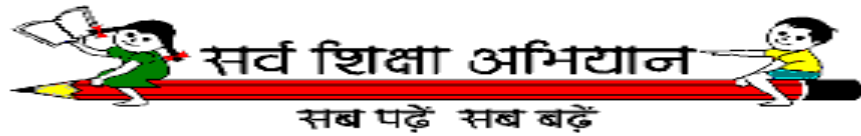


**SECOND HALF YEARLY**  
**MONITORING REPORT OF**  
**MIZORAM UNIVERSITY, AIZAWL ON SSA**  
**FOR MIZORAM STATE**  
**FOR THE PERIOD**  
**1<sup>ST</sup> OCTOBER 2006 TO 31<sup>ST</sup> MARCH 2007**

**DISTRICTS COVERED**

**Kolasib**  
**Mamit**



# **MONITORING REPORT OF SSA ACTIVITIES IN MIZORAM (October,2006 - March, 2007)**

The Department of Elementary Education, Ministry of Human Resource Development, New Delhi has entrusted the task of monitoring the implementation of SSA in Mizoram, to the Mizoram University, Aizawl. However, this responsibility as directed by the university, is being discharged by the Department of Education from last 3 years. As per the MOU signed by the University, it is supposed to monitor the various activities and programmes under SSA with objectives of (I) Assessing the progress of implementation of approved plans (ii) Sample check progress and (iii) Verify the process and procedure for implementation.

As per the Revised Terms of Reference MI is expected to cover 5% of Elementary Schools/EGS/AIE Centres in all the districts allotted to it during the period of 2 years. Further, the MI is expected to visit 25% of the number of districts allotted to it in a period of six months; thus covering all the districts allotted to it in a period of two years.

The MI in strict compliance of the aforesaid Revised Terms of Reference selected two districts, namely, Mamit and Kolasib districts, out of the total eight districts, in Mizoram for writing the Monitoring Report (October,2006 - March, 2007) for the last six months of 2006-07, and selected 5% sample of primary schools, upper primary schools, Computer centres, BRCs and CRCs from both districts under reference to verify the status of implementation of various programmes under SSA in Mizoram.

## **Organisation of the Report**

The monitoring report has been organized and presented under the following two sections.

**Section -I : Methodology of Writing the Report**

**Section-II : Main Body of the Report.**

## **SECTION - I**

### **Methodology Adopted For Writing of Monitoring Report:**

This section includes the method adopted, tools used and details regarding the population and sample.

#### **A. Method of Data Collection:**

The Survey Method was adopted for collection of data from the sampled primary and upper primary schools, BRCs and CRCs from both districts namely, Kolasib and Mamit.

#### **B. Tools:**

The following tools were developed and used by the MI to collect the relevant data.

1. Interview-cum-Observation Schedule based on the Monitoring Format developed by NCERT (Annexure-I).
2. Attendance Sheet for Recording Students' Attendance (Annexure-II).
3. Interview-cum-Observation Schedule on the Functioning of Computer Centres.( Annexure-III)
4. Information Schedule on the Functioning of BRCs and CRCs (Annexure-IV)
5. Field Dairy for Recording Observations.

#### **C. Population And Sample:**

Details of the population of Primary and Upper Primary Schools, Computer Centres, BRCs and CRCs in Kolasib and Mamit districts, and the sample ( Around 5 %) drawn from these populations, from both districts, have been given in Table-S<sub>1</sub>.

## Table – S1

**Details of Population and Samples of Primary Schools, Upper Primary Schools, Computer Centres, BRCs and CRCs drawn from Kolasib and Mamit Districts.**

	KOLASIB DISTRICT		MAMIT DISTRICT	
	Population	Sample	Population	Sample
Primary School	79	14	135	13
Upper Primary School	47	8	77	8
Computer Centres(CC)	11	5	-	2
Block Resource Centre(BRC)	1	1	3	2
Cluster Resource Centre(CRC)	10	4	13	4
Upgraded UPS (New)	-	-	15	2
Upgraded PS(New)	8	2	23	3
EGS Centres	27	2	20	1

## SECTION – II MAIN BODY OF THE REPORT

This section carries the main body of the Monitoring Report and includes the observations of MI with regard to the status of implementation of various activities and programmes related to SSA, by the implementing agency, namely, SSA, Mizoram Rajya Mission. For meaningful and systematic presentation of the Monitoring Report, this section has been divided into 16 sub-heads, as per the requirement of the Monitoring Format, provided to the MI by Department of Elementary Education, MHRD, N. Delhi.

### A. OPENING OF NEW SCHOOLS (Table - 1)

As per the report from DPC, Mamit District, there are 38 new schools in Mamit district, out of which 5 newly upgraded schools were visited by the MI. All of the sampled schools have land for construction. Construction of buildings for 2 schools have already been completed and the other 3 schools have also finished upto roof level and are almost complete. On the other hand, no new school has been opened in Kolasib district.

## **B. CIVIL WORK**

With regard to the Civil Work, it is pertinent to mention that Mizoram is a hilly state with rugged mountains forming the main body of the State. A major area of both the districts, namely, Kolasib and Mamit, in terms of topography, consists of small range mountains. However these two districts, are slightly better than the previous two districts covered in the first report. In view of these rugged mountains, the construction of civil work is not only a tedious but also an expansive enterprise, as compared to plain areas, because a large share of funds for civil work needs to be spent on soil cutting, formation and supporting walls etc. Moreover, the construction material and labour charges in this remote and hilly state is very expensive, as the same has to be transported from outside the State. Under these circumstances the majority of schools cannot complete their civil works, especially the boundary walls within the allocations and divert the same for other minor civil works.

### **B-i. Target of Civil Works and their Progress:-**

\_\_\_\_\_ The targets of civil works during the year 2006 - 07, as per the information submitted by the DPCs Kolasib and Mamit districts have been given in Table\_\_\_\_. As per the information submitted by DPC Kolasib, the civil works with regard to 2 New UPS, 16 Dilapidated building of PSs, 11 dilapidated buildings of UPSs, additional classrooms and electrification in 4 schools, Kitchen sheds in 15 PSs and ramps in 25 schools is in progress. On the other hand as per the information submitted by DPC Mamit, the civil works with regard to 4 New PSs, 2 New UPSs, 11 dilapidated buildings of PSs and 1 dilapidated building of UPSs is in progress. And the civil work with regard to the construction of 11 New PSs, 1 New UPS, 4 dilapidated buildings of PS, 3 dilapidated buildings of UPS, 10 additional classrooms, kitchen sheds in 6 PSs and electrification in 6 PSs has been completed during 2006-07. However, in view of the non submission of names of such schools, the MI could not verify the claimed progress in the said schools by name. However, MI during its visit to the sampled schools found that civil works with regard to school buildings for both PSs and UPSs, kitchen sheds, electrification, water facility etc was in progress in certain schools and have been completed in many others. MI observers were impressed by the physical infrastructure in that has come up in the remote villages with the developmental funds from SSA.

