



ECONOMIC SURVEY REPORT 2024-25

School Education Department
Government of Mizoram

Reports on Economic Survey 2024-25 in respect of School Education Department, Government of Mizoram.

I. Departmental Performances during 2024-25

1. **Sectoral Overview:** Mizoram has made significant strides in education over the past few decades. With a literacy rate of over 91%, the state demonstrates a strong commitment to educational development. However, challenges remain that present opportunities for improvement and innovation in school education. This report explores the current landscape, challenges, and potential opportunities for enhancing school education in Mizoram. With a structured administrative framework, it focuses on policy execution, implementation, evaluation, and academic development. This overview outlines the key components and their functions within the sector.

A) Administrative Structure

Secretariat: The Secretariat, as the administrative head of the School Education Department is responsible for formulating policies, budgets, and overall governance of school education. It coordinates with various governmental and non-governmental stakeholders to ensure alignment with state and national educational objectives.

Directorate of School Education: It functions as the policy executor, translating educational policies into actionable programs. The Directorate of School Education oversees the implementation of various educational initiatives, including those mandated by central government schemes. It also provides guidance and support to schools and educational institutions and the teachers involved within it.

B) Implementing Body

Samagra Shiksha: The Samagra Shiksha serves as the key implementing body for various centrally sponsored schemes (CSS) and state-level educational programs. It focuses on holistic education, encompassing all levels from pre-primary to secondary education. It works to improve access, quality, and equity in education, emphasizing inclusive practices.

C) Evaluating Body

Mizoram Board of School Education (MBSE): Acts as the evaluating body responsible for conducting examinations and assessments at various educational levels. The MBSE develops curricula and examination standards, ensuring they align with national benchmarks. It also plays a crucial role in certifying students upon completion of their schooling, thus influencing their future educational pathways.

D) Academic Body

State Council of Educational Research and Training (SCERT): Functions as the primary academic body in Mizoram, the SCERT engages in research, curriculum development, and teacher training to enhance educational quality. With a separate directorate of its own, it works collaboratively with the Directorate of School Education and other stakeholders to implement innovative teaching methodologies and resources.

The School Education Department in Mizoram is structured to facilitate effective governance and implementation of educational policies. With the Secretariat at the helm, supported by the Directorate, Samagra Shiksha, MBSE, and SCERT, the department is well-positioned to address the educational needs of the state. By focusing on collaboration and integrated approaches, Mizoram can continue to enhance its school education system, ultimately benefiting its students and society at large.

2. Achievements made in the sector during the year under key indicator:

Educational Indicators as per U-Dise+ 2022-23

Gross Enrolment Ratio			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
146.25	101.06	90.38	55.27

* Percentage of relevant age group population enrolled in educational institutions

NET Enrolment Ratio			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
113.38	75.76	56.96	35.50

* Percentage of relevant age group population against relevant enrolment

Gender gap			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
3.10	1.12	-3.70	-6.37

* Percentage of gaps in enrolment of boys to girls

Gender Parity Index			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
1.00	1.03	1.13	1.18

* Percentage of participation of girls to boy's enrolment

Promotion Rate			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
8.62	88.39	90.42	90.70

Transition Rate			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
NA	87.49	88.31	58.01

Retention Rate			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
88.91	88.84	92.23	91.20

Repetition Rate			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
0.30	0.45	1.81	0.50

Pupil Teacher Ratio (Govt)			
<i>PS</i>	<i>UPS</i>	<i>HS</i>	<i>HSS</i>
1:11	1:7	1:8	1:14

Drop-out Rate			
PS	UPS	HS	HSS
11.09	11.16	7.77	8.80

Gross Access Ratio			
PS	UPS	HS	HSS
97.3%	96.04%	81.97%	47.87%

* Proportion of served habitations against total habitations

3. Brief write-up of implementation of the schemes/Project:

CSS&CS: The implementation of CSS (Centrally Sponsored Schemes) through Samagra Shiksha plays a crucial role in advancing the school education system in Mizoram. the schemes mainly focus on enhancing infrastructure, quality of education, teacher training and other key educational resources, helping to bridge gaps and improve the overall educational experiences across the state. Mentioned below are the major programmes implemented under CSS Schemes:

1. Opening of New / Upgraded Schools

To fill the gap of access-less habitations, school mapping has been done under Samagra Shiksha Scheme. Accordingly, such gaps have been filled by setting up of new/upgradation of schools in various habitations. Details of habitations provided with new/upgraded school since inception of Samagra Shiksha Scheme from FY 2018-19 till FY 2023-24 are as given below:

NEW / UPGRADED SCHOOLS APPROVED UNDER SAMAGRA SHIKSHA					
Sanction Year	Name of Intervention		U-Dise Code	Name of Schools	Name of Districts
2018-19	Upgradation to HSS Arts Stream	1	15040400806	Govt. Kawlben High School	Saitual
		2	15060301913	Govt. Lungsen HS	Lunglei
	Addition of Science Stream in existing HSS	1	15010104305	Govt. Mamit Higher Secondary School	Mamit
		2	15030500121	Govt. Saitual Higher Secondary School	Saitual
		3	15060100416	Govt. Hnahthial HSS	Hnahthial
		4	15070200406	Govt. Region Higher Secondary School	Lawngtlai
2019-20	Opening of New/ Upgraded School HS	1	15010200207	Govt. Silsury M/S	Mamit
	Opening of HSS Arts Stream	1	15031100606	Govt. E.Phaileng High School	Aizawl
		2	15030501110	Govt. Phuaibuang High School	Saitual
		3	15030701811	Govt. Sialsuk High School	Aizawl
		4	15070300106	Govt. Blue Mountain High School	Lawngtlai
	Opening of HSS Science Stream	1	15020300712	Govt. Vairengte High School	Kolasib
		2	15031000114	Govt. Darlawn High School	Aizawl
2020-21	Opening of HS	1	15070501101	Ugudasury -S- Ups (Ssa)	Lawngtlai
		2	15060202901	Govt M/S Mamte	Lunglei
	Opening of Arts Stream in HSS	1	15010101307	Govt. Kawrtethawveng High School	Mamit
		2	15040300609	Govt. Khuangleng High School	Champhai

		3	15010200808	Govt. Phuldungsei High School	Mamit
	Addition of Commerce Stream in HSS	1	15030400419	Govt. Zemabawk Higher Secondary School	Aizawl
		2	15030500121	Govt. Saitual Higher Secondary School	Saitual
		3	15060100416	Govt. Hnahthial Hss	Hnahthial
		4	15010104305	Govt. Mamit Higher Secondary School	Mamit
	Upgradation of HS to HSS Science Stream	1	15030500810	Govt. National High School	Saitual
		2	15060303213	Govt. Tlabung Hs	Lunglei
	Upgradation of HS to HSS Commerce & Science Stream	1	15040200408	Govt. Khawzawl High School	Khawzawl
2021-22	Upgradation to HS	1	15080202601	New Laty M/S (Local Body)	Siaha
		2	15080201401	Gov-T. Lopu M/S	Siaha
		3	15031001302	Khawpuar M/S (Adhoc)	Aizawl
		4	15030600601	Govt. Edentharr M/S	Aizawl
	Upgradation to HSS Arts Stream	1	15040201306	Govt. Rabung High School	Khawzawl
		2	15060203008	Govt. Thingfal Hs	Lunglei
		3	15070301106	Govt. Bualpui (Ng) High School	Lawngtlai
		4	15080200604	Theiri Rmsa Secondary School	Siaha
	Upgradation to HSS Commerce & Science Stream	1	15040400112	Govt. Ngopa High School	Saitual
		2	15030801213	Govt. Ch.Chhunga High School	Aizawl
2022-23	Opening of Elementary School	1	15060101803	New Kawnpui Comprehensive Elementary School	Hnahthial
		2	15060303219	Dinthar Comprehensive Elementary School	Lunglei
	Upgradation to HS	1	15070301901	Govt. Rawlbuk M/S	Lawngtlai
		2	15031001602	Govt. Palsang M/S	Aizawl
	Upgradation to HSS Arts Stream	1	15070100107	Govt. Bungtlang(S) H/S	Lawngtlai
		2	15010400109	Govt. Reiek H/S	Mamit
	Upgradation to HSS Science Stream	1	15031001010	Govt. Tuisualral H/S	Aizawl
		2	15040302510	Govt. Thanchhuma Memorial H/S-Farkawn	Champhai
		3	15040401513	Govt. Kawlkulh H/S	Khawzawl
		4	15020200212	Govt. H/S - Kawnpui	Kolasib
		5	15050101008	Govt. Thenzawl H/S	Serchhip
		6	15030900412	Govt. Durtlang H/S	Aizawl
		7	15040301707	Govt. Khawbung H/S	Champhai
	Upgradation to HSS Commerce Stream	1	15031000510	Govt. Ratu H/S	Aizawl
		2	15010102108	Govt. K.R. H/S - Zawlnuam	Mamit
	Addition of Science Stream in existing HSS	1	15010101009	Govt. Kawrthah HSS	Mamit
	Addition of Commerce Stream in HSS	1	15020100217	Govt. C.Zakhuma HSS	Kolasib

2023-24	Opening of Elementary School	1		Silsury East	Mamit
		2		Khanthum	Mamit
	Upgradation to HS	1	15070103603	Karlui UPS (SSA)	Lawngtlai
		2	15010300102	Govt. Lengte M/S	Mamit
		3	15010201506	Tuipuibari UPS (SSA)	Mamit
	Upgradation to HSS Arts Stream	1	15010400606	Govt. Darlung High School	Mamit
		2	15080200806	Govt. Zyhno High School	Siaha
		3	15040201209	Govt. Chawngtlai High School	Khawzawl
		4	15020301405	Govt. Saipum H/S	Kolasib
		5	15030901114	Sesawng RMSA Secondary School	Aizawl
		6	15031100809	Govt. Sawleng High School	Aizawl
	Upgradation to HSS Science Stream	1	15060100113	Govt. Pangzawl High School	Hnahthial
		2	15010201810	Govt. W.Phaileng High School	Mamit
		3	15050100614	Govt. Chhiahtlang High School	Serchhip
		4	15050200115	Govt. N.Vanlaiphai High School	Serchhip
		5	15080203106	Govt. Chakhang High School	Siaha
		6	15080203904	Govt. Tuipang High School	Siaha
		7	15030300318	Govt. Thingsulthiah High School	Aizawl
	Upgradation to HSS Commerce Stream	1	15040202209	Govt. Eastern High School, Biate	Khawzawl
	Upgradation to HSS Science & Commerce Stream	1	15040102210	Govt. Hnahlan High School	Champhai
		2	15040101707	Zokhawthar RMSA Secondary School	Champhai
	Upgradation to HSS Science & Arts Stream	1	15030801110	Govt. Lengpui High School	Aizawl
	Addition of Science Stream in existing HSS	1	15070302205	Sangau Higher Secondary School	Lawngtlai
	Addition of Commerce Stream in HSS	1	15010300102	Govt Leitlangpui HSS	Lunglei

2. Civil Works:

The schedule of RTE act lays down the norms & standards for a school building. A school building has to be an all-weather building comprising at least one classroom for every teacher & an office- cum-store- cum-head teacher room, barrier free access, toilets, safe & adequate drinking water for all children. Keeping all these aspects in design, the structures to be constructed are not only sound durable & economical but they are also acceptable to the community. The designs also incorporate Earthquake and cyclone resistant components, future vertical expansion as well as they are child friendly. The designs are also providing barrier free environment to access disabled to the school easily and negotiate their way around the school and be able to use all the facilities. Similarly, design of separate toilets for girls & boys includes proper ventilations, hand wash facility with anthropometric dimensions etc. The classroom designs incorporate natural light, ventilation, seating, display, storage that ensure equity &

quality in educational transactions. Overall, various designs of infrastructure are attractive and comfortable to the child so that the child is motivated to enroll and attend school regularly.

There is no doubt that practical work in Science, Arts & Commerce at schools are widely accepted as a vital component of teaching and learning. It is an effective way to enhance students' motivation and extend their knowledge in understanding theories and ideas about the natural world. It is also a well-known fact that students prefer practical work to any other learning activities. However, most of the secondary and higher secondary schools do not have proper laboratory and lack appropriate resources to teach practical works effectively. Therefore, it is found necessary to strengthen the existing schools with appropriate laboratories and other necessities for the student's learning, safety and wellbeing.

Therefore, in order to improve school development, it is important to provide infrastructure by providing spacious classrooms, good furniture, electricity, clean and hygienic toilets, clean drinking water and laboratories with proper equipments.

During 2018-19 to 2023-24 the following works have been approved and taken up under Samagra Shiksha, Mizoram.

2018-19 to 2023-24 (Elementary)					
Sl. No	Name of Component	Approval	In progress	Completed	Not Started
1	New School	8	0	0	8
2	Additional Classroom	1	0	0	1
3	Boys Toilet	330	169	149	12
4	Girls Toilet	305	153	141	11
5	CWSN Toilets	327	0	217	110
6	Ramps	319	0	114	205
7	Electrification	608	0	547	61
8	Major repair	201	81	118	2
9	Renovation of Dysfunctional Toilets	330	0	330	0
10	Drinking Water	444	67	353	24
11	Dilapidated PS	29	3	14	12
12	Dilapidated UPS	18	3	4	11
13	Buildingless	1	0	0	1
14	Minor repair	1180	0	1180	0

2018-19 to 2023-24 (Secondary & Higher Secondary)					
Sl. No	Name of Component	Approval	In progress	Completed	Not started
1	New HS	12	3	0	9
2	New HSS - Science Stream	18	2	2	14
3	Addition of Science Stream	6	1	3	2
4	New HSS - Commerce Stream	3	0	0	3
5	Addition of Commerce Stream	6	2	3	1
6	New HSS - Arts Stream	21	1	8	12
7	New HSS - Science & Commerce Stream	5	1	1	3
8	New HSS - Science & Arts Stream	1	0	0	1
9	Additional Classroom	24	2	12	10
10	Physics Lab	7	3	1	3
11	Chemistry Lab	7	3	1	3
12	Biology Lab	7	3	1	3
13	Computer Room	10	2	2	6
14	Library Room	13	2	3	8
15	Art / Craft Room	14	2	5	7
16	Drinking Water	19	0	13	6
17	Teachers Quarter	92	32	45	15
18	Major Repair	16	8	7	1
19	Electrification	7	4	3	0
20	Furniture/Fire fighting	2	0	2	0
21	Rainwater Harvesting	27	0	27	0
22	Girls Toilet	22	0	22	0
23	Boys Toilet	23	0	23	0
24	Ramp	59	0	46	13
25	CWSN Toilet	62	0	48	14
26	Minor Repair	152	0	152	0

3. Transport/Escort Facility

The reasons for drop out are non-availability of transport facility in many cases. There are many areas which are not only educationally backward but also economically backward in terms of civic amenities, public transport and basic amenities as a whole. Distance can present a problem for people in sub-urban and rural areas, even though they may live closer to school, they can still have trouble with transportation. The absence of affordable public transport system such as commuter busses or town busses, some locations are covered by local maxi cab services but many parents are unable to bear fares for such mean of transportations. In such circumstances, the only way forward seems to be provision of transportation facilities so that the children need not walk very long distances and the financial burden of parents relieved. In order to provide access to non-eligible habitation for setting up of schools, the state proposed transport facilities.

