for CLRC
- Printing and Modules
- TLM grants to new school

## **I. Education of Focus Group**

### ***(A) Education for Girl Child***

- Residential Bridge Course
- Gender issue workshop
- Printing Modules

### ***(B) Early Childhood Education***

- Induction Training of ECCE
- Training of Mother, AS Member
- Training of CLRP etc. on ECCE
- TLM for ECCE
- Honorarium for ECCE worker
- AWC Honorarium

### ***(C) Children with Special Education Needs***

- TLM for Special Education
- HED Training for CLRC
- IFD Assessment Camp
- Resource persons Honorarium

CHAPTER XII

PROPOSED BUDGET FOR 10 (TEN) YEARS 2001 - 2002 TO 2010 - 2011 FOR LUNGLEI DIST. MIZORAM

INTERVENTION WISE BUDGET ESTIMATES - LUNGLEI DISTRICT

(Rs. in Lakhs)

Sl. No.	Item	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
1	Project Management	37.722	16.216	12.216	13.216	15.216	13.436	12.436	16.436	12.436	52.436	201.766
2	Planning and Management	8.750	8.650	8.650	9.750	10.200	10.200	10.200	10.200	10.284	11.350	98.234
3	Research Evaluation, Monitoring and Inspection	9.000	9.500	10.000	15.500	13.300	13.800	19.800	16.200	16.700	23.000	146.800
4	Civil Work	617.000	529.500	503.800								1650.300
5	Distance Education	1.462	1.912	1.912	1.912	1.912	1.912	1.912	1.912	1.912	1.912	18.670
6	Community Mobilisation and Participation	11.000	11.000	9.000	5.000	9.200	12.400	8.200	12.400	8.200	14.700	101.100
7	Access and Alternate Schooling	119.500	193.800	193.700	193.800	193.700	113.800	113.600	113.600	113.600	113.800	1462.900
8	Pedagogy and School imp.	39.195	33.195	35.195	29.195	19.995	13.995	23.995	11.995	11.995	39.195	257.950
9	Education Focus Groups											
	A. Education for Girl child	76.950	83.000	83.000	83.000	83.000	83.000	83.000	83.000	3.000	3.000	663.950
	B. Early childhood education	13.093	30.693	30.693	30.693	30.693	30.693	30.693	30.693	30.693	30.693	289.330
	C. Children with special education needs	10.900	10.900	10.900	10.900	10.900	10.900	10.900	10.900	10.900	10.900	109.000
	<b>Total</b>	<b>944.572</b>	<b>928.366</b>	<b>899.066</b>	<b>392.966</b>	<b>388.116</b>	<b>304.136</b>	<b>314.736</b>	<b>307.336</b>	<b>219.720</b>	<b>300.986</b>	<b>5000.000</b>

## IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 (TEN) YEARS FOR LUNGLEI DISTRICT

## INTERVENTION NAME : 'A' Project Management

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Equipment for DPO	3,000	1	3,000	1	3,000					1	3,000					1	3,000			1	3,000	1	15,000
2	Furniture for DPO	1,000	1	1,000	1	1,000			1	1,000			1	1,000			1	1,000			1	1,000	1	6,000
3	Purchase of vehicles	25,000	5	30,000																	6	36,000	11	66,000
4	Salary of DPO Staff		12	1,000	12	3,000	12	3,000	12	3,000	12	3,000	12	3,100	12	3,100	12	3,500	12	3,100	12	3,100	12	28,500
5	Rent		8	0.480	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	15.440
6	TA & DA	0.050	8	0.600	8	1.800	8	1.800	8	1.800	8	1.800	8	1.800	8	1.800	8	1.800	8	1.800	8	1.800	8	16.800
7	Water, Electricity, Telephone etc.		8	0.192	8	0.576	8	0.576	8	0.576	8	0.576	8	0.576	8	0.576	8	0.576	8	0.576	8	0.576	8	5.376
8	DPO consumables		1	0.400	1	1.200	1	1.200	1	1.200	1	1.200	1	1.300	1	1.300	1	1.300	1	1.300	1	1.300	1	11.700
9	Maintenance, equipment etc.		4	1,000	4	4,000	4	4,000	4	4,000	4	4,000	4	4,000	4	4,000	4	4,000	4	4,000	4	4,000	4	37,000
10	Consultants	0.100	2	0.050		0.200	2	0.200	2	0.200	2	0.200	2	0.220	2	0.220	2	0.220	2	0.220	2	0.220	2	1.950
	Total			37.722		16.216		12.216		13.216		15.216		13.436		12.436		16.436		12.436		52.436		201.766