### **B-ii. Target and Achievement of Civil Works for the Financial Year 2006 - 07:-**

The MI, during its visit to the sampled schools collected information on achievement of civil works not only for 2006 - 07, but also for the

preceding years which in turn gave a picture of overall achievement in civil works.

Out of the 21 schools visited in Mamit district, 10 have received funds for construction of school buildings. Out of these 10 schools, 8 have already completed construction, 1(one) is almost completed. However, one school ( Mamit P/S I) has not started construction as the money was utilised for buying of land.

Additional classrooms have been sanctioned and construction have completed for 6 schools, 16 schools have been provided with drinking water facilities and 15 schools with Toilet facilities. None has been given funds for electrification and funds kitchen shed has been released and constructed for 5 out of the 10 P/S visited, 2 have received from DRDA Dept. of the State Government.

**B-iii. Technical Supervision and Frequency of Visits for the Supervision of Civil Works:-**

As per the information provided by the DPCs Kolasib and Mamit districts, the technical supervision is done by the Junior Engineer appointed on contract basis by the DPC office. However, the concerned BRCCs/CRCCs also look into the progress of on going civil work, if any, during their school visits. Since junior engineers are incharge of the whole district, and cannot pay regular visits to the sites, therefore day to day progress and supervision of civil work is looked after by the VEC /SMC and the concerned headmaster. However, many of the VECs have expressed that Junior Engineer, if possible, should pay more visits during the progress of the civil work.

**B-iv. Convergence Between Swajaldhars & Total Sanitation Campaign:-**

As reported by the DPCs of Kolasib and Mamit district, and inputs received from the VECs & headmasters of concerned schools, it was found that there is no convergence between the Total Sanitation Campaign (TGS), PHE Department, Govt. of Mizoram and SSA Mission in both districts.

**B-v. Agencies Involved in the Construction of Drinking Water Facility:-**

During the course of discussions with the headmasters and VECs members of the sample schools from both districts. It was discovered that none of these schools have involved any specialized agency for the construction of water facilities in schools. Almost all the sample schools reported that the water facilities were constructed by the VECs / SMC themselves by involving local technicians./ workers. However, work related to PHE connection for water supply was done by the departmental workers.

**B-vi. Traning of VECs / SMCs / for Civil Works:-**

During the field visit to the sampled schools from both districts it was found that 81.82% of VECs in Kolasib district and 71.43% in Mamit district have been trained by technical persons for the execution of civil works in their respective BRCs/CRCs, whereas no such training has been provided to the rest of VECs in both districts ( See Table\_\_\_\_). A large majority of the VECs were satisfied with their training, however, there were certain VECs members who were not happy with the training imparted to them for the execution of civil work. However, almost all VECs in both districts have received the community manual for the execution of civil works and was available with them. As regards to the maintenance of separate accounts for construction and materials for construction by VECs in Mamit district is concerned, none of these VECs are beefing separate accounts. They reported that no such training has been given to them by the concerned BRCs/CRCs/DPC. On the other hand, 71.27% of VEC in Kolasib district maintain separate accounts for construction and construction materials.

**B-vii. Convergence of Toilet Facility with TSC:-**

As per the information received from SPO and DPCs of Kolasib and Mamit districts, and the inputs received the VECs and headmasters of sample schools from both districts, there is no convergence of total facility in schools with Total Sanitation Campaign(TSC).

**B-viii. MI's Impression of Quality of Construction:-**

The quality of construction of school buildings and kitchen sheds are by and large satisfactory in almost all schools in both districts. However, toilet facilities in majority of the schools in both districts are not upto the mark as there is no sufficient water supply in the toilets none of the schools in both districts have a tap water connectivity in toilets. In certain schools toilets remain under lock and have not been used and cleaned from last many days, as a result some of them are creating a foul smell.

All most all the eligible sample schools in both districts have received the funds for boundary wall, however, none of these schools have could construct the boundary wall and used it for other purposes, as the sanctioned amount is not enough for purpose. Under these circumstances most of these schools, in place of concrete boundary wall, have fenced their campus with either barbed wire or bamboos.

**B-ix. Civil Works In-Charge at SPO:-**

At the state project office, there is a Project Engineer incharge of Civil works who is from the engineering background having BE(Civil) Degree.

For receiving of progress at districts level, authorities at the SPO conduct Monthly Review Meetings for all interventions. To ensure quality in civil works, monitoring and supervision from Engineer and the general administration from SPC office is carried out regularly. Moreover, engagement of third party for evaluation is also being considered and is expected to function in need future.

**C. TEXT BOOKS**

As per the information submitted by DPCs Kolasib and Mamit districts the total number of children to whom free text books have been distributed during 2007 - 08 are 16028 ( SC= 146 and ST= 15882) and 13780 ( all ST), respectively. These figures include 4390 girls in Kolasib district and 6543 girls in Mamit district ( see table\_\_\_). As per the inputs received from the DPCs offices of both districts, all SC and ST students and all girls studying in govt. primary and upper primary schools are receiving free text books from SSA funds.

Table\_\_\_\_\_

Number of Children To Whom Free Text Books Have Been Distributed

District	Caste		Gender		Total	Date of Receiving Text Books	Date of Distribution to Schools
	SC	ST	Boys	Girls			
Kolasib	146 15882	15882	11492	4390	16028	29.11.06	16.01.07
Mamit	-	13780	7237	6543	13780	01.12.06	12.12.06

**C-i. Date of Receiving & Distribution of Text Books in the Districts:-**

As per the information submitted by DPC, Kolasib district, the school text books were received by his office on 29.11.2006 and the same were distributed to schools on 1.12.2006. On the other hand, DPC Mamit district had received the text books on 1.12.2006 and distributed these to schools on 12. 12. 2006 almost 2 months before the opening of schools.

**C-ii. Distribution of Free Text Books in All Subjects for All Classes:-**

Since the allocation of Rs.150/- ( One hundred and fifty) only per student for supply of free text books cannot cover the cost of text books for all subjects for any of the class ( grade), the state could not provide free text books for all subjects to all classes.