In such situation, provision of transport/escort facility is found to be the most economical way of providing access to these habitations. An outlay of Rs. 6.60 lakh was approved by the PAB during the year 2023-24 to provide transport/escort facility for 110 elementary school children in remote/access-less habitations @ Rs.0.06 per child. Accordingly, the state fully utilized the approved amount.

District-wise Physical & Financial Achievement (Elementary)

TEACHER EDUCATION						
Sl. No	Activity	District	Name of Work	Amount	Year of PAB Approval	Works Progress
1	Teacher Education	Aizawl	Horizontal Extension and fencing of SCERT	1,08,46,387.50	2018-2019	Completed
2			DIET Horizontal Extension	46,80,000.00	2018-2019	Completed
3		Champhai	DIET Vertical Extension	84,98,343.75	2018-2019	On-going
4			Construction of DIET Hostel	2,37,39,787.50	2019-2020	Completed
5		Kolasib	DIET Vertical Extension	82,10,280.00	2018-2019	Completed
6			Construction of DIET Hostel	2,21,46,637.50	2019-2020	Completed
7		Siaha	DIET Vertical Extension	83,36,250.00	2019-2020	Completed
8			Construction of DIET Hostel	2,59,74,828.75	2019-2020	On-going
9		Serchhip	DIET Vertical Extension	74,84,100.00	2019-2020	Completed
10			Construction of DIET Hostel	2,33,44,278.75	2019-2020	On-going
11		Lawngtlai	DIET Vertical Extension	78,08,287.50	2019-2020	Completed
12			Construction of DIET Hostel	2,43,45,555.00	2019-2020	On-going
13		Mamit	DIET Vertical Extension	74,10,000.00	2019-2020	Completed
14			Construction of DIET Hostel	2,31,11,790.00	2019-2020	On-going
15		Lunglei	Construction of DIET Building	3,07,32,982.53	2020-2021	Completed
16		Aizawl, Mamit	DIET of Excellence	18,43,11,000.00	2022-2023	Aizawl-On-going Mamit- Not Yet Started
17		Aizawl	Reconstruction of DIET Aizawl	4,20,00,000.00	2023-2024	On-going
18		Aizawl	Construction of SCERT Building (Previous Year)	7,00,00,000.00	2023-2024	On-going

Sl. No	District	Physical Approval	Financial Approval	Physical Achievement	Financial Achievement
1	Aizawl	20	1.20	20	1.20
2	Champhai	28	1.68	28	1.68
3	Hnahthial	-	0.00	-	0.00
4	Khawzawl	-	0.00	-	0.00
5	Kolasib	-	0.00	-	0.00
6	Lawngtlai	35	2.10	35	2.10
7	Lunglei	27	1.62	27	1.62
8	Mamit	-	0.00	-	0.00
9	Saitual	-	0.00	-	0.00
10	Serchhip	-	0.00	-	0.00
11	Siaha	-	0.00	-	0.00
	Total	110	6.60	110	6.60

Achievement on Transport/Escort Facility 2023-24 (Secondary)

The PAB has approved an outlay of Rs. 37.44 lakh during the year to provide transport/escort facilities for 624 secondary students in remote/accessless habitations @ Rs.0.06 per child. Accordingly, the state fully utilized the approved amount for providing the said facility.

District-wise Physical & Financial Approval (Secondary)

Sl. No	District	Physical Approval	Financial Approval	Physical Achievement	Financial Achievement
1	Aizawl	54	3.24	54	3.24
2	Champhai	74	4.44	74	4.44
3	Hnahthial	40	2.40	40	2.40
4	Khawzawl	38	2.28	38	2.28
5	Kolasib	36	2.16	36	2.16
6	Lawngtlai	58	3.48	58	3.48
7	Lunglei	68	4.08	68	4.08
8	Mamit	139	8.34	139	8.34
9	Saitual	15	0.90	15	0.90
10	Serchhip	43	2.58	43	2.58
11	Siaha	59	3.54	59	3.54
	Total	624	37.44	624	37.44

4. Out of School Children (OoSC)

Programme for Out of School Children (OoSC) was started in Mizoram in the year 2002-2003 as Education Guarantee Scheme and Alternative and Innovative Education. After Right to Education Act, 2009 was implemented in Mizoram, Out of School Children were given Special Training from 2010-2011 through Special Training Programme. Under this programme, Special Training Centre were set up in different districts as Residential Special Training Centre (RSTC) and Non-Residential Special Training Centre (NRSTC). Currently there are 17 RSTC and 17 NRSTC for special training program in Mizoram.

Every year the state of Mizoram has conducted household survey for Out of School Children and the identified children were given special training through RSTC and NRSTC according to their needs and according to the approval made by Project Approval Board (PAB). After completion of their course in special training centre, Out of School Children were mainstreamed to schools in their age-appropriate class. As per Memorandum of Understanding signed by Samagra Shiksha Mizoram and Central YMA on 15th March, 2024, household survey was conducted in all districts by Cluster Resource Centre Coordinator (CRCC) in collaboration with YMA from the end of May 2024 and completed on June, 2024.

Status of OoSC during 2023-2024 and number of OoSC approved by Project Approval Board (PAB) to be covered under Special training programme during 2024-25 is given below:

Status of OoSC in Mizoram during 2023-24

<i>No. of OoSC approved by PAB</i>	<i>No. of children mainstreamed</i>	<i>Percentage of achievement</i>
1757	839	47.75%

No of OoSC approved by PAB during 2024-2025

<i>No. of OoSC approved in RSTC</i>	<i>No. of OoSC approved in NRSTC</i>	<i>Total</i>
601	753	1354

5. Community Mobilization:

Community Mobilization in the context of Samagra Shiksha refers to the strategic involvement of local communities in the planning, implementation, and monitoring of educational initiatives. Community participation plays a crucial role in the success of Samagra Shiksha by fostering a sense of ownership, accountability, and collaboration among various stakeholders, including parents, local communities, and civil society organizations.

Awareness Campaign on various topics was conducted at block level in all the districts during 2023-24. The financial norms of Community mobilization is Rs.1500/- per school. It is an established fact that teachers perform better and with enthusiasm if they get wholehearted parental and community support.

6. Training of SMC & SMDC

SMC is the basic unit of decentralized model of governance with the active involvement and participation of parents in the school functioning. It is mandatory to ensure the achievement/ progress for the implementation of RTE Act, 2009 and Samagra Shiksha. SMCs have been constituted in all the Govt. schools to ensure the community participation in the welfare of the students. Accordingly, under the intervention of Community Mobilization, School Management Committee was constituted in each and every Govt. elementary school which include representatives of Village/Local Councils, parents, NGOs and educationist as per RTE.

Moreover, School Management & Development Committee was also constituted in every Govt. Secondary and Higher Secondary School including parents, local authorities, academicians, subject experts, Department officials etc. Proper training and capacity building of SMC/SMDC members was conducted every year. Training on ‘Social Transformation through Education’ was conducted in all the districts in collaboration with Evangelical Teachers’ Fellowship, Mizoram covering 2535 SMC/SMDC members. Education has long been recognized as a powerful tool for bringing about social transformation. In the context of a diverse and dynamic country like India, where socio-economic disparities and cultural differences are prevalent, education plays a pivotal role in fostering inclusive development and societal progress.

Topics of Training:

- Role & Responsibilities of SMC & SMDC
- Education and Social Change
- Education – Policy & Administration for Social Transformation
- Teachers for Social Transformation
- School Management & Administration for Social Transformation
- The financial norms for the training is Rs. 3000/- per school.

7. MoU with Central Young Mizo Association

Samagra Shiksha, Mizoram has been involving the community in its mission as far as possible. Apart from having SMC/SMDC, Samagra Shiksha, Mizoram tied a strong bond with the NGOs within and outside the state. The initiatives for community mobilisation and participation have brought perceptible changes in many aspects.

Memorandum of Understanding was signed with Central Young Mizo Association in the following points:

1. To identify Out of School Children
2. Education for Differently-abled Children
3. Awareness on Education
4. Awareness on Vidyanjali (A School Volunteer Programme)
5. Moral Reformation

8. **Quality and Innovations**

Under Samagra Shiksha Mizoram, a wide range of interventions are being approved to improve the teaching learning process in schools and access to school education. The scheme is committed to support and empower individual student and enabling their holistic development.

Numerous initiatives have been rolled out to enhance the quality of education in schools. Such activities aim to ensure:

- Every child has access to education of good quality
- Every child is learning in an environment where there is no fear, anxiety or trauma
- Each child would attain Learning outcomes in scholastic as well as non-scholastic areas
- Each child would be provided with enabling conditions that facilitate learning

9. Learning Enhancement Programme – The main objective of LEP is to identify the learning gaps and equip students with core learning prerequisites appropriate to the particular grade.

Norms – LEP Fund is given to 25% of student enrolment (Classes VI – XII) @ Rs 500/- per students.

PAB 2023-2024 approval – Elementary -Rs 42.785 lakh for 8557 students
Secondary – Rs 31.79 lakh for 6358 students

Activities (Elementary)-

- Subscription of The Hindu in Schools Magazine

Activities (Secondary)-

- Organizing District level and State level Quiz Competition
- Fund release to school for conducting Remedial Teaching, study camp and for organizing meet the author programme etc.

10. Teacher Resource Package – To enhance the Teaching Learning process, a one-time grant for procurement of Tablets for 2652 primary school teachers is approved under LEP.

These tablets are procured through GeM Portal which were distributed to the approved school teachers. It has been effectively utilized by schools for Teaching Learning aids, PFMs, transactions under PFMS portal, U-Dise+ update and other online portals.

11. Youth & Eco Club – Schools are mobilized for the development of the nation through the formation of Youth Clubs. Youth Eco clubs carry out activities to promote awareness and interest in environment, biodiversity, climate and local ecology, nutrition, health, sanitation and hygiene. Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear. Students can excel in their skills as per their choice and abilities in the clubs. The activities enhance their capability to combat the challenges in their future life.

Norms	–	Rs 5000 for stand-alone primary school
		Rs 15000 for Upper Primary School
		Rs 25000 for Secondary and Higher Secondary School

PAB 2023-2024 approval – Rs 63.4 lakh for 1268 stand-alone primary schools
Rs 141.15 lakh for 941 Upper primary schools
Rs 84.25 lakh for 337 Secondary Schools

Activities: Guidelines including Activities Calendar has been issued from State Project Office. Various activities such as rallies, nature walk, debates, music, art, plugging challenge, kitchen garden activities, construction of compost pit, youth and eco-club festival etc are conducted under this programme.

12. Safety & Security at School – This component focuses on creating safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation etc. The NEP, 2020 lays down the goal of every educational institution, “A good educational institution is one in which each student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students”.

PAB 2023-2024 approved Rs 50.92lakh for 2546 schools @ Rs 2000 per school.

Activities-

Dissemination of Fire Fighting Equipment - Fire Fighting Equipment for school are indeed essential at school to prevent fire accidents from the initial stage which can technically prevent fires from spreading. 1255 Govt. Primary Schools were covered so far in Phase-I, Upper Primary Schools, Secondary School and Higher Secondary School will be covered in Phase-II.

- Workshop on Teacher as a First level counsellor - Master trainer workshop on ‘Teacher as a first level counsellor’ was organized during 13th – 15th December, 2023 at Administrative Training Institute Aizawl Mizoram. This Workshop was conducted in convergence with Mizoram University, Department of Psychology. Training Module was developed as per NCPCR safety and security guidelines and Department of Education MoE safety guidelines.

- Children can be subjected to neglect, abuse, violence and exploitation anywhere. There is some abuse that may happen inside the school premises, while a lot of it is what children suffer at home and in non-school environments. To address this issue, one safety counsellor from each school were identified across the state to help children showing signs of psychological and emotional problems and to provide necessary counselling to both the children and their parents/guardians. District level training has been organised for safety counsellors.

- Complaint Box - In the wake of atrocities on students in schools, the Samagra Shiksha Mizoram has come up with an initiative of installing ‘complaint box,’ to all Govt. schools to ensure children’s safety. Students have been asked to drop a complaint in the box if they come across any kind of harassment.

13. Support to SCPCR (State Commission for Protection of Child Rights) – PAB

2023-2024 approved Rs 1.1045 lakh. This provision was fully utilized for the support of SCPCR.

Mizoram SCPCR and Samagra Shiksha Mizoram obtain a close contact for achieving the goal of RTE and carried out many activities such as:

- School inspection on safety of Children against infrastructure including school building, food provision/mid-day meal, safety of drinking water and also Children emotional safety as well.
- Hold Public Hearings which have shown to be a powerful tool used by the NCPCR for highlighting violation of child rights in a public forum. Public Hearings focused

on RTE which was used by the Commission to draw the attention of State Governments to issues that arise with respect to RTE.

- Develop helpline, which will allow citizens to call in and receive information and register complaints.
- Develop the content of School safety guidelines which was print and disseminate to all Government Elementary Schools.
- Support the identified school counsellor and assist the State Representatives and NCPCR in monitoring.

14. **Aptitude Test at School Level:** PAB 2023-2024 approved Rs 7 lakh for Aptitude Test at School level, a comprehensive research *study "Identification of Learning Problems of Secondary School Students of Mizoram,"* was conducted in convergence with IASE Mizoram to pinpoint the learning challenges faced by secondary school students in Mizoram. This ground breaking project is evidence of the dedication to improving secondary school students' educational experiences and results in the area.

This research will identify both general and subject-specific learning challenges that the state's students encounter hoping to improve the learning prospects of Mizoram's secondary school pupils in the future. The research report is being printed and will be published soon.

15. **Bilingual Textbooks** - Funded by Samagra Shiksha Mizoram, the Mizoram Board of School Education has prepared class 9 & 10 Mathematics and Science Bilingual Textbooks during the academic year 2023-24. The textbooks have earned numerous praise and acknowledgment from certain communities and is valued by all across the education circle viz., teachers, students, parents as well as political leaders, job aspirants and general public. The very day it was published the Board distributed a considerable number of textbooks to students and institutions for immediate use.

The primary objective of this project is to craft top-tier bilingual textbooks that empower students to comprehend complex concepts in their native language as well as in English. The aim is to ensure that students have equal access to quality education and the ability to discuss and understand these subjects effectively in both their mother tongue and English.

Currently, preparation of Class XI bilingual textbooks for Higher Secondary Physics, Mathematics, Biology, and Chemistry is going on, which are slated for published during the academic session 2024-2025. This initiative is a vital part of the ongoing efforts to enhance the quality of education in Mizoram.

16. **Pipe Band Academy** – PAB 2023-2024 recommended as one time grant for 10 Districts @ 4.7 lakh per District. Pipe Band Instruments and costumes are being procured. Training for participation in the band competition is being initiated.