INTERVENTION NAME : 'B' PLANNING AND MANAGEMENT

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total			
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
1	Planning Exercises	1.000	7	4.000	7	4.000	7	4.000	7	5.000	7	5.000	7	5.000	7	5.000	7	5.000	7	5.000	7	5.000	7	5.000	7	47.000
2	Training of CLRP on School		20	0.100					20	0.100											20	0.150	20	0.350		
3	Mapping micro-planning, orientation of CLRP		20	0.150	20	0.150	20	0.150	20	0.150	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	1.800
4	Exposure visits			4.500		4.500		4.500		4.500		5.000		5.000		5.000		5.000		5.084		6.000		49.084		
	Total			8.750		8.650		8.650		9.750		10.200		10.200		10.200		10.200		10.284		11.350		98.234		

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT, MIZORAM**

**INTERVENTION NAME : 'C' Research, Evaluation, Monitoring and Inspection**

Figure in Lakhs

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Action Research	0.050	25	0.400	25	1.200	25	1.200	25	1.200	28	1.300	28	1.300	28	1.300	30	1.500	30	1.500	30	1.500	249	12.400
2	Small scale classroom based research		25	0.400	25	1.200	25	1.200	25	1.200	28	1.300	28	1.300	28	1.300	30	1.500	30	1.500	30	1.500	249	12.400
3	Orientation on Research and Evaluation			0.200		0.500		0.500		0.500		1.600		1.600		1.600		1.700		1.700		1.700		11.600
4	Achievement Survey			0.200		0.600		0.600		0.600		0.700		0.700		0.700		0.800		0.800		0.800		6.500
5	Based line study			1.000		2.000		2.000		2.000		2.500		2.500		2.500		3.000		3.000		3.000		23.500
6	MIS Equipment	0.500	1	5.000					1	5.000					1	5.500					1	5.800	4	21.300
7	MIS operation and maintenance	0.500	1	0.200	1	0.500	1	0.500	1	0.500	1	0.600	1	0.600	1	0.600	1	0.700	1	0.700	1	0.700	10	5.600
8	Computers, stationeries peripherals			0.200	1	0.500	1	0.500	1	0.500	1	0.600	1	0.600	1	0.600	1	0.700	1	0.700	1	0.700	9	5.600
9	Academic monitoring DIET	1.000	1	0.400	1	1.000	1	1.000	1	1.000	1	1.200	1	1.200	1	1.200	1	1.300	1	1.300	1	1.300	10	10.900
10	Academic monitoring CLRP		25	1.000	25	2.000	25	2.500	25	2.000	28	3.500	28	4.000	28	4.500	30	5.000	30	5.500	30	6.000	249	37.000
	<b>Total</b>			<b>9.000</b>		<b>9.500</b>		<b>10.000</b>		<b>15.500</b>		<b>13.300</b>		<b>13.800</b>		<b>19.800</b>		<b>16.200</b>		<b>16.700</b>		<b>23.000</b>		<b>146.800</b>

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT. MIZORAM**

INTERVENTION NAME : 'D' Civil Work

Figure in Lakhs

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total		
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	Additional Classroom	1.200	400	480.000	400	480.000	399	478.800																1199	1438.800
2	Building for Schools. Without building P'S	2.500	16	40.000	10	25.000	10	25.000																36	90.000
3	Building for buildingless upper Primary Schools (Middle Schools)	3.500	10	35.000	7	24.500																		17	59.500
4	District Resource Centres	6.000	1	6.000																				1	6.000
5	Circle Level Resource centres	6.000	4	24.000																				4	24.000
6	Cluster Resource Centres	2.000	16	32.000																				16	32.000
	<b>Total</b>			<b>617.000</b>		<b>529.500</b>		<b>503.800</b>																	<b>1650.300</b>