The list of free text books, that have been distributed to all SC / ST / Girl students in 2007 - 08 has been given in Appendix\_\_\_\_\_

**D. SCHOOL GRANTS**

**D-i. Number of Primary and Upper Primary Schools Approved for School Grants:-**

As per the information received from the DPC Kolasib, the number of primary and upper primary schools approved for school grants are 135 and 77, respectively. ( Total 312 schools). The same figures for Mamit district are 83 primary schools and 56 upper primary schools. ( Total 139 schools)

**D-ii. Release of Funds for School Grants:-**

As per the information received from the DPC Mamit district the funds for school grant for 2007 - 08 were received by his office on 8 March 2007 and the same have been released to and received by the schools within April 2007.

On the other hand, DPC Kolasib has not submitted any information regarding the date of receiving funds for school grant, however, this grant have been released to school on 28 March, 2007 and have been received by the sampled schools within April, 2007.

**D-iii. Centralized Purchases By DPO for Schools from School Grant:-**

As per the information submitted by DPC Kolasib centralized purchase for 30 copies of 'Hindi-English-Mizo Disctionary' has been done from the funds earmarked for school grant and Rs. 11850/= have been utilized for this purpose. However, DPC, Mamit district has not done any centralized purchase and the funds for school grant have been released to the VECs / SMCs and they have been given the complete autonomy for the utilization of the school grant as per the guidelines issued by DPC office.

**D-iv. Utilization Details of School Grant:-**

All the sampled schools from both districts are utilizing the school grant for the maintenance of school buildings, play-ground, purchase of utensils for MDM, furniture, etc. However, maintenance of records for utilization of this grant is not upto the mark in many schools in both districts.

**E. TEACHERS AND THEIR TRAINING**

**E-i. Number of Additional Teachers Sanctioned:-**

The number of additional teachers sanctioned under SSA programme in Kolasib district is 77 ( 44 in P/S and 33 in UPS). However, no additional teachers have been sanctioned in Mamit district.

**E-ii&iii. Mode And Nature of Recruitment:-**

As per the information submitted by the DPC Kolasib, the appointing authority for the additional teachers is DPC / SPO. While making such appointments the recommendations of VEC and DPC are also taken into account. The detailed procedures for such appointments, as per the SSA norms, have been prepared and followed ( see appendix\_\_\_\_\_). The nature of appointment of the aforesaid additional teachers is on contract basis.

**E-iv. Empowerment of VECs to Make Decentralized Appointments:-**

As per the information received from the DPC Kolasib and Mamit districts and discussion with the members of VECs during the field visit, it was found that VECs are authorized to recommend / propose the names of locally qualified candidates for the appointment of additional teachers to the DPC office, so that a local, but a qualified candidate from the same village can be appointed.

**E-v. Number of Additional Teachers Sanctioned and Present On the Day of MI's Visit:-**

During the MI's visit to sampled schools in Kolasib district, it was found that most of the additional teachers sanctioned were present in their respective schools. However, this item is not applicable to Mamit district as no additional teacher has been sanctioned this year.

**E-vi. Rapport Between Children & Teachers:-**

As per the information received from the members of VEC's, PTAs, headmasters, teachers and children, and observation of MI members on the day of the visit to various sampled P/S & UP/S from both districts, it was found that rapport between children and teachers was, by and large, quite good and satisfactory.

**E-vii(a). Target Number of Teachers to be Trained:-**

As per the information submitted by DPCs Mamit district, the target number of PS and UPS teachers to be trained in 2007 - 08 is 380 and 450, respectively. However, no training programme has yet been conducted upto 15. 4. 2007. On the other hand, out of the target number of 265 PS teachers and 351 UPS teachers in Kolasib district, as per the information submitted by DPC office, 244 and 285, respectively have already been imparted training during 2006 - 07.

**(b). Calendar of Teacher Training, Content and Module of Training:-**

As per the information received from the DPCs Kolasib and Mamit districts, the Calendar for training is maintained by both DPC Officers. The venue of such training is generally BRCs / CRCs / DIETs / SCERT. The content

of such training programme, is related to various school subjects such as English, Math, & Science etc. The modules of such training programmes were prepared by DIET Kolasib. A copy of the referred module has been given in Appendix \_\_\_\_\_. However, no monitoring is done to check the quality of teacher training and no system is followed for getting feedback from teachers.

**E-viii. Number of New Teachers to be Given Orientation Training of 30 Days:-**

As per the information received from DPC Kolasib and Mamit district, the number of New Teachers to be given Orientation Training of 30 days is 16 and 71, respectively. The actual number of newly recruited teachers who have received training were 16 in Kolasib district and 27 in Mamit district. However, in the sampled schools visited by MI in Kolasib district, there were no newly recruited teachers whereas 3 newly recruited teachers from the sampled schools visited by MI in Mamit district have undergone 9 days orientation training at DIET, Mamit where Lecturers of DIET are the Resource Persons.

**E-ix. Number of Teachers to be Given 60 Days Refresher Training:-**

Both the districts visited by MI claimed that there are no untrained teachers in their district as a result of which there was no requirement for organising 60 days Refresher Training.

However, after visit to the sampled schools in Mamit district, MI found that 2 teachers have undergone Refresher Training through distance mode at IGNOU, Mamit College Centre.

**F. TEACHING LEARNING MATERIAL (TLM)**

**F-i. Date of Receiving TLM Grant:-**

During the filed visit of MI, all the sampled schools from both the districts ( except those newly upgraded schools which are not yet eligible) have received TLM grant within three months from the commencement of the academic session.

**F-ii. Details of Utilization:**

The MI, on its visit to the sampled schools in both the districts found that different kinds of TLM have been procured by the schools as per the requirement worked out by them. The spot verification showed that these TLMs consisted mainly charts, Maps, Globes, Encyclopaedias, Dictionaries, Teachers help back etc.

**F-iii.**            Display of TLM:

The MI, during its field visit to Kolasib and Mamit district found that only 40.9% and 15.38% respectively have displayed TLM in the classroom. The rest of the schools have kept these TLMs separately.

**F-iv.**            Utilization of TLM by Children:-

As per information received from teachers of the sampled schools, 46.7% from Mamit district and 46.2% from Kolasib district have utilised TLM for teaching children.

**F-v.**            Training of Teachers:-

After an interaction of MI with teachers of the sampled schools in both the districts, it was found that no teacher has received any training on development and use of TLM.

**G.**            **EGS & AIE /NRBC /BRC**

As per the information received from DPCs Kolasib and Mamit there are 35 EGS ( sanctioned 35) and 3 AIE centres (sanctioned 3 ) in Kolasib district. On the other hand, Mamit district has 13 EGS ( sanctioned 12) and 2 AIE centres (sanctioned 5). Further Mamit district has 4 NRBC, 10 RBC and 2 schools Camps, whereas Kolasib district has no NRBC, 139 RBC and no school camp.