17. **VIDYANJALI**

Vidyanjali is an initiative by the Ministry of Education, Govt. of India designed to strengthen schools through community and private sector involvement. The program aims to bridge the gap between urban and rural areas in terms of educational resources and opportunities.

Objective:

- *Enhancing Educational Quality:* To improve the quality of education in government schools by leveraging the expertise, resources, and efforts of individuals, community organizations, and the private sector.
- *Community Participation:* To encourage the participation of volunteers in school activities, contributing to the holistic development of students.

Key Components:

- *Volunteer Participation:* Engaging volunteers to support schools in various capacities, such as academic support, co-curricular activities, and administrative assistance.
- *Resource Mobilization:* Mobilizing resources from individuals, corporations, and NGOs to support infrastructural and educational needs of schools.
- *Holistic Development:* Focusing on the overall development of students by providing them with diverse learning experiences and opportunities beyond the standard curriculum.

Specific Areas of Contribution

Academic Support:

- *Tutoring:* Volunteers can provide extra academic help in subjects where students might need additional support.
- *Mentoring:* Professionals can mentor students, offering guidance on career choices, personal development, and academic pathways.

Co-curricular Activities:

- *Arts and Crafts:* Volunteers skilled in arts, music, and crafts can conduct workshops and classes.
- *Sports:* Sports enthusiasts can organize physical education sessions and coach students in various sports.

Administrative and Infrastructural Support:

- *Infrastructure Development:* Contributions towards building or renovating school infrastructure like classrooms, libraries, and playgrounds.
- *Resource Donations:* Donating books, laboratory equipment, computers, and other educational materials.

Skill Development:

- *Vocational Training:* Providing students with skills that can help them in their future careers, such as computer literacy, financial literacy, and soft skills.

Implementation and Impact

Registration and Matching:

- *Volunteers Register Online:* Individuals and organizations interested in volunteering can register through the Vidyanjali portal.
- *Schools List Requirements:* Schools list their needs and requirements on the portal.
- *Matching Process:* The platform matches volunteers with schools based on the needs and skills of the volunteers.

Success Stories:

- *Enhanced Learning:* Many schools have reported improved academic performance and increased student engagement due to volunteer-led activities.
- *Improved Infrastructure:* Significant contributions have led to the development of better learning environments, with improved facilities and resources.

Importance and Benefits

- **Community Engagement:** Vidyanjali fosters a sense of community ownership in the education sector, encouraging more people to actively participate in the education of children.
- **Resource Optimization:** It allows for optimal use of available resources by directing them where they are most needed.
- **Holistic Education:** The program emphasizes a well-rounded education, preparing students not just academically but also in terms of life skills and extracurricular activities.

Vidyanjali is a transformative initiative that highlights the power of community and private sector involvement in enhancing the educational experience for students in government schools across India. It ensures that students receive a well-rounded education that prepares them for future challenges, promoting equitable and inclusive development in the education sector.

Vidyanjali Report as on 9.9.2024	
Schools (Govt. & Aided)	2777
Onboarded	2674
Unboarded	103
Volunteers	2289
Contribution Service	103
Contribution Assets	429
Total Contribution	532

**No of School includes all Govt School & Govt Aided School only*

18. Grassroots Sport Development Programme

According to NEP 2020 Sports is a 'curricular' activity.

- Memorandum of Understanding (MoU) was signed with Mizoram Football Association, Hockey Mizoram, Mizoram Badminton Association, Mizoram Boxing Association, Mizoram Weightlifting Association
- In each centre one Trainer and one Asst Trainer are put in place
- Grassroots Sports Development Programme become an important resource centres to maintain discipline, attendance and retention and reduce drop-out rate

Details of Utilization of funds under this project are as follows:

- Honorarium for Trainers & Asst Trainer
- Organizing Trainers Training.
- Organizing Inter Centre Tournament at District Level
- Procurement of Training Materials

Cover Areas : All District

Student enrolment : 30 Students per centre

Durations : 6 Months

Total No of Centre **46**

1 Football 13

2. Hockey 7

3 Boxing 7

4 Weightlifting 6

5 Badminton 7

6 Table Tennis 2

7. Taekwondo 2

8. Basket Ball 2

19. **Grassroots Cricket Schools:**

Samagra Shiksha, Mizoram and the Cricket Association of Mizoram signed a five-year Memorandum of Understanding (MoU) to start grassroots cricket schools in government schools to promote cricket in the state. Grassroots Cricket School, a joint initiative of Samagra Shiksha, Mizoram and Cricket Association of Mizoram (CAM) was launched in 13 schools in Mizoram. The programme aims at imparting training on cricket to the selected students to be well versed in the games without jeopardising their academic careers. The programme immensely benefited the students and hoped that many Mizo youths will enter the mainstream and become national players in the coming years.

Under this programme, 50 students, including 10 girls per centre are being given training two to three times a week. While all training and equipment costs are borne by the CAM, other requirements and needs are borne by Samagra Shiksha.

The following are the list of Grassroots Cricket Schools in Mizoram:

1. Govt.Chanmari M/S
2. Govt. Nepali M/S
3. Govt. MICE M/S
4. Govt. Chawlhmun M/S
5. Govt. Bethlehem Vengthlang M/S
6. Govt. Chhing Veng M/S
7. Govt. Durtlang M/S II
8. Govt. Zemabawk M/S
9. Govt. Model Comprehensive
- 10 3rd Battalion MAP M/S
11. Govt Midland M/S, Serchhip
12. Zawlnuam Public School, Zawlnuam
13. Vengpui UPS, Siaha

The following players represented Mizoram Junior Girls Team during 2022 - 23

1. Lalnuntluangi - Govt. Middle School III, Durtlang
2. Malsawmhlui Hnamte - Govt Zemabawk M/S
3. Brenda Biakthansangi - Govt Zemabawk M/S
4. Nancy lalthlamuanpuui - 3rd. Bn. MAP School Mualpui
5. Daphne Lalmangaihzuai - Govt MICE M/S

The following Cadet boys are selected by All India Junior selection Committee, BCCI to attend Training cum Selection Trial at National Cricket Academy, Bangalore

1. Lalnunzira - Govt Zemabawk M/S
2. Lalramluahpuia Zote - Govt Zemabawk M/S
3. T.Lalramsanga - Govt Zemabawk M/S

20. **SCHOOL COMPLETION & LIVELIHOOD ENABLEMENT (SCALE) - Magic Bus India Foundation:**

Magic Bus India Foundation is one of the top 5 NGO in education and skilling space in India, founded in Mumbai in 1999. Magic Bus work with young people living in poverty taking them from childhood full of challenge to a life with meaningful livelihood.

Activities during FY 2023-24:

- 11 districts of Mizoram were covered in this project:
- 52000 adolescents have been reached through in-school mode
- 1457 schools

- 2914 teachers were given training
- 79 Master trainers were given training
- Continuation of sessions with children to ensure connectivity and providing key messages on scholastic and co-scholastic aspects.
- Development of Curriculum
- Creation of a pool of Master Trainers from DIETs, BRCs and CRCs
- Training of Master Trainers for Life Skills Assessment (Baseline Study)
- Conducting Life Skills Assessment in the 6 districts of Mizoram.
- To coordinate with curriculum unit and resource persons for the Mizo translation of content and worksheets.
- Rolling out of Master Trainers Training as part of Annual Work Plan activity under Samagra Shiksha
- Teachers training on Life Skills integration as part of Social Science Subject.
- Integration of Life Skills education in social science subject through In classroom and Play-based approach
- Incorporation of Life Skills in B.Ed Curriculum as per inputs provided by Magic Bus
- Regular Monitoring of Life Skills sessions on weekly basis maintained through Kobo Toolbox

Life Skills Collaborative Achievement

- Life Skills Assessment tools, teacher assessment tools and system assessment tools developed, contextualized and validated for Mizoram.
- Tools piloted in 5 districts with 10800 adolescents, 44 system officials and 277 teachers and report shared with Government
- 52 – skills Glossary developed, translated and contextualized for Mizoram and shared with Government.
- Scale up of assessment in the remaining districts of Mizoram.
- The whole process of assessments and the delivery of life skills has been accomplished through convergence between State Government and Magic Bus India Foundation
- The dissemination workshop for the assessment conducted in 5 districts was held successfully at the State Level involving State Officials and other stakeholders.

21. **RANGOTSAV**

Rangotsav is an initiative designed to cultivate awareness of cultural diversity among the young learners of the nation. The program had collection of cultural activities/events under it and schools all over the country participated in it while organizing it enthusiastically so that each and every child gets to experience the vibrant beauty of different cultures.

Since 2021 activities like “Exhibition of Mizo Handicrafts” under Rangotsav was organized at Elementary Level every year. All the Elementary students of Govt. school participated in their respective districts where prizes were distributed to the best three participants.

22. **Annual School Grant**

Annual Grant have been provided to all the Govt. managed schools from primary to senior secondary schools on an annual basis, enrolment less than 30 are provided with Rs.10,000/- p.a, 30 to 100 enrolment @ Rs. 25000/- p.a, 100 to 250 enrolment @ Rs. 50000/- p.a, 250 to 1000 enrolment @ Rs. 75000/- and enrolment above 1000 @ Rs. 1 lakh. This grant is provided for minor repair, purchase of stationery, monthly subscription, electric bill, other monthly bills and day to day running expenses of schools.

23. Free Text Books & Free Uniform

All children enrolled in Govt. and Govt. aided elementary schools are provided with text books at free of cost. Also, all children enrolled in Govt. elementary schools are provided with uniform grant on an annual basis as per entitlement of RTE Act 2009 since implementation of the act in the state from FY 2010-11 till current year.

24. Library Grant

Story books, comic books and other supplementary reading materials are provided to all the Govt. schools from primary to senior secondary schools on an annual basis. Age appropriate books are selected by selection committee as per norms and guidelines issued by the Govt. of India. Recently, mandatory procurement of books from NBT/NCERT/SCERT and other central agency have been reduced upto 50% of total books procured. Apart from books procured through NBT, age appropriate and child friendly books published locally are selected under Library grant.

25. RASHTRIYA AVISHKAR ABHIYAN (RAA) (Promotion of Science & Math Subjects in Schools):

a) Quiz Competition: Science Quiz competitions were successfully conducted at district level respectively and broadcast it live in the local television channels so that everyone can watch it on live. This program increases the knowledge, understanding and mental skills of the students. Live telecast inspired many students to opt for science and mathematics subjects.

This year, quiz competition for secondary level was organized at district level and state level for the celebration of Remna Ni i.e. 30th June, 2023 and state level quiz competition was telecast in the local television channels and YouTube channel so that everyone can watch it live.

It is a fact that a large number of elementary and secondary students have an aversion for Mathematics and Science subjects. Such is the situation, to promote and motivate the subjects among the students in some form or the other is needed in order to break away from this aversion. From the feedback received from the participating schools and students, it has been observed that the Competition was a success to several extents – where students develop likeness for the subject, gaining interest and to pursue higher studies in the subject. Moreover, an incentive given to students added to the success of the program. It could be a catalyst to motivate the students.

b) Science Exhibition/ Book Fair:

Under Science Exhibition/Book Fair, District Level Children Science Congress was successfully conducted at District level. This program plays a very important role in encouraging the students in learning mathematics and science and to impart in-depth understanding of the subject. The theme for science congress 2023-24 was “Understanding Ecosystem for Health and Well-being”. The students below class VIII belongs to junior category and the students of secondary and senior secondary belongs to senior category. Children Science Congress has been conducted at the district level in collaboration with Science Teachers Association of Mizoram (STAM) during the month of September & October, 2023 in all 11 districts in which students presented a total no of 120 projects from different schools in these district level Science Congress. The district level Children Science Congress were organized as per the guidelines issued by Department of Science & Technology and students make their project as per the guidelines as well. Projects were evaluated as per the themes and sub-themes selected for the particular year. Best projects for senior and junior of

the district level were sent to participate in the State level for selection of participants in the coming National Children Science Congress and Indian Science Congress.

c) State Level Children Science Congress (Technical Festival):

Under the activity of Technical Festival, State Level Children's Science Congress 2023-24 was organized successfully in collaboration with STAM at Conference Hall, Directorate of School Education, Aizawl, on 18th & 19th October, 2023. In the State Level Children Science Congress, 40 projects were presented by students from 40 schools. The State Level Children's Science Congress was assessed by Judges selected from Colleges and Universities. They selected 8 Projects to participate in the National Children Science Congress 2 Project were selected to participate in Indian Science Congress.

d) School Mentoring by Higher Education Institutes:

PAB 2023-2024 has approved School Mentoring by Higher Education Institution for Elementary and Secondary to 5 districts in Mizoram. This program was successfully carried out in all 5 districts in collaboration with higher institutes. It helps the student as well as the school administrative authorities to grow and change mindset for facing challenge.

e) Mathematics Summer Camp for Secondary And Higher Secondary Students:

Mathematics is critical and significant to recognize the computerized world and to be at par with the newly developing information technology knowledge and is penetrating everywhere in the world. However, in spite of this understanding of its importance the overall performance of students in mathematics is unsatisfactory. The activity was successfully carried out during summer vacation in the month of March, 2024.

f) Science And Maths Olympiad for Elementary And Secondary Students:

For successfully implementing the programme, State Level Technical Committee was formed under the Chairmanship of the then State Project Director, Samagra Shiksha Mizoram and members as followed:

1	Lalhmachhuana, the then SPD, Samagra Shiksha	Chairman
2	C Lalthanzira, ASPD, Samagra Shiksha	Vice Chairman
3	VL Malsawma, DSPD(P), Samagra Shiksha	Member
4	Dr. LP Lalduhawma, HOD Mathematics, PUC	Member
5	F Lalliansanga, Deputy Director, Science Promotion Wing, SCERT	Member
6	PC Lalrintluanga, Science Consultant, SCERT	Member
7	Zothanliana, General Secretary, STAM	Member
8	Joel Lalbiakkima, Scientific Officer, MISTIC, DST	Member
9	Dr. Rita Zomuanpuui, Scientist B, ICMR - NARI	Member
10	R Lalnunfela, Concerned PO	Member

The meeting of State Level Technical Committee decided to have Science & Maths Olympiad at District level this year. It was successfully organized on the month of February- March, 2024 and were conducted as a class-wise competition base on their respective syllabus.

g) Exposure Visit Outside State for Student:

This program enriched view and outlook of the teachers as well as the student, it broadens their knowledge, get positive inspiration and learnt many things. Teachers and Students visited the neighbouring State like Shillong and Guwahati, where they have the opportunity to visit the North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences (Neigrihms) Shillong, and Science Museum, Science Planetarium, Assam State Zoo and Botanical Garden and other professional Institutions in Guwahati. This exposure visit enriched the teachers as well as the students by developing their visual literacy. Visiting a well-established Hospitals, Museum, Science Planetarium and other higher professional Institution provided a great opportunity for the students and teacher to gain experiences and face a vast-range challenges that can contribute significantly to their personal development. It also makes a major contribution to the acquisition of knowledge and development of skills. It can be viewed as powerful, positive teaching tools that help enhance the social, personal and emotional development of all learners.