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT, MIZORAM**

**INTERVENTION NAME : 'E' Distance Education**

**Figure in Lakhs**

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total		
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	Maintenance of TV and VCPs	0.050	45	0.100	45	0.225	45	0.225	45	0.225	45	0.225	45	0.225	45	0.225	45	0.225	45	0.225	45	0.225	45	0.225	2.125
2	Distance Education (Workshop & Seminar)		1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	10.620
3	Procurement of cassettes	0.005	45	0.100	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	2.125
4	Video Library CLRC	0.100	4	0.200	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	3.800
	<b>Total</b>			1.462		1.912		1.912		1.912		1.912		1.912		1.912		1.912		1.912		1.912		1.912	18.670

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT, MIZORAM**

**INTERVENTION NAME : 'F' Community Mobilisation and Participation**

**Figure in Lakhs**

Sl. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Orientation of SEC members		1000	2.000	1000	2.000	1000	2.000			1000	2.200	1000	2.200			1000	2.200			1000	2.500	1000	15.100
2	Orientation of Cluster level members	0.25	8	2.000	8	2.000					8	2.000	8	2.000	8	2.000	8	2.000			16	4.000	16	16.000
3	Circle (Block) level camps	0.25	8	2.000	8	2.000	8	2.000					8	2.000			8	2.000	8	2.000	8	2.000	8	14.000
4	Community mobilisation at habitation		1000	4.000	1000	4.000	1000	4.000	1000	4.000	1000	4.000	1200	5.000	1200	5.000	1200	5.000	1200	5.000	1200	5.000	1200	45.000
5	Campaign materials and T.A	0.10	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1200	1.200	1200	1.200	1200	1.200	1200	1.200	1200	1.200	1200	11.000
	<b>Total</b>			<b>11.000</b>		<b>11.000</b>		<b>9.000</b>		<b>5.000</b>		<b>9.200</b>		<b>12.400</b>		<b>8.200</b>		<b>12.400</b>		<b>8.200</b>		<b>14.700</b>		<b>101.100</b>



**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT. MIZORAM**

**INTERVENTION NAME : 'G' Access and Alternate Schooling**

Figure in Lakhs

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total			
			Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.		
1	Residential Bridge Course	8.000	10	80.000	10	80.000	10	80.000	10	80.000	10	80.000												50	400.000	
2	Induction Training for A.S Voluntary and Bridge Course volunteers	0.001	100	0.100									100	0.100							100	0.100	100		0.300	
3	Induction training for new train	0.001	100	0.100	100	0.100			100	0.100			100	0.100							100	0.100	500		0.500	
4	Recurrent training	0.001		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	10.000	
5	Training of CLRPs in A.S.V induction		50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	5.000
6	Salaries of new Primary School teachers	0.015	72	4.320	72	12.960	72	12.960	72	12.960	72	12.960	72	12.960	72	12.960	72	12.960	72	12.960	72	12.960	72	12.960	72	120.960
7	Salary for new upper Primary School teachers	0.050	224	26.880	224	80.640	224	80.640	224	80.640	224	80.640	224	80.640	224	80.640	224	80.640	224	80.640	224	80.640	224	80.640	224	752.640
8	T.L.M Grants for Bridge course	0.005	10	0.100	10	0.100	10	0.100	10	0.100	10	0.100												50	0.500	
9	A.S Teacher honorarium	0.010	100	4.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	112.000
10	Volunteers	0.100	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	5.000
11	Shed Rent for A S	0.005	100	2.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	56.000
	<b>Total</b>			<b>119.500</b>		<b>193.500</b>		<b>193.700</b>		<b>193.800</b>		<b>193.700</b>		<b>113.800</b>		<b>113.600</b>		<b>113.600</b>		<b>113.600</b>		<b>113.800</b>			<b>1462.900</b>	