The total number of children covered in these EGS/AIE/NRBC/RBC School Camps in Mamit and Kolasib districts are 1019 and 2359, respectively. There are 70 EVs and 80 EVs in these centres for Mamit and Kolasib districts respectively. All the 70 EVs in Kolasib district have been given 5 days induction training in DIET, however, no such training has been provided to 80 EVs that are working in Mamit district.

As per the report submitted by DPC Kolasib that BRCs and CRCs are extending academic support to the EVs. The said support is on quarterly basis in line with NCERT monitoring tools. However no information with regard to the regularity and frequency of academic support extended by BRCs / CRCs to EVs have been submitted by DPC, Mamit. All EVs in both districts are given a honorarium of Rs.2000/- per month which is paid and sanctioned these payment are delayed.

Out of 13 EGS, the MI visited on EGS centre in Mamit district, where 48 children ( 28 boys and 20 girls) enrolled are actually attending the centre. The said EGS centre has 3 EVs, who have not received any training so far. Two of these EVs are having of HSLC and one has HSSLC qualification. They are being paid honorarium of Rs.1000/- per month in cash by the concerned VEC, however sometimes the payment of their honorarium is delay, the EVs , as reported by the VEC, are quite regular in attendance and the EGS is not yet eligible for upgradation, as it was opened only in 2006-07 and no assessment has been done so far and no student has yet been mainstreamed from this centres. The said EGS has green board, benches and desks made by bamboo. The mid day meal has already been started. However, MI observers could not meet children as the centre was visited on saturday (Holiday in Mizoram). All the children have been provided with free text books supplied by SSA Mission in the State.

#### **H. CHILDREN WITH SPECIAL NEEDS (CWSN)**

As per the information submitted by DPCs Kolasib and Mamit districts, 311 children with special needs (CWSN) have been identified in Kolasib district and number of such children that have been identified in Mamit district in 619. Out of these, 48 children in Kolasib district and 108 in Mamit district have been provided with aids and appliances.

Further, number of resource teachers identified by Kolasib and Mamit districts are 4 and 10 respectively. The SPO office, has signed MoU with YMA (NGO). The Mamit district has no IED Coordinator, whereas there is a IED Coordinator in Kolasib district, who has been given orientation in capacity building programme. Number of schools that have been provided with ramp facility in Mamit and Kolasib districts are 44 and 25, respectively. Further, non of these CWSN have been provided any home based supports in both districts. Mamit district, as per the information submitted by the DPC office has given counselling to 44 parents in 2006 - 07. Kolasib district on the other hand has not given any counselling to parents.

#### **I. National Programme For Education of Girls at Elementary Level (NPEGEL)**

As reported by SPO, the NPEGEL is operational only in one block, namely, Lungsen, in Lunglei District. However, it is not in operation in the two districts covered in this report.

#### **J. Kasturba Gandhi Balika Vidyalaya (KGBV)**

As reported by the SPO, KGBV is operational only in one block, namely Lungsen, in Lunglei District. However, it is not in operation in the two districts covered in this report.

**K. DISTRICT INFORMATION SYSTEM FOR EDUCATION (DISE)**

As per the information submitted by the DPCs Kolasib and Mamit districts, they have set up EMIS in their respective districts and requisite number of Computers and Computer Operator are in position. However, no details with regard to the number of Computers and Computer Operators have not been submitted by both DPCs.

The time schedule drawn up for DISE/EMIS in the State for the year 2006 - 07 was 31<sup>st</sup> December 2006 and every district, including the two covered for this report, was instructed to submit the information by the prescribed date. As regards to the data capturing format, information obtained on the spot from the sample schools visited, that it was received in the month of September, 2006 and the training for filling up data in the data capture format was imported in on 11<sup>th</sup> to 13<sup>th</sup> October, 2006 in Mamit district and on 6<sup>th</sup>, April, 2006 in Kolasib district.

The task of verification of 5% of data collected has been given to the concerned BRCCs and CRCCs, who have been oriented for the task State Project Office, SSA had also engaged one member of MI as a third party for verification of the data at State level. The data collected and compiled by the DPCs offices of both districts was communicated to the SPO office by 31<sup>st</sup> December, 2006, as per the instructions issued by the SPO.

**L. RESEARCH AND EVALUATION**

As per the information submitted by DPC Kolasib they have a plan to initiate 8 research projects during 2007 - 08, however the MI during its visit found that none of these projects have yet been started. On the other hand, the Mamit district has no plan to undertake any research project during 2007 - 08.

Further, Kolasib district had sanctioned 6 research projects during last year (2006-07) and 5 of these projects have already been completed. On the other hand, Mamit district has not undertaken any project even in the preceding year i.e. 2006 - 07.

**M. FUNCTIONING OF VILLAGE EDUCATION COMMITTEES (VECs)**

As per the information submitted by the DPCs Kolasib and Mamit districts, the total number of VECs constituted in their respective districts are 42 and 72. The number of members in VECs, visited by MI varied from 7 to 13 in Mamit district and 6 to 21 in Kolasib district. The women representatives in various VECs varied from 1 to 6 in Kolasib district and 1 to 5 in Mamit district. During the field visit of MI, 86.36% of VECs of sample schools from Kolasib district and 85.29% from Mamit district experted that guidlines on the delegation of powers to VECs were made available to them by the concerned DPC office. ( See Appendix\_\_\_\_\_). In about 24 % of VECs covered by MI from Mamit district and 50 % from Kolasib district, the meeting of VECs are held monthly. Another 23 % and 18 % of VECs in Kolasib district convene their meetings bi-monthly and quarterly. And the rest of VECs from both districts conduct their meetings as and when required. The number meetings conducted by these VECs, covered in the sample, during the last 6 months varied from 2 to 6 in Kolasib district and 0 to 6 in Mamit district certain VECs do not maintain the proper records of the dates and proceedings of their meetings.

Further, all of the VECs covered by the MI during its field visit to Kolasib and Mamit districts reported that not all but certain members including chairmans and secretaries, have been given orientation training on the functioning of VECs by their respective BRCs/ CRCs / DPCs. The perception of such training as good is higher among VECs members in Kolasib district than Mamit district ( See Table \_\_\_\_\_). However, non of the VECs members from both districts have reported any negative perception on such training.

MI observers looked into the account books of all VECs from both districts and found that all of VECs maintain account books wherein various kinds of funds received from their respective DPCs are entered. However, except 20% to 30 % VECs in Mamit district, the rest of the VECs do not maintain the vouchers of various expenditures. This can be considered a serious lapse on the part of VECs and the matter has been discussed by the MI observers with the concerned BRCC and DPC, Mamit. They have been requested to issue a notification to all VECs under their jurisdiction to maintain vouchers for each expenditure. On the other hand, the maintenance of account books by VECs in Kolasib district is better than Mamit district.