26. ICT @ SCHOOLS

ICT and Digital Initiatives component of Samagra Shiksha covers Government Schools having classes VI to XII. Under the scheme norms, Schools to be covered under ICT@School are selected based on:

1. Schools having electricity as per U-DISE+ data.
 2. Schools not having ICT Lab as per U-DISE+ data.
 3. Schools with enrollment of 25 and above (for FY 2024-25) & upto 40 till FY 2023-24.
- Schools eligible for ICT@School are provided with equipment such as (Computer Set with Projector, Printer, Scanner, Internet Connection, Generator and Furniture Set) as well as recurring assistance for (ICT Instructor, Electricity, Internet & E-Content). This initiative equips schools with the necessary hardware, internet connectivity, and trained ICT instructors. This empowers students and teachers to leverage digital resources for enhanced learning experiences.

Schools covered under ICT@School scheme since 2018-2019:

Sl. No.	District	2018-19	2020-21	2022-23	2023-24	2024-25	Grand Total	Coverage %
1	Aizawl	4	5	4	53	78	144	95.04
2	Champhai	6	2	8	14	30	60	94.05
3	Hnahthial	1	2	5	2	12	22	81.40
4	Khawzawl	2	2	4	6	16	30	82.98
5	Kolasib	4	10	2	25	24	65	81.19
6	Lawngtlai	2	6	15	26	27	76	50.26
7	Lunglei	5	10	8	18	32	73	54.01
8	Mamit	5	7	6	20	39	77	72.46

9	Saiha	3	6	5	17	21	52	64.00
10	Saitual	0	8	3	25	12	48	81.71
11	Serchhip	0	5	2	11	18	36	70.13
Grand Total		32	63	62	217	309	683	73.30

(Note: Percentage is taken from total number of Govt. Schools having class VI-XII as per UDISE+ 2022-23. Procurement of ICT items for 309 newly approved is in progress and are yet to be disseminated)

Smart Classroom for Secondary and Higher Secondary Schools

Schools which have already availed ICT facility for more than 5 years can avail Smart Classroom facility as per the Samagra Shiksha norms. At present, **229 Schools** have already been covered with Interactive Flat Panel for establishment of Smart Classroom. Smart classrooms with interactive flat panels can promote more dynamic and engaging teaching methodologies.

Sl. No.	District	2021-22	2022-23	2024-25	Grand Total
1	Aizawl	56	3	1	60
2	Champhai	16	3		19
3	Hnahthial	10	3		13
4	Khawzawl	7	2		9
5	Kolasib	14	3		17
6	Lawngtlai	11	3	6	20
7	Lunglei	24	3	1	28
8	Mamit	20	2	1	23
9	Saiha	10	2		12
10	Saitual	17	2		19
11	Serchhip	16	2		18
Grand Total		201	28	9	238

(Note: Procurement of Smart Board for 9 newly approved centres during F.Y. 2024-25 is in progress and are yet to be disseminated)

Convergence with Smart City Project: As a result of convergence between Aizawl Smart City Limited and Samagra Shiksha Mizoram, the following uncovered schools are provided with ICT facilities as below:

Sl/ No	Category	Numbers	No. of Units Provided	Total Units	Remarks
1	Govt. PS	121	1	121	1 Computer Set & Printer each
2	Govt. UPS	12	4	48	4 Sets of Smartboard, Stand & UPS each
3	Deficit UPS	6	4	24	4 Sets of Smartboard, Stand & UPS each

4	Govt. HS	1	2	2	2 Sets of Smartboard, Stand & UPS each
5	Aided HS	12	2	24	2 Sets of Smartboard, Stand & UPS each
6	Aided HSS	5	2	10	2 Sets of Smartboard, Stand & UPS each
7	DIET	6	1	6	1 Sets of Smartboard, Stand & UPS each
8	SCERT	1	2	2	2 Sets of Smartboard, Stand & UPS each
9	College	14	109	109	109 Sets of Smartboard, Stand & UPS on enrollment basis
Grand Total :		178	127	346	

Furthermore, **109 schools** under the Higher and Technical Education Department now have access to interactive smart board panels, complete with power backup. These schools were initially excluded from the Samagra Shiksha program due to scheme-specific constraints, including enrollment criteria and the absence of ICT facilities at the primary school level. The Aizawl Smart City Limited Project has played a pivotal role in ensuring these schools receive the essential technological infrastructure.

Implementation of Educational Infrastructure related to IT project in 220 Schools

During the 39th and 40th meetings on Inter-Ministerial Committee of NESID Scheme of Ministry of DoNER held at New Delhi under the Chairmanship of Secretary of MDoNER, the proposal for implementation of IT and Educational infrastructure in **220 Government Schools** was approved. Following this event, a Detailed Project Report was prepared and submitted as per recommendations of these meetings amounting to Rs. 23.73 crore. This project will cover 220 uncovered schools under Samagra Shiksha Scheme. This project is slightly different from what has been undertaken under ICT in school activity of Samagra Shiksha. All the centres will be linked with Control & Command Centre to be set up at the State Level. This will facilitate online teaching and learning process even at the remote schools.

ICT Facility to BRCs

- As part of an innovation project under Samagra Shiksha, Project Approval Board (PAB) 2022-23 approved ICT facility for 26 BRCs which are now functional.
- Extending ICT facilities to Block Resource Centres (BRCs) indicates an emphasis on capacity-building at the administrative level. This initiative enables better data management and coordination between the BRCs and schools, leading to more informed decision-making.

27. Support at Pre-Primary Level: Early Childhood Care and Education (ECCE): Early Childhood Care and Education (ECCE) refer to all programmes for children between ages zero to the start of primary education. This includes both early childhood educational development and pre-primary education. The aim of ECCE is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning.

The purpose of this programme is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play and early learning within a

protective and enabling environment. It is an indispensable foundation for lifelong development and learning, and has lasting impact on early childhood development.

Objectives:

- Every child of appropriate age has access to Pre-School, is enrolled and attending.
- Every child achieves optimum health and fitness parameters.
- All teachers are qualified to deliver quality ECCE as per National Curriculum Framework (NCF)/State Curriculum Framework (SCF).
- Every child acquires all cognitive transversal/affective/psychomotor skills required for being school/grade-1 ready.
- Every pre-school has an inclusive teaching and learning environment.

Achievements:

a) ECCE Centres:

A total of 433 ECCE Centres was captured by UDISE+ (2021-22) within the state and are made functional during F.Y. 2023-24.

Sl/No	District	Schools
1	Aizawl	109
2	Champhai	17
3	Hnahthial	3
4	Khawzawl	8
5	Kolasib	15
6	Lawngtlai	136
7	Lunglei	15
8	Mamit	6
9	Saiha	112
10	Saitual	9
11	Serchhip	3
Grand total		433

b) Development of Zirtirh Bu and Nambar Bu for KG-I:

Activity textbooks ‘Zirtirh Bu’ and ‘Nambar Bu’ was developed in collaboration with SCERT for KG-I students and has been disseminated to all ECCE Centres.

(Activity textbooks are an important part of a child’s development, especially during kindergarten and preschool. They provide kids with an opportunity to explore their creativity in a fun way, while also fostering critical skills like problem solving, fine motor skills, and language proficiency).

c) 6-Month Certificate Course in ECCE:

A 6-month Certificate for Pre-Primary school and Primary school teachers was developed. 3 Courses have been completed by 93 teachers.

(The course helps in developing skills, knowledge and attitude necessary to work with young children and enables them to manage and organize childcare centres such as preschools, nursery schools, kindergartens, and daycare centres)

d) Child Friendly Furniture, BaLA Features and Outdoor Play Materials:

Child Friendly Furniture, Building as Learning Aid (BaLA) Features and Outdoor Play Materials had been provided to all 433 ECCE Centres.

- Child Friendly Furniture help both the learners and teachers in the teaching-learning process. With this furniture, teachers will be able to conduct classes using play-way method and classes will be more fun and interesting.
- Displaying BALA Features on the school wall and school boundary walls not only makes the school building colourful but also provide interesting information for students, teachers and the community.
- Out Door Play Materials help the children unleash their imaginations, interact with other children and move their bodies which results in mental, physical and social skills development.

e) Recruitment of ECCE Helper:

ECCE Centre Helper have been recruited @5,000/- p.m for all ECCE Centres within the state.

(ECCE Helper provides care and supervision to children under the guidance of the teacher. The helper helps and supports the teacher in conducting different activities as planned)

f) Development of Pre-Primary Books:

To support ECCE Centres, four (4) books i.e “Minimum Specification for Pre-Primary of Mizoram; Pre-Primary a Tih Turte; School Readiness Scale; School Readiness Scale Activities” have been developed in collaboration with SCERT and has been disseminated to all ECCE Centres within the state.

28. Language Teachers in NER (Hindi)

To popularize the speaking of Hindi in non-Hindi speaking states, the Government of India has provided 855 sanctioned post under Samagra Shiksha Mizoram, out of this total sanctioned post, 846 Language Teachers (also known as CSS Hindi Teachers) have been put in place till date. Recruitment of 9 vacant posts is under process.

29. Gender & Equity

This programme focus on males and females equal opportunities in terms of overall development and girl empowerment

Major Components:

- Kasturba Gandhi Balika Vidyalaya (KGBV) – KGBV scheme was launch by Government of India in the year 2004 for setting up residential schools and Hostels to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society. Based on 2001 Census, Rural Development Blocks where the level of females literacy was less than the national average of 46.13% and the gender gap in literacy rate was above the national average of 21.59% were declared ‘Educationally Backward Blocks (EBBs)’. On this scale, Lungsen RD Block covering the western part of Lunglei District fell within the category of Educationally Backward Block (EBB). The low female literacy rate of the Western Belt of Lunglei District is one of the most crucial factors in lowering the literacy percentage of the whole state of Mizoram. This region is a minority concentrated area and various ethnic minority groups like Chakma, Bru, Pang, Bawm etc. inhabit the region. Existing KGBVs were established and running successfully till date at Lungsen (Type IV Residential Hostel for girls covering Class IX – XII students with intake capacity of 50 and at Tlabung (Type I Residential Hostel for girl students for Class VI - VIII, with intake capacity of 100.

b) Netaji Subhash Chandra Bose Awasiya Vidyalaya (NSCBV): The state has successfully run several Netaji Subhash Chandra Bose Awasiya Vidyalaya (NSCBV) to support the education of children of accessless and hard to reach categories by providing them with residential facilities as details given below:

c) Elementary Level Hostels

Nine Hostels (50 capacities each)

- Operation Start Date: 2008-2009
- Capacity: Each hostel accommodates 50 students.
- Total Capacity: 9 hostels x 50 students = 450 students
- Purpose: These hostels were established to support children of access-less habitation, disadvantaged and low economic background ensuring they have a safe equitable and conducive environment for their studies.

Nine Girl hostels:

Two Hostels (100 capacities each)

- Operation Start Date: 2014-2015
- Capacity: Each hostel accommodates 100 students.
- Total Capacity: 2 hostels x 100 students = 200 students
- Purpose: Since the 2 districts are minority district, access to schools is still a challenge due to sparse population, disadvantaged and low economic background, children often drop out from school at a very young age. To cater the need of these children, hostel is established.

d) Secondary Level Hostels

Eleven Hostels (30 capacities each)

- Operation Start Date: 2023-24
- Capacity: Each hostel accommodates 30 students.
- Total Capacity: 11 hostels x 30 students = 330 students
- Purpose: These hostels are aimed at supporting secondary education, ensuring that girls transitioning from elementary to secondary levels have continued access to residential support.

e) Eleven Secondary Hostels (Upgradation till XII):

Sl No	District	Name of Hostel	Capacity
1	Aizawl	Govt. KVM High School	30
		Govt. Zemabawk Higher Secondary School	30
		Govt. Zohmun High School	30
2	Champhai	Khawbung Higher Secondary School	30
3	Khawzawl	Khawzawl Higher Secondary School (Adhoc)	30
4	Kolasib	Govt. Vairengte High School	30
5	Lawngtlai	Govt. Sourthern Public High School	30
7	Mamit	Govt. Mamit Higher Secondary School	30
		Govt. W. Phaileng High School	30
8	Saitual	Govt. Saitual Higher Secondary School	30
9	Serchhip	Govt. Thenzawl High School	30

- f) Two New Hostel (will be made functional soon after construction of the hostel buildings are completed)

Sl No	District	Name of girls Hostel	Capacity
1	Hnahthial	Govt. Model MS	50
2	Khawzawl	Govt. Khawzawl MS	50

The state government has effectively utilized these hostels to provide a stable and supportive environment for girls & boys pursuing education at both elementary and secondary levels. The planned addition of new hostels will further enhance these efforts, demonstrating a continued commitment to improving educational outcomes for student in needs.

30. **Special Project in Equity:** To ensure Menstrual Health & Hygiene Programme, Sanitary Pad Vending Machine and Incinerators have been installed to 1245 Government schools so far. Sanitary pads Vending machine allows girl students to avail sanitary pads at their disposal without any human contact or rush to a medical store or departmental store to get their feminine pads. They can easily access sanitary pads during their period. The young adolescent girls having no access to good quality sanitary pads can now be able to use these quality pads and they will no longer have health issues due to unhygienic pads, most particularly in rural areas where they still found the sanitary napkins are luxurious.

Incinerators have also been installed for proper and hygienic disposal of used Sanitary napkins. In schools, due to lack of sanitary disposal facilities, girls throw their pads in toilets or leave the soiled pads wrap or unwrapped in the toilet corners. This makes the toilets dirty and breeding place for flies etc. and also unhygienic for other toilet users and cleaners. Also, many were reported being absent from school due to lack of proper separate toilet and poor water supply as well as lack of proper place for disposal of pads. To address this problems Incinerators has been installed.

31. **Free Sanitary Pads for Existing Machine Installed School:** This provision is made to provide free sufficient sanitary napkin to the adolescent girls enrolled in the Government schools where Sanitary Pad Vending Machine & Incinerator are installed. Sanitary Pad Vending Machines and Incinerators has been installed to 1245 schools in Mizoram having adolescent girl enrolment which promotes menstrual health & hygiene to many young schools going child. Machine alone is not useful without the consumable material i.e sanitary pads to refill. Some case study estimated that girls from poor families missed 20% of school days in each year due to lack of sanitary products.

32. **Adolescent Programme for Girls Students:**

School Level Awareness Campaign on Adolescent Health & Hygiene, an educative material was disseminated to schools to empower the girl child with knowledge and information about a woman's experience. This programme covered changes occur in an adolescent, i.e. physical and mental, Myths & Facts/ Do's & Don'ts, Basic Hygiene during and after periods and use of sanitary pads and its proper disposal.

To remove misconception and taboos, a comprehensive awareness programme was organised in all Govt. Upper Primary school to Govt. Higher Secondary Schools.