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT, MIZORAM**

**INTERVENTION NAME : 'H' Pedagogy and School Improvement**

**Figure in Lakhs**

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Teacher training in multi activity based training	0.001	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	10000
2	Training of CLRPs in method		20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	0.200	20	2.000
3	Training of DRG		5	0.100	5	0.100	5	0.100	5	0.100	5	0.100	5	0.100	5	0.100	5	0.100	5	0.100	5	0.100	5	1.000
4	TLM Grants for schools	0.005	375	1.875	375	1.875	375	1.875	375	1.875	375	1.875	375	1.875	375	1.875	375	1.875	375	1.875	375	1.875	375	18.750
5	School grant	0.020	350	7.000	350	7.000	350	7.000	350	7.000	350	7.000	350	7.000	350	7.000	350	7.000	350	7.000	350	7.000	350	70.000
6	Furniture for CLRC		4	4.000	4	4.000															4	4.000	4	12.000
7	Equipment of CLRC	1.500	4	6.000	4	6.000	4	6.000	4	6.000			4	6.000							4	6.000	4	36.000
8	Exposure visit to DRC and CLRC		30	6.000			30	6.000			30	6.000			30	6.000					30	6.000	30	30.000
9	CRC grants	0.020	16	0.320	16	0.320	16	0.320	16	0.320	16	0.320	16	0.320	16	0.320	16	0.320	16	0.320	16	0.320	16	3.200
10	Review meeting	6.005	60	0.300	60	0.300	60	0.300	60	0.300	60	0.300	60	0.300	60	0.300	60	0.300	60	0.300	60	0.300	60	3.000
11	Repairs grants	0.005	40	0.200	40	0.200	40	0.200	40	0.200	40	0.200	40	0.200	40	0.200	40	0.200	40	0.200	40	0.200	40	2.000
12	Library books for CLRC		4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000							4	2.000	4	14.000
13	Printing & modules		4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	10.000
14	TLE grants to new schools	0.100	92	9.200	92	9.200	92	9.200	92	9.200											92	9.200	92	46.000
	<b>Total</b>			<b>39.195</b>		<b>33.195</b>		<b>35.195</b>		<b>29.195</b>		<b>19.995</b>		<b>13.995</b>		<b>23.995</b>		<b>11.995</b>		<b>11.995</b>		<b>39.195</b>		<b>257.950</b>

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT, MIZORAM**

**INTERVENTION NAME : 'I' Education of Focus Group**

**Figure in Lakhs**

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total			
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
<b>A. Education of Girl Child</b>																										
1	Residential Bridge course	8.000	10	73.950	10	80.000	10	80.000	10	80.000	10	80.000	10	80.000	10	80.000	10	80.000							70	633.950
2	Gender Issue workshop		2	2.000	2.000	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	20.000
3	Printing of modules		10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	10.000
	<b>Total</b>			<b>76.950</b>		<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>3.000</b>		<b>3.000</b>				<b>663.950</b>

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT, MIZORAM**

**INTERVENTION NAME : 'I' Education of Focus Group**

**Figure in Lakhs**

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
<b>B. Early Childhood Education</b>																								
1	Induction training of ECCE	0.007	200	1.400	200	1.400	200	1.400	200	1.400	200	1.400	200	1.400	200	1.400	200	1.400	200	1.400	200	1.400	200	14.000
2	Training of Mother AS Member	0.003	200	0.600	200	0.600	200	0.600	200	0.600	200	0.600	200	0.600	200	0.600	200	0.600	200	0.600	200	0.600	200	6.000
3	Training of CLRPs etc. on ECCE	0.007	25	0.175	25	0.175	25	0.175	25	0.175	25	0.175	25	0.175	25	0.175	25	0.175	25	0.175	25	0.175	25	1.750
4	TLM for ECCE		200	2.118	200	2.118	200	2.118	200	2.118	200	2.118	200	2.118	200	2.118	200	2.118	200	2.118	200	2.118	200	21.180
5	Honorarium for ECCE worker	0.007	200	5.600	200	16.800	200	16.800	200	16.800	200	16.800	200	16.800	200	16.800	200	16.800	200	16.800	200	16.800	200	156.800
6	AWC Honorarium	0.004	200	3.200	200	9.600	200	9.600	200	9.600	200	9.600	200	9.600	200	9.600	200	9.600	200	9.600	200	9.600	200	89.600
	<b>Total</b>			<b>13.093</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>30.693</b>		<b>289.330</b>

**IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 10 YEARS FOR LUNGLEI DISTRICT. MIZORAM**

**INTERVENTION NAME : 'I' Education of Focus Group**

**Figure in Lakhs**

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total			
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
<b>C. Children with special education needs</b>																										
1	TLM for special education		50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	5.100	50	51.000
2	IED Training for CLRC		25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	1.500	25	15.000
3	IED Assesment camp		40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	2.100	40	21.000
4	Resource persons honorarium		20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	2.200	20	22.000
	<b>Total</b>			<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>10.900</b>		<b>109.000</b>