In the cause of discussions with VECs members and Office Bearers, it was found that all the VECs in both districts are playing a significant role in enrolement, retention and regular attendance of students and teachers, maintenance of school coumpounds by organising social works on saturdays with the help of local YMA & MHIP branches, and school students ( See table\_\_\_\_\_).

## **N. STAFFING AT STATE LEVEL**

As per the information received from the SPO office the total number of post sanctioned for SPO (SSA) are 34, out of which 33 posts have been filled and only one post(i.e. Controller of Finance) is lying vacant. Out of these 33 filled posts, 8 posts have been filled on deputation basis and the rest 29 have been filled on contract basis. Analysis of these sanctioned and filled posts, further reveals that there are only 4 Programme Coordinators for Quality/ Pedagogy/ Training/ Research and Evaluation/EGS/AIE Interventions/ MIS/Planning and Community Mobilization etc. In view of the less number of sanctioned posts, one programme coordinator has to look after more than one intervention. All these programme coordinators have undergone in house training at the time of their joining. Besides, they have also attended certain training programmes outside the state. Thus they have the required orientation, training and knowledge about the tasks assigned to them ( See Table\_\_)

### **N-i. Staffing at DPC Office, Kolasib:-**

A perusal of Table\_\_ further reveals that the total number of sanctioned post for DPC office, Kolasib are 19, out of which 18 posts have already been filled and only 1 post (i.e. Deputy District Project Coordinator) is lying vacant. Out of these 18 filled, 3 posts have been filled on deputation basis and the rest of 15 posts have been filled on contract basis.

### **N-ii. Staffing at DPC Office, Mamit:-**

As per the information submitted by the DPC, Mamit and verification of the same by MI during field visit to DPC Office, the total number of sanctioned post for DPC office, Mamit are 18, out of which 17 posts have already been filled and only 1 post ( i.e. Project Assistant) is lying vacant. Out of these 17 filled posts, 4 posts have been filled on deputation basis and the rest of 13 posts have been filled on contract basis.

## **O. MID DAY MEAL (MDM) SCHEME**

### **Daily Service of Hot Cooked Food:-**

During MI's visit to the sampled primary and Comprehensive Schools ( having primary section) in both districts, it was discovered that 83.63% of the sampled schools in Kolasib district and 77.08% in Mamit district serve hot cooked food on regular basis. The rest of the 16.67% and 22.92% of the sampled schools from Kolasib and Mamit districts, respectively, do not serve the food on certain days( 1 to 2 days in a week) of the week, due to limited supply of rice and funds. This limitation, as reported by the headmasters, arises as a result of more enrolment of students this year whereas allotment was made on the basis of last

year's enrolment. One school in Kolasib district namely, Chhimluang Primary School did not serve the MDM to its children from last one month due to non receipt of their quota of rice. The MI had immediately taken up the matter with the concerned BRCC to do the needful. ( See Table - )

**O-i. Variety of Food Served:-**

All the sampled primary and comprehensive schools from both districts claimed that they serve a variety of food to children in MDM. However, Children of 4 primary schools (30.76%) in Mamit district, during their interaction with MI members, reported that they are served the same kind of food every day.

**O-ii. Food Items Being Served:-**

Although none of the sampled schools in both districts maintain any menu-register for MDM, the food items served by these schools, as reported by headmasters, teachers, VEC members, parents and children; are rice, dal, potatoes, green vegetables( pumpkin, brinjals, cabbage etc), black channa, nutrela, dry green peas and eggs. Onion, ginger and green chillies are also served sometimes as salad. However, except 20% to 30% of these schools from both districts, the rests do not maintain proper records of students attendance and day to day expenses on the MDM.

**O-iii. Inclusion of Green Vegetables in MDM:-**

The data in table\_\_\_\_ reveals that 100% of sampled primary schools in Kolasib district and only 38.46% in Mamit district include green vegetables in one form or another in MDM.

**O-iv. Inclusion of Eggs and Fruits in MDM:-**

A perusal of table\_\_\_\_ reveals that 92.86 % and 7.69 % of sampled primary schools in Kolasib district occasionally serve eggs and fruits respectively in MDM. On the other hand these percentages in Mamit district are 84.62 and 0, respectively.

**O-v. Children's Reactions Towards Quality and Quantity:-**

As per the inputs received from children, parents, teachers, VEC members and observation of children while having mid-day meal in the sampled schools from both districts, it was found that children are happy and satisfied with the quality and quantity of MDM. However, some children in one school (7.14%) in Kolasib district had expressed that they are not satisfied with the quantity of MDM served to them by the concerned school.

**O-vi. Micro Nutrients and Deworming Medicines Given to Children in Schools:-**

A quick glance at table\_\_\_\_\_ reveals that 28.57%, 21.43 % and 7.14 % of sampled primary schools from Kolasib district have given Micro-nutrients namely Iron,Folic-acid and Vitamin-A to school children, and the same figures for Mamit district are 38.46%, 0% and 0%, respectively. However, none of these schools from both districts have ever given deworming medicine to children.

**O-vii. Percentage of Children Who Take MDM in School:-**

All the children in sampled primary and primary section of upper primary schools from both districts, take their mid-day meal in school and non of them bring their tiffins from home ( See table\_\_\_\_\_)

**O-viii. Who Cooks & Serves MDM:-**

Cooking and serving of MDM in all sampled schools from both districts is done by the cook(s). School teachers, especially ladies, also sometime help the cooks in serving of MDM to children. None of these schools, from Kolasib and Mamit district, have engaged NGOs or contractors for this purpose. ( See table\_\_\_\_\_)

**O-ix. Social Status of Cooks:-**

All the cooks (100%) engaged for MDM in the sampled schools from both districts are STs from the under privileged class from the same village/ locality. However, 12.50% of these cooks in Kolasib district and 40.0% in Mamit district are males.

**O-x Monthly Remuneration of Cooks And Regularity of the Payment:-**

All the cooks working in these sampled schools from both districts are being paid a monthly remuneration of Rs.1200/- and the said payments, as reported by the cooks, are quite regular ( see Table\_\_)

**O-xi. Types of Kitchen Sheds:-**

A quick glance at table \_\_\_\_\_ depicts that 71.43% of the sampled schools in Kolasib district and 61.54% in Mamit district have Pucca Kitchen Sheds with proper roof and flooring. The same table further reveals that 7.14% of these schools in Kolasib district and 15.38% in Mamit district have Kaccha Kitchen Sheds. However, in 21.43% of these schools in Kolasib district the kitchen were under construction during the field visit of MI. But 15.38% school in Mamit district do not have any kitchen shed of their own. In the absence of these sheds MDM is cooked either at the residence of Headmaster or the Cook herself / himself.