33. **Career Guidance Programme for Girls:** PAB 2023-2024 approved an amount of Rs. 23.59 lakh @ Rs 7000 per school for 337 Secondary and Higher Secondary Schools for Career Guidance Programme. Guidelines for this programme was developed by the State Project Office, Career Mela has been organised successfully at District level, block level and school

level. Many Department and different stakeholders are collaborated in this programme. Different Banks who can supports students with Students loans are also invited. Class 9 and 12 students are facing a critical year, effective Career Guidance equipped students to explore diverse career options and make informed decisions. It assisted students in determining how to study and what to study which will affect in their later years.

34. **Academic Support Through BRC/CRC:** BRC/CRC have a significant role in ensuring the implementation of the National Education Policy, 2020. They are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and provide timely remedial interventions. BRC and CRC are the main units providing training and on-site support to schools and teachers. Every visit undertaken by BRC and CRC, the record is maintained and then submitted to District Project Office on a quarterly basis. BRC and CRC could cover the SE level only in data collection at present due to insufficiency of qualified personnel. For provisional academic support, the BRCs and CRCs still need to be strengthened.

S.No	General Information	
1.	Name of the State	Mizoram
2.	Total number of District	11
3.	Total number of Blocks	26
4.	Total number of Cluster	171
5.	Total BRCs sanctioned	156
6	Total CRCs sanctioned	171

35. **NIPUN Bharat Mission:** Foundational Literacy and Numeracy (FLN): Foundational Literacy & Numeracy (FLN) is broadly conceptualized as a child's ability to read basic texts and solve basic mathematics problems (such as addition and subtraction). It is one of the major themes of the NEP 2020. In 2021, the NIPUN-Bharat programme was launched with a vision to ensure universal literacy and numeracy for Class 2 children by 2026-27.

It envisaged a five-tier implementation mechanism, set up at the National- State-District- Block- School level in all States and UTs, under the aegis of the Centrally Sponsored Scheme of Samagra Shiksha. Arguments in the favour of FLN say that the ability to read and write, and perform basic operations with numbers i.e., FLN, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. The Foundational Learning study will enable to establish benchmarks in reading with comprehension in different Indian languages for children at Grade 2 level. It will assess the ability to read age-appropriate texts (known as well as unknown) at a certain pace, accurately, and with comprehension and also the foundational numeracy skills.

Objectives:

- All children in the age group of 6-8 have access to foundational schooling and achieve foundational skills by grade 2.
- High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment
- School Readiness module is implemented in local language in class 1 in all schools
- Teachers of Grades I to V are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years.

- Development of a robust technology enabled Monitoring Mechanism to track the progress of each child in achieving learning outcomes.

Achievements:

- a) Launching of National Mission for Foundational Literacy & Numeracy: A National Mission for Foundational Literacy & Numeracy 'NIPUN Bharat Mission' was successfully launched in all districts within the state.
- b) Translation of NIPUN Bharat pledge, Lakshyas/Target and FLN Framework Goal: NIPUN Bharat pledge was translated into local language as 'Zo-NIPUN'. It was disseminated to all Govt. Primary School within the state and all students along with their teachers and BRC staffs had taken the pledge in all schools within the state.
- c) Lakshyas (Targets) for five foundational years i.e, Balvatika (Nursery, KG I, KG II), Class – I & Class - II and FLN Framework Goal are also translated into local language and printed into poster form and displayed on the classroom wall in all Govt. Primary School within the state.

Development of NIPUN Bharat Leaflet, Posters and KIOSK:

As NIPUN Bharat Mission was lately introduced, awareness campaign is a matter of priority, so for the awareness of NIPUN Bharat Mission in the state, the 'main aims and objectives' of NIPUN Bharat Mission was printed into Leaflets, Posters and KIOSK form. Leaflets were disseminated to all District Project Office, Samagra Shiksha, Mizoram for further use on awareness campaign, NIPUN posters were displayed in all schools and NIPUN KIOSK was displayed in some center area of the city in each district within the state.

Implementation and adoption of 'Vidya Pravesh' School Readiness module in all Class-I schools:

Vidya Pravesh, a 3-month play-based learning module prepared by NCERT was contextualized and translated into the local language in collaboration with SCERT and renamed as "ZIRNA KAILAWN".

Vidya Pravesh "Zirna Kailawn" is one of the essential components of NIPUN Bharat. This module intends to address the developmental and learning needs of all children who enter Grade I, and who may or may not had any prior pre-school experience. It will facilitate teachers to make children's entry in school education smooth, fearless and joyful. The school preparation programme is suggested to be designed and implemented for initial three months of Grade I which can be transacted for four hours per day. It follows a play-based pedagogy and promotes experiential learning with emphasis on the use of developmentally appropriate activities and local play materials.

Formation and Strengthening of Project Management Unit (PMU) at State and District Level:

Project Management Unit (PMU) was successfully constituted at the State Level and District Level. Dedicated room for PMU has been set up in all districts. Hence, dedicated Office Furniture and Materials such as *Office Tables, Chairs (Revolving Chair & Plastic Chairs), Steel Almirah with locker, Desktop & Laptop Computer, Printer, External Hard Drive, Projector, Combo Speaker & Mobile phones* has been distributed to all these Project Management Unit (SPMU & DPMUs).

State Project Management Unit (SPMU):- State Project Office, Samagra Shiksha, Mizoram was initially designated as State Project Management Unit (SPMU) as per Govt. Notification, No.B.14019/2/2022-EDN dated 2nd September, 2022.

- To oversees smooth implementation of NIPUN Bharat Mission in the state.
- To administer, record and monitor the progress of DPMU in regards to the progress made in realizing the success of FLN

District Project Management Units (DPMUs):- District Project Office, Samagra Shiksha, Mizoram in each district were initially designated as State Project Management Units (SPMUs) as per Govt. Notification, No.B.14019/2/2022-EDN dated 2nd September, 2022.

- To oversees smooth implementation of NIPUN Bharat Mission within the district.
- To administer and monitor the District in implementing NIPUN Bharat Mission to ensure the success of FLN.
- To record and report the progress of the District in the success of FLN to SPMU.

36. **NISTHA 3.0 (FLN) Teacher Training:** NISTHA 3.0 has been launched and all modules have been uploaded for teachers. 34% teachers had completed the training and training is on-going. NISTHA 3.0 (FLN) is a capacity building programme. It helps school heads and teachers to build their leadership capacities as context responsive, adaptive and collaborative leaders to create effective conditions for implementation of FLN.

Best Practices:

1. Various stakeholders including minister and officials have been invited to be the spokesperson in a video clips that promote and create awareness on NIPUN Bharat and importance of FLN in order to make the community aware and help in the implementation of the FLN Mission.
2. Foundational Literacy & Numeracy (FLN) Mobile (Android) application has been developed and content development has been initiated. This app will be made accessible to all foundational stage teachers. The content will consist of various learning worksheets and materials to enhance FLN in the children using Listening, Speaking, Reading & Writing (LSRW) approach.
3. Observation of all Govt. Primary School Teachers to identify their teaching skills regarding FLN has been done. The observation has been carried out by all CRCCs and a standard observation sheet has been used for the purpose. The findings will be used to prepare training modules and development of teacher resource materials.

37. **NEW INDIA LITERACY PROGRAMME (NILP) ULLAS:**

Government has launched a new Centrally Sponsored Scheme namely, “New India Literacy Programme” (NILP) for implementation during five years from the FYs 2022-23 to 2026-27. The scheme aims to cover a target of 5.00 crore non-literates in the age group of 15 years and above in the country The Scheme has five components: (i) Foundational Literacy and Numeracy, (ii) Critical Life Skills, (iii) Vocational Skills Development, (iv) Basic Education and (v) Continuing Education.

The scheme is to be implemented through volunteerism. The learners will be encouraged to access the content in local languages in online/offline mode through DIKSHA platform in NCERT and SCERT, Mizoram Primer (Vartian) textbook. Government/Aided schools registered under UDISE are the units of implementation of the scheme which are run by the State Governments. All the non-literate above 15 years of age can avail the benefits of the scheme.

Major Achievement during the FY 2023-24 under ULLAS(NILP)

- Awareness Campaign on NILP (ULLAS) - Online and Offline Meeting on ULLAS has been conducted to spread awareness to all stakeholders across the State, i.e. DPCs, SDEOs, BRCCs and CRCCs and Church leaders of Lunglei, Lawngtlai and Siaha District.
- National Literacy Day was celebrated on 8th September, 2023 in District Level and Sub-Division Level by organizing Workshop and Rally.

- Survey of Illiterates - 2831 illiterates were identified throughout the state but **1692** have been identified as Potential Learners whereas the remaining identified 1139 illiterates are not willing to learn how to read and write, thus could not be included under the NILP Scheme.
- Identified 292 Volunteer teachers.
- An Online Concise Primer 'ROMEI' for ULLAS App has been developed and uploaded and is ready to use for learners who opt for online learning.
- An offline Primer 'Vartian' had been prepared and vetted by SCERT, Mizoram and it has been disseminated to all Volunteer teachers and learners
- An online Meeting on ULLAS Assessment Test for all DPCs, Prog. Officers and all APOs (ULLAS) was conducted on 30th November, 2023.
- The first FLNAT (assessment) was conducted on 18th March, 2024 and the result of this assessment has declared by NIOS on 3rd May, 2024. A total number of 320 potential learners appeared for the assessment test and out of which 320 learners have been certified.
- The English Version of ULLAS Primer Vartian has been contextualized by SCERT, Mizoram and is being in the process.
- A successful State Level ULLAS MELA was conducted on 6th & 7th August, 2024 inaugurated by Honorable Education Minister, Mizoram at Govt. Mizo High School Multipurpose Hall, Aizawl, Mizoram.
- Capacity Building Programme for State Resource Group, ULLAS was conducted with Cell for National Centre for Literacy, NCERT, New Delhi and SCERT, Mizoram on 28th & 29th August, 2024.

38. Rani Laxmibai Atma Raksha Pra Shikshan (Self Defence For Girls):

- The first goal of Self Defence Centre for Girl Child is to teach girls Self-Defence skills and to inspire the confidence necessary to use them.
- The second goal is to foster body awareness and gender cooperation among the girl students in an effort to shift Indian and Mizo social consciousness to be more women-friendly.
- To teach the female students the knowledge and art of actual defence in protecting themselves.
- The Self-defence training programs typically focus on teaching female students physical defence skills.
- Memorandum of Understanding was signed with Mizoram Amateur Taekwondo Association Participants/Targets: All female students in Government Schools from class VI to XII as per the framework in Samagra Shiksha within the State.

Duration of the Programme: One month for UPS, 3 months for Secondary & Sr. Secondary

1.	UPS	-	941
2.	Secondary	-	300
3.	Higher Secondary	-	37

Inclusive Education covered Pre-school to Higher Secondary School from Government, Government Aided and Local Body. There are 55 CWSNs in Pre- School, 2623 in Elementary and 1063 in Secondary. 71 Special Educators are working under Samagra Shiksha (26 Elementary and 45 Secondary Education). During the financial year 2023 – 2024, an total outlay of **Rs. 370.31 lakhs** was approved by PAB 2023 -24 for recurring expenditure on Children With Special Needs (CWSN) at Pre-school, Elementary and Secondary Education, out of this, an amount of **Rs. 1.918 lakhs** was estimated on inclusive education for Pre - schools and **Rs. 185.628 lakhs** were estimated for students-oriented components in Elementary schools and **Rs.182.778 lakhs** for Secondary Education. The state had utilized an amount of **Rs. 370.31 lakhs** for recurring expenditure.

Achievements under Inclusive Education 2023 – 2024 are shown below:

- Provided aids & appliances like wheel chair, crutch, hearing aids, spectacles, Braille slate & stylus.
- Identification and medical assessment camp were conducted.
- Transport, Escort allowances & Reader allowances were provided.
- Stipend for girls were provided.
- Conducted Environment building programme and Orientation Training of Principals, Educational Administrators, Parents/guardians etc.
- Braille and stationary materials were provided to blind and Low vision students.
- Observed World Disabled Day at district level under Sports & Exposure Visit programme.
- Home Based Education programme was undertaken.
- Therapeutic Service was given to 8 students at Elementary schools.
- Provided Instructional and Training materials to 11 districts.
- Provided Age appropriate TLM and Assisstive Devices & Equipments and TLM to 55 students at Pre- School students.
- In-Service Training for Special Educators was successfully organized in collaboration with Faculty Development Centre, MZU and National Institute for the Empowerment of Persons with Visual Disabilities (Divyanjan) and CRC, Guwahati, Assam.
- Salary of 71 Special Educators at Elementary and Secondary Education.

39. **Basic Indian Sign Language:** This programme was introduced in 5 (five) schools which are Govt. Zemabawk H/S, Govt. Republic H/S, Govt. KM H/S, Govt. Comprehensive Model H/S and MICE as a pilot project. It was implemented within 3 consecutive months (i.e October to November, 2023) with approved amount of Rs 5 lakh. Follow up programme will be continued during current year.

Activities undertaken are:

1. One Day Consultation Meeting on Introduction of Basic Sign Language was organized
2. Development of Audio – Visual Programme.

Topic are:

- Numbers
 - Alphabet (A B C & A AW B)
 - Colours
 - Animals
 - Days of the week
 - Months of the Year
 - Names of different fruits, vegetables
 - Simple conversation- Places, Religious words, School related words, Emotional words, Greetings etc.
 - Persons
3. Development and printing of Sign Language posters
 4. Development and printing of Sign Language Handbook

40) Atal Tinkering Labs:

Atal Tinkering Labs (ATL) is a sub-mission under the Atal Innovation Mission of the Government of India. ATL is the flagship initiative of AIM, the Government of India, to nurture an innovative mindset amongst high school students across the length and breadth of India.

- The chief objective of establishing ATLs is to promote curiosity, imagination, and creativity in the minds of school-going children.
- Other goals of the scheme include inculcating in children a design mindset, adaptive learning, computational thinking, physical computing, etc.

The following are the 10 schools which was proposed under Aspirational District and was approved by the PAB. Procurement of the lab equipment is in progress and it will be made functional as soon as the procurement process is completed.

Sl. No.	UDISE Code	Name of School
1	15010104306	Govt. Mamit High School
2	15010203514	Govt. Marpara High School
3	15010101307	Govt. Kawrtethawveng High School
4	15010201608	Rajiv Nagar Rmsa Secondary School
5	15010101106	Govt. Rengdil High School
6	15010200208	Silsury Secondary School
7	15010400606	Govt. Darlung High School
8	15010200808	Govt. Phuldungsei High School
9	15010300906	Govt. Rawpuichhip High School
10	15010100606	Darлак RMSA Secondary School

40. **KALA UTSAV:**

Kala Utsav is an initiative of the Department of School Education and Literacy, Ministry of Education (MoE), Government of India, launched in 2015, to promote arts in education by nurturing and showcasing the artistic talent of school students at the secondary stage in the country. In the context of education of Arts (Music, Theatre, Dance, Visual Arts and Crafts), the initiative is guided by the recommendations of the National Focus Group Position Paper (No. 1.7) on Arts, Music, Dance and Theatre for National Curriculum Framework 2005 (NCF-2005), and by the report of the Central Advisory Board on Education (CABE) Sub-committee on Integration of Culture Education in the School Curriculum. Samagra Shiksha scheme recognizes the importance of aesthetics and artistic experiences for secondary level students, which play a major role in creating awareness of India's rich cultural heritage and its vibrant diversity.

Kala Utsav has regularly been organised every year since 2015, as a celebration of art forms in the school system and was organised at District Level, State Level and National Level. Winner of every artform from State Level Kala Utsav was selected to participate in the National Level Kala Utsav. In this competition, Lalruatpuui and C. Vanlalnunzira won 3rd Prize in Solo Music (Vocal) in 2018; Thanchungnunga, Ramlaitui RMSA Secondary School, Lunglei District, Mizoram won 2nd Prize in Indigenous Toys & Games (Male) and Lalruatfeli, Kids Care School, Aizawl, Mizoram won 1st Prize in Visual Arts- 3 Dimensional (Female) in the National Level Kala Utsav 2020-21 and 2021-22 respectively. This event gives students the opportunity to understand and celebrate cultural diversity at the school, district, state and national level.

41. **BAND COMPETITION:** The Department of School Education and Literacy, Ministry of Education in collaboration with Ministry of Defence conducted an Inter School Band Competition at All India level every year. A school band evokes a feeling of oneness, belongingness and a deep sense of pride in school children. The Inter School Band Competition was organised at three levels viz State Level, Zonal Level and National Level (Final).

Achievement:

- During 2017-2018, the 1st Inter School Band Competition (ISBC) was organised by Department of School Education & Literacy, Ministry of Human Resource Development, Govt. of India. Govt. Mizo H/S Band- Boys Band and Girls Band were

selected to participated in the North East Zone Level Inter School Band Competition which was held on 19th December, 2017 at Guwahati, Assam. The Girls Band of Govt. Mizo H/S won the 1st prize of girls category and the Boys Band of Govt. Mizo H/S won the 2nd prize of boys category in the North East Zone level Inter School Band Competition. The best bands of girls and boys band were selected to participate in the National level competition. The Girls Band of Govt. Mizo H/S represented North East Zone and won the 3rd prize in the National Level Competition.

- During 2018-19, The Girls Pipe Band of Govt. Mizo H/S won the 1st prize of girls category in the North East Zone level Inter School Band Competition.
- During 2019-20, Govt. Mizo High School Boys Pipe Band and Govt. Mizo High School Girls Pipe Band won 2nd Prize in the North East Zone level Inter School Band Competition. Unfortunately, due to Board Examination, they were unable to perform in the National Level Competition at New Delhi.
- During 2022-23, National Level Inter School Band Competition was organized during 15.01.2023 to 22.01.2023 at National War Memorial, New Delhi. Out of more than 300 schools in India, Govt. Mizo High School Girls Pipe Band won 2nd Prize in this competition.
- During 2023-24, The National Level School Band Competition was organized from 21st January, 2024 to 22nd January, 2024 at the National Stadium, New Delhi. In this competition, Govt. Mizo High School Boys Pipe Band won 3rd Prize in the National Level Band Competition.

42. **Assessment at State Level (SEAS 2023):** The State Educational Achievement Survey (SEAS), conducted by PARAKH, is a significant initiative aimed at assessing educational competencies among students in India.

Objective and Scope:

- The SEAS aim to understand the baseline performance of students in the development of competencies at the end of foundational, preparatory, and middle stages.
- It focuses on assessing learning competencies primarily in Language and Mathematics.
- The survey covers students at grades 3, 6, and 9 across the nation.

In Mizoram, the State Educational Achievement Survey (SEAS 2023) was successfully conducted on 3rd November, 2023 in the selected schools. SCERT translated and contextualised question booklets and these question booklets were then vetted by NCERT. Samagra Shiksha, Mizoram printed the question booklets and disseminated it to all the concerned districts. Districts were informed to assign District Level Coordinator (DLC), Assistant District Level Coordinator (ADLC), Block Level Coordinator (BLC) and Field Level Invigilator (FI). Field Level Invigilators were assigned from DIETS. The SEAS 2023 was conducted successfully with a 100% coverage of selected schools. The compiled data of the Achievement Survey was submitted on 14th November, 2023 to Head, PARAKH & ESD, NCERT.

43. **SPORTS & PHYSICAL EDUCATION:** It is widely recognized that sport and physical education are relevant and shows good impact in developing an active and healthy lifestyle of Primary, Upper Primary, Secondary and Higher Secondary School going children.

- Mutual and parallel growth between sports and education.
- Ability for the students to showcase their sporting talents.
- Outside classroom study atmosphere for the students.
- Development of sports and excellence among the students

The main points for Utilization of funds are as follows:

- Purchase of sports equipment for indoor and outdoor games
- Organizing Annual sports at School.
- Purchase of school team sports Jersey.

- Purchase of first aid kit.
- Support financial aid to school team for zonal sport

Primary Schools	- 1268
Upper Primary Schools	- 941
Secondary	- 300
Sr. Secondary	- 37

44. SKILL EDUCATION: Introduction of Vocational Education at Secondary and Higher Secondary

Expansion of Vocational Education programme is one of the thrust areas of NEP 2020. Vocational education course is offered to students in addition to their academic subjects as a 6th subject in approved Secondary schools and Higher Secondary schools by the PAB as per curriculum and courseware developed by PSSCIVE. For a future plan, it is expected to cover all the secondary school in a phase manner. Vocational students are assessed and awarded certificate of attainment and credits on completion in Classes- X and XII on an annual basis.

- Approvals for introduction of Vocational education were given by Project Approval Board under Ministry of Education based on enrolment in Govt. schools only. Minimum enrolment required for opening of 1-sector for N.E. States is 25 students and 50 students for 2-sectors in Class 9 & 11 as per latest Udise+ report.
- Sectors introduced under Vocational Education are:
 - 1) Agriculture
 - 2) Apparel Made-ups and Home Furnishing
 - 3) Automotive
 - 4) Beauty & Wellness
 - 5) IT&ITES
- PAB 2023-24 approved 46 schools for introduction to Vocational education and was implemented in all these approved schools from October, 2023. Purchase of Tools, Equipment and Furniture is under process and will be installed in the near future.
- Recurring fund under Vocational education:

S/n	Activities	Details of Activity	Level of Fund Utilized
1	Financial Support for Vocational Teacher/ Trainer	Salary of Vocational education teachers	School
2	Financial Support for Resource Persons	Honorarium for Resource Persons	School
3	Raw material grant for new school per course	For purchase & repairing of VE tools and equipment	School
4	Cost of providing Hands Training Students	For visiting nearby institutes/industries etc. for hands-on skill training	School
5	Assessment and Certification Cost	Cost of conducting Practical Assessment by NSDC/SSC and Theory examinations by MBSE and Certification	SPO
6	Office Expenses/Contingencies for School	For awareness & publicity, Vocational guidance & counselling, stationery etc.	School

7	Induction training of VE-Teachers (10 Days)	For newly approved VE teachers	DPO
8	In-service Training of VE-Teachers (5 - Days)	For existing VE teachers	DPO

- Since 2015-16 AY, 132 schools have been provided with Vocational education facilities. i.e. 111 High schools and 21 Higher Secondary schools:

Coverage of HS & HSS in Mizoram upto 2023-24 AY as per 2022-23 Udise+				
S/n	District	No. of Govt. schools per district	No. of Govt. schools having VE	Coverage % per district
1	Aizawl	77	34	44.16
2	Champhai	23	13	56.52
3	Hnahthial	13	9	69.23
4	Khawzawl	11	6	54.55
5	Kolasib	29	13	44.83
6	Lawngtlai	34	15	44.12
7	Lunglei	49	12	24.49
8	Mamit	35	11	31.43
9	Saitual	29	6	20.69
10	Serchhip	23	8	34.78
11	Siaha	21	5	23.81
TOTAL		344	132	38.37

To align with sustainable development goals 4.4 and to provide Vocational Education to at least 50% of learners through the school – coverage of schools with VE facilities still needs to be expanded. Present coverage of schools is given below:

Expected coverage of Mizoram 344 Govt. HS & HSS		
Description	No. of schools	Coverage %
VE schools till date	132	38.37
2024-25 approval	36	48.83
2025-26 planned proposal	18	54.06

- **Elementary Section: Project Innovation (Exposure to Vocational Education for Class 6-8)**
Under project innovation, Ministry of Education had approved exposure to Vocational education for 286 Govt. elementary schools for Class 6-8 students. This programme developed mental and physical well-being of the students and gave children an opportunity to take bold steps, challenge and extend their potential in developing their skills and is still the importance of life skills and vocational education.

Exposure to VE (Class 6-8) coverage percentage in 2023-24

Class	No. of students covered during 2023-24	No. of students as per Udise+ 2022-23
Class- 6	3991	10018
Class- 7	3784	10480
Class- 8	3837	10135
Sub-total	11612	30633
Percentage of students provided Exposure to VE as per Udise+ 2022-23 :		37.90%

45. **Process of Implementation of 10 Bagless Days:** ‘Nunkawng Sialna Bu’ guidelines for implementation of 10 bagless days developed by the SCERT Mizoram was printed and disseminated to all the government upper primary schools. The book contains guidelines for teachers, class-wise activities including – performing arts, arts & crafts, pre-vocational skills and field visits. The performing arts includes competition for students such as recitation, solo, group singing, dancing, drama, skit, role play, playing of musical instruments etc. Arts & Crafts activity includes sewing by hand, drawing/colouring/sketching, clay modelling, knotting and household chore. Pre-vocational skills include cutting, knitting, carpentry, gardening, cleaning of important places of community, school and vicinity. All these activities are integrated and concluded in the guidelines of field visit given in the book itself. The guidelines and reporting format on field visit also include – places visited, date of field trip, background information of field visit, working condition, human resource including required qualifications, wages and benefits for workers, positive or negative impact in the society and knowledge earned by the students from the field visit.

As such, the most important components of the above 10 bagless days i.e. the field visit has been undertaken as below:

- a) 1(one) day Training for 1 Teacher for each school- 1 day training of teachers was conducted at the district level. Awareness on the project relating to the amount approved for each school, the process of implementation, duration of the activity, site or places to be visited, report writing procedure, format for feedback from the students, etc. were made known to all the teachers and are assigned for coordination and overall, in-charge for the programme at the school level.
- b) Field visit for student –As per the guidelines prepared by the SCERT, field visit has been conducted under the supervision and monitoring of the in-charge teacher. The field visit enhances the theory and practical classes of various skills that they have learnt during the 10 bagless days in school to the next level. The in-charge teacher selected related sites or entity available in their own community such as workshops, wood working cottage industries, bakeries, nursery, nearby industry/unit etc. From this visit, the students are able to learn how the skills could transform into earning, management and administration of the entity, expanding of the earning into sources of funding and later contributed to the economic development of the state and the country. These exercises have given great impact on the process of the learning of the students, they have gained inspiration and hope for better future.
- c) Interactive sessions/lectures/workshops by local artisans- To introduce the importance of various life skills and to sensitize the importance of Vocational Education to the students at an early age, healthy relationship have been built between the students and the local artisans, the local artisans and craftsmen gave lectures/workshops and share their experiences with the students which would motivate the students in many positive ways

and enlighten the students to understand the meaning of employability skills for their future life

Impact & Outcome of the Programme:

- Develop mental and physical well-being
- Develop, observing and absorbing information from bag less days
- Allows children an opportunity to take bold steps, challenge and extend their potential
- Improves opportunities for hands-on learning
- Develop child interest and boosts curiosity
- Instil the importance of life skills and vocational education

46. **VIDYA SAMIKSHA KENDRA - Mizoram**

Vidya Samiksha Kendra (VSK) is aimed at leveraging data and technology to bring a big leap in learning outcomes. The ability to effectively collect, monitor, correlate, and analyse data will lead to timely actions to implement schemes. This will cover data of 4396 schools, 22605 teachers and 293203 students and analyse them meaningfully using data analysis, artificial intelligence in order to enhance the overall monitoring of the education system and thereby improving learning outcomes of the students.

Objective:

- To monitor the real-time status of various activities under the ambit of the project Samagra Shiksha.
- To keep track of enrolled students including learning outcomes, academic performance, attendance, support required by teachers and schools, etc.
- To setup centralized helpdesk for grievance redressal mechanism for stakeholders of School ecosystem.
- To develop Centralized dashboard providing the real-time performance indicators of Schools / Blocks / Districts.

Outcomes:

- Monitoring of Access, Enrolment, Dropout, Retention.
- Child wise tracking of learning outcomes and assessments
- Real time Attendance monitoring of students and teachers
- Tracking of distribution of Incentives like uniform, free textbooks etc.
- Tracking of physical progress of the civil /non-civil work approved in the ambit of the project Samagra Shiksha.
- Centralized Monitoring Mechanism for monitoring, tracking, taking feedback and providing support to all the major field level staff / activities of the school education system

Present Status:

- The VSK Mizoram was launched on 15th March'2024 by Hon'ble Education Minister Mr. Dr Vanlalhlana.
- The VSK Mizoram is fully functional and can be accessed through <https://vskmizoram.com>
- The VSK Dashboard comprises of the following analytical information with educational indicators /KPIs
- The education trends on 14 KPIs parameters like PGI, NAS, NISTHA, PMPOSHAN, Educational indicators (GER, NER, PTR etc)
- The physical achievements on 25 Civil / Non-Civil work activities.
- The Analytical Information which may be use to analyse the gaps in unserved primary, upper primary and secondary schools.

- The Student / Teacher Attendance System is initiated on 14th August'2024 and 6th September, 2024.

A Way forward:

- Student Assessment for Class 3, 5 and 8
- Learning Monitoring System
- Holistic Report Card for Students
- School Grading System

47. **PM SHRI (Pradhan Mantri Schools for Rising India):**

PM SHRI School is a centrally sponsored scheme by Government of India. This initiative is intended to develop more than 14,500 schools of excellence managed by Central government/State/UT Government/local bodies including KVS and NVS in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. The scheme is to promote understanding of various dimensions of Quality of school education and inform Policy, Practice and Implementation. The learning from these schools will be scaled up to other schools in the country. The Scheme is proposed to be implemented over a period of 5 years w.e.f. 2022-23 to 2026-27.

Selection Methodology For the selection under the PM SHRI scheme, only the Elementary schools (Class 1-5/1-8) & the Secondary/Sr. Secondary Schools (Class 1-10/ 1-12/ 6-10/ 6-12) managed by Centre/State/UT Governments/local self-governments having UDISE+ code could be considered. The selection of schools under the scheme is done through Challenge Mode wherein Schools compete for support in order to become exemplar schools. Selection is done through a three-stage process with definite time lines. The three stages are as follows:

Stage-1: States/UTs would sign MoU with Centre laying down the commitments for supporting these schools for achieving specified quality assurance as PM SHRI schools.