**O-xii. Storage of Food:-**

During the visit of MI to sampled schools in both districts it was found that 21.43% of these schools in Kolasib district have wooden / tin boxes or plastic buckets for the Storage of rice, and another 50% keep their rice stocks in jute bags in the one corner of kitchen shed and the rest 28.57% keep their stocks at the residence of either headmaster or teachers or cooks which is not desirable. The figures for Mamit district that keep their stocks in boxes ( in kitchen shed), Jute boxes in one corner of the kitchen, school office and at the residence of Headmaster / teacher / Cooks are 38.46 %; 23.08%, 15.38% and 23.08% ( See Table\_\_\_\_\_).

**O-xiii. Availability of Portable Water for Cooking & Drinking:-**

All the sampled schools from Kolasib and Mamit districts have portable water for cooking and drinking. A considerable number of these schools have been provided free water connection by the Department of Public Health Engineering. However, many of these schools in the absence of PHE Connection are depending upon rain water harvesting that is not safe for drinking. None of these schools in both districts have acquaguard facility for water purification. ( See Table -\_\_\_\_\_).

**O-xiv. Adequacy of Utensils for Cooking of MDM:-**

During the MI's visit to the sampled schools it was found that 71.43% of these schools in Kolasib district and 84.62% in Mamit district have adequate utensils for cooking and serving of MDM. However, in certain schools in both districts children have to carry their own plates from home every day, which might be causing lots of inconvenience to children. Further, 57.14 % of these sampled schools in Kolasib district and 92.31% in Mamit district have procured these utensils from SSA funds, whereas 35.71% and 7.14% of these schools in Kolasib district have procured these utensils from school funds or maintenance grant and community resources. On the other hand, 7.69% of the sampled schools in Mamit district have borrowed these utensils from Young Mizo Association(YMA)( See Table\_\_\_)

**O-v. Kind of Fuel Used For Cooking of MDM:-**

A quick glance at Table\_\_\_ reveals that 7.14% of the sampled schools from Kolasib district make use of only LPG for cooking of MDM and 7.14% make use of both LPG and fire wood and the rest 85.71% of these schools make use of only fire wood. On the other hand 100% of these sampled schools from Mamit district depend only on fire wood.

O-vi. MI's General Impressions of Environment:-

(a) **Safety:-** A perusal of Table \_\_\_ reveals that in terms of safety 28.57%, 64.29% and 7.14% of the sampled primary and upper primary schools( with primary section) from Kolasib district are very good, good and poor respectively. These figures for Mamit district, on the other hand are 46.15%, very good, 46.15% good and 7.69 % just fair.

(b) **Hygiene:-** The same Table \_\_\_ also reveals that in terms of hygiene 7.14%, 50.00%, 28.57% and 7.14% of sampled schools from Kolasib district are very good, good, fair and poor; whereas these figures for Mamit district are 23.08 very good, 46.15 %good and 30.77% just fair.

(c) **Cleanliness:-** A perusal of data vide Table \_ further reveals that in terms of cleanliness 7.15%, 42.85% and 50.00% of the sampled schools from Kolasib district are very good, good and just fair. On the other hand, these figures for Mamit district are 23.08% very good, 61.54% good and 15.38% just fair.

(d) **Discipline:-** Another look at Table \_\_\_ shows that in terms of discipline 64.29% and 35.71% of the sampled primary schools from Kolasib district are good and fair, respectively, whereas these figures for Mamit district are 30.76% very good, 38.46% good and 30.76 % just fair.

O-vii. Personal Hygiene and Manners While Taking Meal:

(a) \_\_\_ All (100%) the sampled schools, from both districts encourage children to wash their hands before and after meal and the said activity is generally monitored by the teachers / cooks. In one school in Kolasib district, it was reported that children make use of spoons for MDM.

(b) The MI's members during their visit to the sampled primary schools observed that children line up in front of the kitchen shed / serving window and take and eat food in an orderly manner.

(c) **Conservation of Water While Washing Dishes:-** In view of the general scarcity of water in this hilly state, the children are trained at home to conserve water. However, schools also play their role in imparting such training. However two(2) schools from Kolasib district reported that since they are located very near to the natural water spring, they do not impart any specific training to

children to conserve water. However, washing of plates after MDM is generally done by the cooks.

(d) Discrimination on the Basis of Caste/ Gender / Disability etc:-\_\_\_\_\_ While serving 'MDM' to children, no discrimination on the basis of caste ( Non existence in Mizo society), gender and disability was observed in any of the sampled schools in both districts. All children irrespective of their gender, caste or class, are treated equally, not only in the serving of MDM, but in every other aspect as well. Inspection and Supervision of MDM Programme By Parents / VECs / VCs and District & Block Level Officers.

As per the information received from the Headmasters it was found that in 92.86% of the sampled schools from Kolasib district and 100% schools from Mamit district, cooking and service of MDM is regularly supervised by school teachers. However, parents participation in supervision of such activities is poor in both districts( i.e. 14.28% in Kolasib district and 7.69% in Mamit district). Further, non of the concerned VECs in both district supervises such activities on day to day basis. Participation of Block and District level Officers in the inspection and supervision of MDM programmes is also not very encouraging( see table\_\_\_\_\_)

**O-xviii. Contribution By Parents & Community To MDM:**

As per table\_\_\_\_ the contribution by parents and community to MDM programme in the sampled schools from both districts is almost absent.

**P. ADDITIONAL ITEMS CHECKED BY MI DURING FIELD VISITS**

**P-i. Working Days:**

As per the school calender ( Academic Calender) circulated by Directorate of School Education, there are 217 working days in an academic session in both primary and upper primary schools. The MI observers during their field visits to the sample schools from both districts namely, Kolasib and Mamit, after going through the Official records with regard to attendance registers of students and teachers found that the number of working days ( including examination and sports' days) during 2006 - 07 session varied from 190 to 217.

**P-ii. SCHOOL ENVIRONMENT**

(a). Buildings & Playgrounds:

A perusal of Table \_\_\_\_ reveals that 90.9%, 68.10% and 81.80% of sampled primary and upper primary schools in Kolasib district have clean environment, good buildings (Assam type) and playgrounds respectively,

whereas these figures for Mamit district are 80.9%, 80.9% and 76.10%. However, it may be noted that rural schools have space and playground facilities are much better in rural schools than urban schools.

(b) Classrooms:-

A quick glance at Table \_\_\_\_ further reveals that 77.20%, 86.30%, 81.80% and 81.80 % of sampled primary and upper primary schools in Kolasib district have classrooms with proper flooring, roofing, windows and lighting, respectively, whereas these percentages for Mamit district are 80.90 %, 95.20 %, 95.20 % and 95.20 %.