Stage 2: A pool of schools that are eligible to be selected as PM SHRI Schools would be identified based on prescribed minimum benchmark through UDISE+ data.

Stage-3: Only the schools from the above eligible pool of schools would compete based on the challenge method for fulfilling certain criteria. Fulfilment of conditions would be certified by States/UTs/KVS/NVS through physical inspection.

22 Schools were selected in Mizoram for PM SHRI Schools 1st phase and an additional 7 Schools have been selected for the 2nd Phase.

No Schools are approved in the 3rd Phase and 1 school i.e. Govt. MICE Aizawl has been selected in the 4th Phase.

Achievement:

- Identification of Master Trainer (One Principal/Headmaster) from each District.
- Attended online 'Digital Skilling Training Session' for Headmasters and teachers of PM SHRI School.
- Nominated two (2) Resource Persons from District Project Office/Block Resource Centre for the convenience of monitoring process of the scheme.
- Sunboard Posters of PM SHRI School names with logo were disseminated to all PM SHRI Schools.
- Conducted 3-Day Programme for all Headmasters & Teachers of Pm SHRI Schools on 29th -31st July, 2024 at SCERT Auditorium, Chaltlang, Aizawl.

NABARD:

The RIDF was set up by the Government in 1995-96 for financing ongoing rural Infrastructure projects. The Fund is maintained by the National Bank for Agriculture and Rural Development (NABARD). From RIDF V onwards, the ambit was extended to projects undertaken by Panchayat Raj institutions and projects in the social sector covering primary education, health and drinking water.

The progress reports of the project as follows:

Sl.No	Name of Project/Work	Description of Works	Amount (Rs in lakh)	Status
1	NABARD-RIDF XXVI (2020-21)	Construction of Govt. School Building in Mizoram :- 1. Construction of 14 School Buildings 2. Construction of Additional Classroom at 12 Schools 3. Construction of annexed building at 51 Schools	1260.05	Completed
2	NABARD-RIDF XXVII (2021-22)	Construction of School Buildings:- 1. Reconstruction of 16 School Buildings 2. Construction of 23 Additional Classroom	1056.90	Completed on 15 th May, 2024
3	NABARD-RIDF XXVIII (2022-23)	Construction of 43 Toilet Blocks in existing 43 Schools	213.71	Completed on 3 rd July, 2024
4	SEDP (2021-2022)	Demolition & Reconstruction of Govt. Kulikawn High School, Aizawl	90.00	On-going 80% completed
5	SEDP (2023-24)	Demolition & Reconstruction of ITI High School at ITI Veng, Aizawl	64.50	On-going 70% completed
6	NABARD-RIDF-XXIX (2023-24)	Construction of 15 School Buildings in 08 districts:- 1. Construction of 8 nos of Primary School Buildings 2. Construction of 4 nos of Middle School Buildings Construction of 3 nos of High School Buildings	1000	NABARD already approved the project, mode of execution of work is under process.

STATE SCHEMES:

Adult Education Wing, under the Directorate of School Education utilizes State Government Schemes, in which it aims to empower adults by providing the skills and knowledge needed for self-sufficiency, personal development and promoting life-long learning that fosters continuous education and personal growth beyond formal schooling years. With the objective of promoting adult education, a series of programmes were introduced since the First Five Year Plan under Gov't. of India. The department deems necessary to establish centres

for systematic post-literacy and follow up programmes under Adult Literacy by creating learning society and promoting human resource development, thereby developing occupational/vocational skills to generate and enhance the income of targeted group and beneficiaries. However, the National Education Policy (NEP) 2020 advocates taking up five components of Adult Education, i.e., (a) *Foundational Literacy and Numeracy* (b) *Critical Life Skills* (c) *Vocational Skills Development* (d) *Basic Education* and (e) *Continuing Education*.

In FY 2023 – 24, the State Government allocated budget of Rs. 15.3 lakhs for Adult Education to strengthen the development of essential skills and contribute to the socio-economic upliftment of adults in the State. This report outlines the activities undertaken with this funding, focusing on the establishment and operation of training centres dedicated to Critical Life Skills and Occupational Skill Development.

Targeted beneficiaries:

(a) *Identification*: No person having regular job will not be selected as trainee.

(b) *Age category*: Desirable age may be categorized between 15-50 years.

(c) *Illiterates*: Illiterate people of Mizoram domiciles between 15-50 years, if any, may be selected to learn for *basic literacy* and training for *critical life skills* which can be continued training as eligible for various available job roles/trades.

(d) *Drop outs*: Drop-out students of Mizoram domiciles who could not join and continue to study in formal education.

(e) *Uneducated youths (Under Matric)*: Literates and under Matric youths of Mizoram domiciles are eligible for various available job roles/trades.

(f) *Educated youths*: Educated youths of Mizoram domiciles who are interesting to undergo training for *Critical Life Skills and Occupational Skill Development Programmes* as available for various job roles/trades.

Critical Life Skills and Occupational Skill Development Programme had been implemented during 2021-2022 and extended due to pandemic upto 2022-2023 by establishing one Model Centre in Ramhlun South, Aizawl and achievements may be shown as follows:-

Sl. No.	Name of Programmes/ Job Roles	No. of Registered Trainees			Successful Trainees/ Beneficiaries		
		Male	Female	Total	Male	Female	Total
1	Basic Literacy	2	4	6	1	4	5
2	Individual Interest Promotion (IIP)	6	5	11	NIL	NIL	0
3	House Keeping	0	5	5	0	0	0
4	Restaurant Worker	0	7	7	0	1	1
5	Pickle & Jam Making	0	13	13	0	13	13
6	Floriculture	0	9	9	0	9	9
Total		12	38	50	1	27	28
Percentage of Successful Trainees							56%

Achievements of Model Centres for Critical Life Skills and Occupational Skill Development Programme 2022 – 2023:

Sl. No.	Name of Centers and Job Roles/Trades	No. of actual Trainees			No. of successful Trainees			Remarks
		Male	Female	Total	Male	Female	Total	
1.	Lawngtlai	0	39	39	0	39	39	

1)	Critical Life Skills	0	16	16	0	16	16	Percentage of successful Trainees is 93.25%			
2)	Floriculture	0	10	10	0	10	10				
3)	Pickle & Jam making	0	10	10	0	10	10				
4)	Housekeeping & Restaurant workers	0	3	3	0	3	3				
2.	Mamit	4	42	46	4	42	46				
1)	Critical Life Skills	4	22	26	4	22	26				
2)	Baking	0	9	9	0	9	9				
3)	Pickle & Jam making	0	5	5	0	5	5				
4)	Housekeeping & Restaurant workers	0	6	6	0	6	6				
3.	Ramhlun South, Aizawl	5	29	34	5	29	34				
1)	Baking	0	11	11	0	11	11				
2)	Floriculture	0	10	10	0	10	10				
3)	Pickle & Jam making	0	7	7	0	7	7				
4)	Hair cutting	5	1	6	5	1	6				
4.	Chawnpui Veng, Aizawl	9	44	53	7	40	47				
1)	Critical Life Skills	0	6	6	0	5	5				
2)	Baking	2	16	18	2	13	15				
3)	Floriculture	0	5	5	0	5	5				
4)	Pickle & Jam making	1	14	15	1	14	15				
5)	Hair cutting				6	3	9	4	3	7	
	TOTAL				18	160	178	16	150	166	93.25%

Registered Trainees of Model Centres for Critical Life Skills And Occupational Skill Development Programme 2024 - 2025
(Ongoing)

<i>Sl. No.</i>	<i>Name of Centres</i>	<i>No. of trade/ job roles</i>	<i>No. of Trainers</i>	<i>No. of Trainees</i>	<i>REMARKS</i>
1	Khatla South, Aizawl	6	6	40	
2	Tlangnuam Vengthar, Aizawl	6	6	40	
3	Zawlnuam, Mamit District	6	6	40	
4	Khawzawl, Khawzawl District	6	6	40	
Total			24	160	

Publication of Meichher Monthly Magazine:

The monthly Magazine 'Meichher' initially named 'Zoram Êng' was first published in 1975 as it's March & April edition, making the magazine almost 50 years old. The name of the Magazine was then changed in October 1975 and has remained till date. Starting from its first

publication in 1975, without exception, 3000 copies of the magazine have continued to be printed and circulated each month. The publication cost is borne by the State government and is circulated to Government officials and the public (subscribers) through means of distribution gratis.

As is with any magazine publication, there needs to be at the lead a publisher and Director of School Education has assumed the role of Publisher and Officer from Adult Education Wing, Directorate of School Education as Editor. And the contents of Meichher Magazine cover a wide range of topics including Articles, songs, short stories etc. However, with it being a government owned publication, entries that have adverse views and colours judgement of government policies and stances are denied, writings that can instigate or perpetuate hatred between religions and church groups, ethnic groups and challenge the national integrity are all discouraged.

Aims and Objectives of Meichher Magazine:

- 1) Meichher Magazine as reading material for neo-literates and other people as promotion and strengthening of reading skills, abilities and reading habit.*
- 2) Promotion of Mizo language and Mizo literature through Meichher Magazine.*
- 3) Development and promotion of formal and non-formal education, Mizo history, Mizo culture & tradition, social life, religion and political through Meichher Magazine.*
- 4) Propagation for Departmental programmes/schemes, activities and achievements through Meichher Magazine.*
- 5) Propagation for information about Government's policy and various Departmental programmes/schemes, activities and achievements through Meichher Magazine.*

Meichher Award:

The contributions of writers are acknowledged and appreciated and awards are bestowed annually to writers/ contributors under these two categories: *Meichher Best Article of the Year* and *Meichher Best Contributor of the Year*. The Awards carry a certificate and prize money.

Celebration of Meichher Golden Jubilee:

Meichher Magazine will mark its 50th year of publication in 2025 and fixed the date of its celebration on 15.5.2025 in which all necessary preparatory activities will be arranged from the year 2024-2025 upto the above date of celebration. The Department of School Education has therefore constituted *Meichher Golden Jubilee Organising Committee* and *Sub-Committees* to oversee and plan the celebration of the Magazine's golden jubilee. The Director, School Education is the designated Chairman of the Organising Committee with representatives from School Education Department, Mizo Language Development Board (MLDB), Mizo Academy of Letters (MAL, General Headquarters, Mizo Writer Association (MWA) and Mizo Poetry Society (MIPOTY) as Committee Members.

PROBLEMS, OPPORTUNITIES AND FUTURE PROSPECTS:

The school education system in Mizoram, while showcasing commendable achievements, faces several pressing challenges that hinder its full potential. Issues such as inadequate infrastructure, lack of clerical staffs, teacher shortages, high dropout rates, and language barriers complicate the educational landscape. However, these challenges also present unique opportunities for transformation. By investing in infrastructure development, enhancing teacher training, and fostering community engagement, Mizoram can significantly improve its educational outcomes. Looking ahead, a focus on holistic education models, strengthened policy frameworks, and increased collaboration among stakeholders will be essential. With a strategic approach, the state has the potential to create a vibrant and inclusive education system that prepares its youth for the demands of the future.

II. SECTORAL STATISTICS: Education Information as per U-Dise+ 2023-24

Number of Schools:

Primary School					Upper Primary School				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
1281	6	651	0	1938	945	106	504	7	1562

Secondary School					Higher Secondary School				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
302	180	235	7	724	52	67	95	3	217

ALL SCHOOLS				
Govt.	Aided	Private	Central	Total
2580	359	1485	17	4441

Enrollment:

Pre-Primary School					Primary School				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
12706	91	22409	0	35206	51876	117	55376	0	107369

Upper Primary School					Secondary School				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
36386	8801	39054	621	84862	15161	10563	12978	459	39161

Higher Secondary School					TOTAL ENROLMENT				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
8056	7495	7811	223	23585	124185	27067	137628	1303	290183

Number of Teachers:

Primary School					Upper Primary School				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
4740	16	2720	0	7476	5704	719	2627	5	9055

Secondary School					Higher Secondary School				
Govt.	Aided	Private	Central	Total	Govt.	Aided	Private	Central	Total
1854	1182	1129	44	4209	684	644	584	24	1936

ALL SCHOOLS				
Govt.	Aided	Private	Central	Total
12982	2561	7060	73	22676

Note: KVs & JNVs are excluded from the above reports.

INTAKE CAPACITY:

DEO	TOTAL
KOLASIB	3934
LUNGLEI	6166
SAITUAL	3817
CHAMPHAI	4768
HNAHTHIAL	1415
MAMIT	3112
SERCHHIP	3275
AIZAWL	26214
LAWNGTLAI	9060
SIAHA	4119
KHAWZAWL	3562

SDEO	PS	MS	TOTAL
CHAMPHAI	12565	9713	22278
AIZAWL WEST	12056	8472	20528
MAMIT	3839	3021	6860
AIZAWL EAST	24942	19769	44711
NGOPA	2567	2145	4712
LUNGEN	4993	4578	9571
THENZAWL	564	1055	1619
AIZAWL SOUTH	7824	6638	14462
HNAHTHIAL	3700	4490	8190
DARLAWN	3675	3250	6925
WEST PHAILENG	3706	2586	6292
NORTH VANLAIPHAI	1332	870	2202
KOLASIB	9671	5841	15512
SERCHHIP	2308	5808	8116
SAITUAL	4588	3787	8375
KAWNUI	3671	2412	6083
LUNGLEI NORTH	8832	5602	14434
LUNGLEI SOUTH	3070	2740	5810
GRAND TOTAL	113903	92777	206680

DETAILED INFORMATION OF SPECIAL SCHOOL, Mizoram

1	2	3	4	5	6	7	8	10	11	12	13	14	15
State/ Union Territory	District	NAME OF SCHOOL	No of students	Details of Disabilities (V,I,H,I,LD,MD)	Address	Contact Person	Mobile No	Type of School	Whether a Special School/Inclusive School	Affiliated to which Department (Education /Social Welfare)	Board Affiliation	If any other board, please specify	Education Imparted till which standard
Mizoram	Aizawl	Special Blind School, Aizawl	33	Blind and Partially blind	Durtlang, Aizawl	RK Vanlalringa	Contact No : 8258868365	Adhoc Aided elementary	Special School	Edn & Social Welfare	MBSE		CI- XII
	Aizawl	Shining Star Special School, Aizawl	32	Multiple Disabilities- C.P, Autism, I.D, H.I	H.No. J-1, Republic Veng, Aizawl	Zonunmawii	Contact No: 8732081079	NGO	Special School	Social Welfare	Nil		CI-IV
	Aizawl	Redeem Speech & Hearing Special School, Aizawl	22	H.I	Durtlang, Aizawl	R Lalhmachhuani	Contact No :9862580177	NGO	Special School	Edn	Nil		CI- IV
	Aizawl	Ephatha Special School for Hearing Impaired, Aizawl	18	H.I	Kulikawn Veng, Aizawl	Samuel R. Lalhmangaiha	Contact No: 9774951704	NGO	Special School	Edn & Social Welfare	Nil		CI-VIII

Mizoram	Aizawl	Gilead Special School	Numerous	Multiple Disabilities- C.P, Autism, I.D, H.I	Brigade field veng, Bawngkawn, Aizawl	Laldinpuii	Contact No: 7005560895	Adhoc Aided Middle section	Special School	Edn & Social Welfare	NIOS		CI-VIII
	Serchhip	Shalom Special School, Serchhip	40	I.D, C.P, Autism & H.I	New Serchhip venglai near Mizofed	Lalawmpuii	Contact No : 9862014363	NGO	Special School	Edn & Social Welfare	Nil		CI-IV
	Lunglei	Onyx Special School, Lunglei	32	I.D, H.I, Multiple Disability, Downs Syndrome, C.P	Chanmari - II, Lunglei	Vanlalthlani Chhange	Contact No: 9862411187	NGO	Special School	Edn & Social Welfare	MBSE		CI-IV
	Kolasib	Gosen Special School	36	C.P, I.D & Multiple Disability	Kolasib	Lalthantluanga Sailo	Contact No: 9774088925	NGO	Special School	Social Welfare	Nil		CI-IV
Mizoram	Siaha	Mary Hecchia Residential Special School, Zawngling, Siaha Dist.	20	I.D, H.I, Multiple Disability, Downs Syndrome, C.P, Dwarfism & Mental Illness	45, Section II, Tiku Vaih, Zawngling via Tuipang, Siaha 796911, Mizoram	TT Nume Mary Hecchia	Contact No: 9863832933	Charitable Trust	Special School	Edn & Social Welfare	SSC-Primary		Vocational

NEP, PROSPECTS AND CHALLENGES FOR THE STATE:

- **Funding & Resource Allocation:** One of the significant challenges in implementing NEP 2020 is securing adequate funding and allocating resources effectively. The ambitious goals outlined in the policy require substantial investments in infrastructure, teacher training, and educational technology. While NEP 2020 presents a visionary framework for educational reform, the challenges associated with securing adequate funding and allocating resources effectively cannot be overlooked. Addressing these issues is crucial for transforming educational policies into tangible outcomes. A multi-faceted approach involving increased governmental commitment, community engagement, equitable financial distribution, and a focus on sustainable investments will be essential to realize the ambitious goals of NEP 2020 and ultimately improve the quality of education across the nation.