**P-iii. Sitting Arrangements, Black Boards & TLM in Classrooms:**

MI members were pleased to see that all the classrooms in all the sample schools from both districts namely, Kolasib and Mamit, were furnished with benches and desks for sitting arrangements of students, and green boards for teaching- learning processes. However, the display of TLM was not upto the mark in 76.20% schools in Mamit district and 50% schools in Kolasib district. A large majority of these schools have enough TLM which they store and display in teachers common rooms, but have not realized the importance its display in classrooms.

**P-iv. Health Camp Facilities:-**

Only 27.20% of sample schools in Kolasib district and 42.85 % of such schools in Mamit district have benefited from health camps organised by Health Department, Govt. of Mizoram during the last academic session ( 2006 - 07) and the rest of the schools in both districts could not do so.(See table\_\_\_\_ )

**P-v. Adequacy of Play Material & Its Use:-**

During MI's field visit 66.60% of the sampled schools from Mamit district and 86.30% of such schools from Kolasib district reported that they have adequate play materials for children. The MI's observers were pleased to see that almost every schools, visited by them have colourful out door play equipments, namely, swings,slider, balancing boards etc. However, non of these schools have any arrangement for indoor play of children, especially during rainy seasons which is quite long in Mizoram ( From May to September)

**P-vi. Reasons of Low Attendance:-**

The overall attendance rate in the sampled schools in both districts is quite good ( see A Table\_\_\_\_) and is more than the National Average Attendance Rate of 85% in both primary and upper primary schools. However,

the primary reasons for not attending schools, by some children, are broken families and poverty.

**P-vii. Steps Taken To Promote Attendance:-**

Inspite of the fact that attendance rate as depicted in Table \_\_\_\_ is very good in both districts, the VECs teachers, headmasters and local NGOs like YMA( Young Mizo Association) and MHIP ( Mizo Women Organisation) are continuing their efforts by organising PTA meetings, visits to homes and counselling of parents of whose children are not very regular in schools.

**COMPUTER CENTRES**

The Monitoring Institute payed a visit to nine (9) Computer Centres within the districts of Kolasib and Mamit. Of the 36 schools attached, 14 schools did not use te centres. Their reason for not utilising the centres were mainly because of distance and lack of transportation facilities. Some schools also had their own computer laboratories and did not need to go elsewhere. This means that 38.89% of the schools did not or could not utilize the centre’s facilities.

All the centres visited had their own qualified Computer Instructors. All the Instructors had a diploma in computers besides their graduate degrees. It was found that they were employed for a monthly salary of Rs. 4000/-. The MI, on their visit to the centres found that all of the 9 centres had 10 computer sets each. But it was found that some computers were not in working condition. Each centre had 1(one) printer and a television set except one centre i.e. Kolasib BRC. Out of the 9 centres only two had internet connection.

**PERCENTAGE OF ATTENDANCE OF STUDENTS**

The percentage of students’ attendance, which is an important indicator of students overall performance, has also been considered an important factor in assessing the functioning and achievement of SSA Mission in the State. The MI, keeping in view its importance, had taken up the task of finding out the percentage of attendance in all the sampled schools from both Kolasib and Mamit districts.

Table No\_\_\_\_\_

Percentage of Attendance of Students in Sampled Primary and Upper Primary Schools From Kolasib & Mamit District.

District	Schools	Total No.of	Total No. of	% of
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		Roll Calls	Absentees	Attendance
Kolasib	Primary Schools	51631	10159	80.32%
	UpperPrimary Schools	185627	2448	98.68%
Mamit	Primary Schools	37693	3714	90.15%
	UpperPrimary Schools	16309	947	94.19%

As per Table \_\_\_\_, the percentage of Students' attendance in primary and upper primary schools in Kolasib district is 80.32 % and 98.68%, respectively. On the other hand percentage of students' attendance in Primary and upper primary schools in Mamit district is 90.15% and 94.19 % respectively.

A detailed perusal of Appendix\_\_ shows that the percentage of attendance of students in primary schools in Kolasib district ranges from 53.97 to 98.06, whereas this range in Mamit district is 49.43 to 96.34. On the other hand, percentage of attendance in upper primary schools in Kolasib district varies from 90.06 to 99.38 and it is 87.37 to 99.55. The proforma developed and used by the MI team(s) to record students attendance has been given in Appendix\_\_

## **Suggestions for Quality Improvement**

Achievements made by both districts, namely Kolasib and Mamit, as a result of various interventions of SSA, are very much appreciable; especially in terms of enrolment and retention Dropout rate and the number of out of children are also very low. A good number of new school buildings have come up and existing buildings have been renovated. Water and toilet facilities, electrification and kitchen-sheds have been improved. Schools have become much more attractive places for children, especially with the installation of colourful outdoor play equipments such as slides, seesaw and swings. Children in both districts have been enjoying the MDM provided to them on daily basis and poor and working parents have been greatly relieved from their burden. Schools with inadequate number of children have been provided additional teachers. On the basis of these observations one can conclude that physical infrastructure in both Government primary and upper primary schools have improved due to various intervention of SSA. But one should understand that creation of physical infrastructure is not an end but a means to realize the goals and quality elementary education. The State Government, SSA Authorities and DPCs (SSA) of both districts should not become complacent with creation of physical infrastructure opening of new schools, appointing of additional teachers rather they should not concentrate on the following issues for providing quality education in primary and upper primary schools in their respective districts.

General Suggestions :

1. Teachers and Their Training:

Since the quality of education is determined to a great extent by the quality of teachers and their training, more stress should be laid on improvement of the same. The contents of training should be selected with due care, giving emphasis on relevant topics like child development and child psychology, as knowledge of these topics is all the more important for teachers working at elementary stage of education. Topics like methods and techniques of teaching, innovations in teaching and learning, development and use teaching-learning materials, resourcefulness in development and organization of play and activities should also find place in the contents of training. All the teachers should be required to undergo this kind of training. To accommodate more topic in the training, duration of training should be lengthened from the actual duration being practiced. Due emphasis should be laid on training and encouragement of teachers to develop their own teaching materials from locally available materials, and also to utilize low cost and no cost materials available in the locality and nearby environment for teaching and organizing activities.

2. Teacher Educators or Resource Persons:

Since the success of teacher training greatly depends on the quality and expertise of teacher educators or resource persons, selection of the same, to impart training for teachers, should be done with great care. Only those persons whom teachers trust upon should be appointed as resource persons in the training of teachers.

3. Curriculum Review:

In view of the well-known fact that the curriculum for elementary education being followed in Mizoram is too bookish, theoretical and examination oriented, it is suggested that the present curriculum should be reviewed as early as possible in the light of NCF 2005. Attempts should be made to introduce activity based and joyful learning.

4 Textbooks:

Steps should be taken to reduce the prices involved in the procurement / printing of textbooks so as to distribute all the textbooks free of cost to all the children of primary and upper primary schools. Since distribution of free textbooks is not the sole guarantor for quality improvement of elementary education, content analysis of schools textbooks should be carried out. Attempt should also be made to ensure whether important topics for the inculcation of right kind of attitudes, values, ideals and principles and for bringing about all-round development in children, are present in the textbooks.

5. Evaluation System:

Since evaluation system is an important determining factor for quality education, serious thinking needs to be given for the improvement of evaluation system. The evaluation system in schools practiced at present in Mizoram can be

said to be continuous to some extent as many schools conduct weekly, monthly and term tests. But, one should understand that the purpose of continuous evaluation is to provide the feedback on the performance of children to the parents, teachers and children themselves, for initiating the corrective measures, right in time. Besides, the evaluation being used is not comprehensive enough as it covers only scholastic achievement and that too only in certain topics of the syllabus. It is, therefore, suggested that continuous and comprehensive evaluation systems, in the real sense of these terms, be introduced, so that the development of both scholastic and non-scholastic aspects of child's personality can be given their due emphasis in the teaching learning process in our schools.

### **Specific Suggestions :**

#### **1. *Functioning of VEC :***

On the functioning of VEC, there is a large scope for improvement especially in the case of Mamit district. The number of meetings conducted by majority of the VECs in Mamit district during the last six months was very less. This less number of meetings, in a way, shows their weakness. There are VECs that do not maintain proper records of the dates & proceedings of their meetings. Moreover, many VECs do not maintain the vouchers of various expenditures. To improve this situation, it is suggested that the DPCs of both districts should issue a notification to all VECs under their jurisdiction to maintain proper records for meetings, grants received, receipt and vouchers for various expenditures from all the funds received by them. It is further suggested that educationists and experienced persons in the locality should be involved in the functioning of VECs by appointing them as members or at least by inviting them occasionally to the VEC meetings for their advice and expertise.

#### **2. *Functioning of CRCs :***

It is a matter of joy to find good buildings coming up for CRCs but it is to be remembered that this is not an end. Good buildings are meant for efficient functioning of CRCs, organization of training for teachers and other functionaries within the cluster. The MI during its field visit found that the number of training conducted, the duration of such training and the contents and modules for training especially of teachers were not upto the mark. To make trainings more beneficial, duration of the training should be lengthened so as to accommodate more time for activities and participation from teachers. Contents and modules of training should no more confine to subjects taught in schools but should give stress on teaching skills including the art of motivating students, lesson planning, preparation or development of teaching-learning materials, organization of play and activities etc. Teachers from different schools should be called for training course on rotation basis so as not to affect the working of the schools.

### 3. *Appointment of BRCCs & CRCCs :*

The MI members have learnt through their contacts with BRCCs, CRCCs, Headmasters and teachers of primary and upper primary schools and common people, that the BRCCs & CRCCs are in a awkward position to a great- extent and they face difficulties in exercising their powers and discharging their duties. This may be accorded to the faulty procedure of appointing teachers as BRCCs or CRCCs. From their experience, the MI team members are of the view sthat if headmasters of UPS or more experienced and efficient teachers were appointed as BRCCs or CRCCs, the functioning of BRC or CRC would have been more successful. The MI, therefore, suggests that whenever the posts of BRCC or CRCC are vacant, first chance should be given to headmasters of Primary or UPS and other experienced and efficient teachers. If these people do not accept the offer, they could be requested to cooperate with whoever is appointed.

The MI team, during its field visit, found that the coordinators, particularly of the CRC, could not discharge their duties efficiently probably due to the following reasons :

(1) The headmasters are more senior, experienced and efficient. In the eyes of these headmasters and other more senior teachers, they hesitate to do certain things such as demonstration teaching, random tests and others which, the nature of their work demands them to perform.

(2) The Coordinators themselves are not well-versed with their functioning as they have not been imparted proper training. It is not age or seniority that counts in the efficient discharge of duties, but training, knowledge and efficiency.

In view of these, it is again suggested that whenever a new BRCC or CRCC is appointed, proper training whould be imparted to him or her so as to make him/her clear about the functions he/she is goinging to discharge and to enable him/her to perform his/her duty efficiently.

#### Teaching Learning Materials(TLM):

The position of primary and UPS in Kolasib and Mamit districts with regard to TLM is not satisfactory in terms of both quantity and quality. Whatever TLMs are available in schools are not properly in use as they are mainly kept in teachers' common rooms. Efforts need to be made for improvement by procuring more TLMs. More important is preparation or development of TLMs by the teachers themselves. Teachers should be trained and encouraged for this workshops and competitions amongst the teachers should be held at the cluster, block and district levels. They should, time and again, be reminded of the importance of using TLMs in their everyday classroom work.

### Community Contribution to MDM:

As per the information received by the MI from various sources such as VECs, teachers, and parents, community contribution to MDM is very meagre or almost absent. This may be attributed partly to the poverty of the villagers and mostly to the absence of awareness on the part of the community. The MI team, from its previous experience has learnt that in few places where headmasters/headmistresses involved more parents in their meetings and imparted awareness campaign, community participation and contribution are better. It is, therefore, suggested that headmasters/headmistresses of primary and upper primary schools should occasionally convene parent-teacher meetings, give reports of the MDM programme, place their needs for community support and generate awareness for participation and contribution. The MI team is of the view that if parents are aware of the ongoing programme and the impact of their contribution, they would be willing to help the schools by contributing vegetables for MDM and by offering their labour for minor repair.

### Functioning of Computer Centres :

After a visit to the sampled computer centres in both the districts and interaction with the company which is running the Computer Education Programme under SSA Mission in Mizoram State, the MI felt that certain issues need to be considered to bring about more effective computer education.

1. The text-book developed by the Company may be revised in consultation with local experts and produced in the local language for better understanding of the students.
2. Since all the computer instructors have their own qualification from different institutions which did not necessarily cater to the needs of the students at elementary level, uniform and comprehensive training for their specific job requirement may be organised for more efficient instruction.
3. Better coordination between the District Project Office and the Computer Company should be built up to ensure smoother functioning of the computer centres.
4. Uniform routine and workload for all computer centres may be prepared to bring about uniform achievement.
5. The problem faced by some schools which are attached to a particular computer centre in attending the computer class due to distance factor needs to be carefully studied so that alternative arrangements may be worked out to ensure all students benefit from the computer education programme.