- **Foundational Literacy & Numeracy:** The general problems of curriculum conceptualization like teachers and parents feeling compelled to burden young children with textbooks and the formal learning they represent and that unless the academic training of a child starts early, they cannot cope with the fast-paced pedagogy and competitive ethos of the later school years is a prevailing notion on our state. The pernicious grip of this false argument manifests itself in absurd and of course deeply harmful practices in preschools and primary schools. Intrinsic motivation and the child's natural abilities are being smothered at a scale so vast that it cannot be correctly estimated (Govt. of India, 2007).

To aid the prevailing conditions of early-grade learning, the National Education Policy 2020 emphasized the implementation of quality education in the early grades through the NIPUN BHARAT. We cannot fail to notice the urgency and need of foundational literacy and numeracy but the state does not have any **pre-service** teacher education course dedicated to early childhood education though it is part of the requirement of the minimal professional and quality standards issued by the State School Standards Authority (SSSA), therefore the state must prepare itself to initiate a Diploma Course in Early Grade Learning. For training of in-service teachers, SCERT is conducting 6 months certificate course in ECCE as mandated by the NEP2020.

- **Human Resources:** As an important implementing agency of NEP2020, the SCERT & DIETs are suffering severely from lack of manpower with a vacancy of **53.03%** in SCERT and **40.29%** in the DIETs. There are a wide range of tasks that the SCERT is required to perform which is increased with the introduction of the NEP 2020. There is a total of **68 time-lined tasks** to be fulfilled by the SCERT under SARTHAQ which is an implementation plan for NEP2020. the District Institutes of Education and Training (DIETs) must be adequately staffed, as they serve as the primary agency for both in-service and pre-service teacher training within the districts. This staffing is essential for ensuring that DIETs can effectively fulfil their mandate of enhancing the quality of teacher education. By employing qualified personnel with relevant expertise, DIETs can provide comprehensive training that meets current educational standards and methodologies. Moreover, government schools also require additional manpower to successfully implement the NEP 2020 as it aims to transform the educational landscape by promoting holistic learning, competency-based education, and the integration of technology in classrooms. Adequate staffing is crucial for realizing these goals and ensuring that both teachers and students have the necessary support for effective teaching and learning experiences.

- **ICT Challenges:** With the focus of NEP2020 on integration of technology in teaching, the SCERT is given the responsibility of developing e-resources for DIKSHA, taking care of two PM e-Vidya TV channels, uploading of Learning Outcome based Item banks, managing YouTube channels, and manage Virtual Labs. These requires continuous content creation, video shooting, editing of videos and voice recordings, but the infrastructure and facilities requires much upgradation and renovation with regards to studio and lighting systems, computers and licensed computer software, internet connectivity, power backup, editing equipment and capacity building of staff in areas like animation and advanced voice and video editing.

ICT truly needs to be upgraded as digital repository of innovative content like Learning Games, Simulations, Augmented Reality and Virtual Reality, Apps, Games, gamification of Indian art and culture in VR etc are among the tasks to be implemented. Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and ethos also needs to be created so that heritage links is made accessible easily. All these digital platforms, mobile app, DTH etc are needed to disseminate various educational interventions to the broader community and stakeholders.

- **Professional Development of Teacher Educators:** The NEP 2020 emphasizes the holistic development of students, aiming to enhance their cognitive, social, emotional, and physical growth. It promotes critical thinking, creativity, and problem-solving skills, preparing students for the demands of the 21st century and this in turn requires competent and innovative cadre of teachers. SCERT, IASE & DIETs being the nodal office for teacher education in the state, the faculty also need continuous professional development as they need to be prepared for the new roles they are entrusted with. Areas like assessment and measurement techniques, educational planning and management, uses of qualitative and quantitative research methodology and data handling/ analysis, curriculum design and development, Gamification, STEM/ STEAM education, art integrated teaching and use of ICT, softwares and digital appliances has been identified as there is a need for strengthening and empowering the faculty with latest pedagogy, technology and innovations.

- **Infrastructure and Resources:** The state needs to make several steps for the improvement of infrastructure and facilities for schools of all stages throughout the state. Many educational institutions, particularly in rural and underserved areas, require significant improvements in infrastructure. This includes constructing new schools, upgrading existing facilities, and ensuring essential amenities such as laboratories, libraries, and classrooms that meet modern educational standards. The lack of adequate infrastructure can hinder the implementation of advanced teaching methodologies and limit student enrollment.

The SCERT & DIETs need to emerge as robust unit for professional development of teacher educators, BRCs, CRCs and teachers from preschool including Anganwadis to higher secondary stages, research and innovation, curriculum development of the foundational stage, school education, adult education and teacher education, vocational education, and development of offline and online resources. However, it is impossible to accomplish all these tasks meticulously due to limitations in the existing infrastructure facilities and human resources.

- **Curriculum Review and Development:** Curriculum development under NEP 2020 reflects a significant shift toward a more integrated, flexible, and learner-centered educational framework in India. Emphasizing holistic development, vocational training, and critical inquiry, the NEP aims to prepare students for the complexities of the modern world. While the challenges ahead are considerable, careful implementation strategies, stakeholder engagement, and ongoing support for educators can help realize the transformative potential of this policy in shaping the future of education. Development of Curriculum Frameworks and textbooks to promote critical thinking, creativity and problem-solving skills need to be holistic, multidisciplinary and competency based. And to generate such contents, trained and expert personnels in different subject areas are required and another problem arises as the SCERT is in dire need of resources in subject areas like Mizo, Hindi, Mathematics, Physical Education, Art Education, Geography, History, Political Science and Physics. Apart from textbooks, the SCERT is required to develop additional learning materials which are highly engaging, joyful and innovative for grades 1 to 5 and Teacher Support Materials across classes and subjects is also to be developed. Curriculum materials using standardised Indian Sign Language (ISL) also need to be developed for use by students with hearing impairment by SCERT and Curriculum and learning materials for Adult Education as well.

- **Focus on Skill Education:** There is a strong emphasis on equipping students with 21st-century skills, such as critical thinking, communication, and digital literacy. This focus on skill development enhances employability and prepares students for future challenges. The SCERT will have to design modules and conduct short term training courses in line with National Skills Qualifications Framework (NSQF) in collaboration with Pandit Sunderlal Sharma Central Institute of Vocational Education (PSCIVE) and DIETs and for implementation of skill education, skill laboratories and virtual laboratories need to be established.

- **Teacher Training and Support:** The teachers in Mizoram need to be prepared for learner-centric pedagogy and equipped to undertake “assessment of learning, assessment for learning and assessment as learning” especially at elementary levels and teachers also need to become quality online content creators to face the fast-paced technological advancements. Development of modules and teacher trainings and awareness for parents on child rights and its enforcement is another area that has to be covered. For all these programmes, a comprehensive in-service annual teacher training plan is to be designed.

- **Development of locally contextualized materials:** Though development of contextualized materials is an ongoing endeavour, more steps need to be initiated in development of low-cost and no-cost teaching learning materials, children’s literature especially for the foundational stages, additional learning materials and promotion of traditional games, crafts and rhymes. Since SCERT is understaffed, it is challenging to take further steps promptly.

- **Fostering Collaborations:** To leverage expertise, resources and best practices in education, fostering collaborations with higher education institutions and agencies is a must. Making the most of different platforms of the media to reach out and disseminate information and generate awareness is one of the most urgent necessities.

- **Assessment Reforms:** Assessment is an important tool to bolster educational goals thereby leading to reforms in assessment which the state is in dire need. The state needs to move towards promoting competency-based assessment because cognitive skills like analysis, critical thinking and conceptual clarity cannot be missed out. The SCERT is to hold the exams in grades census exams in grade 3, 5 and 8, conduct State Assessment Survey (SAS) and implement Holistic Progress Card. This again requires manpower and facilities to carry out the responsibility effectively.

- **Research and Innovation:** Research has always been an important responsibility of the SCERT since its initiation and the NEP2020 suggests to promote a culture of research studies through the SCERT for development in innovative teaching-learning and innovative teaching methodologies. This requires capacity building of faculty in data handling, analysis and methods of research as well as work force to carry out the immense responsibility of conducting large scale and longitudinal researches which are required if changes are to be made.

- **Monitoring and Evaluation:** Monitoring and evaluation (M&E) support effective decision-making by providing evidence-based insights into policy performance and outcomes. They play a crucial role in identifying strengths and weaknesses in government programs, thereby facilitating necessary adjustments. Every government policy cannot be successful without monitoring and supervision and this must be enforced for the betterment of education in the state. Important tools like setting key performance indicators and soliciting feedback from stakeholders are yet to be accomplished. Organised data base of teachers for effective Training Management System to identify and track the performance of teachers is required.

- **National Professional Standards of Teachers:** The NPST serves as a public statement defining the competencies and skills required for teachers at various levels throughout their careers. It aims to elevate the teaching profession by establishing a clear set of standards that all educators are expected to meet. It is not only a set of expectations but also informs teacher training and professional development programs across the country. By incorporating these standards into pre-service and in-service training, educational institutions can develop more capable and committed educators and the state must enforce it in its true spirit for successful implementation of NEP2020.

The NEP 2020 presents a comprehensive framework aimed at transforming India's educational system. By focusing on holistic development, inclusion, flexible learning, and skill acquisition, the policy has the potential to significantly improve educational outcomes. However, addressing challenges such as funding, infrastructure, quality, and resistance to change will be critical to its success in achieving the outlined objectives. Collaboration among government, educational institutions, teachers, students, and society is essential to realize the full potential of NEP 2020. Implementation plan for NEP2020 in Mizoram in line with Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ) was prepared and attached herewith.

IMPLEMENTATION OF NEP 2020 IN MIZORAM

Tasks identified under SARTHAQ (Students' and Teachers' Holistic Advancement Through Quality Education)- Implementation Plan for National Education Policy 2020

Chapter 1: Early Childhood Care and Education: The Foundation of Learning

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.5	Task 12	Community sensitization, parental advocacy and leveraging parents as a resource on ECCE will be taken up for ECCE implementation by States/UTs	States/UTs	From 2021-22	IEC for ECCE
1.5	Task 13	Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/ classes	States/UTs	2021-22 onwards	Systematic inclusion of Pre- primary sections in Primary schools
1.6	Task 18	Guidelines for Monitoring and Tracking of Health status of Children through periodic health check-up will be finalised and adapted as needed by States/UTs within one year. It will be implemented from 2022-23 academic session in schools.	MOE, MWCD, States/UTs	2021-22	Guidelines for tracking health of children
1.7	Task 23	Preparation of cadres of professionally \ qualified educators for early childhood care and education in primary schools by 2030 to cover all primary schools.	SCERT	In phases from 2022-30	Cadres of professionally qualified educators for ECCE in all pre -primary schools

2. Foundational Literacy and Numeracy: An Urgent & Necessary Pre- requisite to Learning

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	Task 44	States/UTs will identify on priority a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives. (Reference Task 226)	States/UTs	2021-25	Mentor pool for FLN teachers
2.2	Task 45	States/UTs will take up a concerted effort to map all requirements of each school and ensure basic facilities/amenities at all primary schools. Mapping will be completed in 2021-22 and resourcing will be completed by 2025	States/UTs	2021-23	Planning and implementing basic facilities at school

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.3 & 2.4	Task 47	In SEZ and Aspirational districts, States and UTs will assess teachers' vacancy specifically and take up PTR rationalisation on priority for these areas.	States/UTs	2021-23	Assessment and rationalisation of teacher's vacancies in SEZ and Aspirational districts
2.3 & 2.4	Task 48	Teachers from SEZ and Aspirational districts will be trained on priority, specifically on how to bridge the gaps in language spoken by child and that used as medium of instruction.	States/UTs	2021-23	Teachers from SEDG areas, SEZ and Aspirational Districts trained.
2.8	Task 55	School/public libraries will be made integral part of teaching learning process and will be made available after school hours to community, and particularly to parents.	States/UTs	2022-25	Functional libraries in every school

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at all Levels.

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.2	Task 65	States/UTs to prepare a comprehensive ten- years projection report or NEED ANALYSIS for the following: - Upgrading and enlarging existing schools, - Adding infrastructure, - Building new schools Transportation facility	States/UTs	2021-23	10-years projection report

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Inclusive, Enjoyable, and Engaging.

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.43 to 4.45	Task 137	States/UTs to undertake creating of awareness amongst different stakeholders with regard to talented children and their identification and need for nurturance; it will be undertaken by first creating awareness amongst teachers, and then developing IEC resources and disseminating them through online modes.	States/UTs	2022-25	Awareness creation for identifying and nurturing gifted/ talented children

5. Teachers

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.2 to 5.7	Task 140	Special housing allowances and other facilitation as the states/UTs deem fit, may be considered by states for teachers posted in identified remote and difficult areas.	State/UTs	2022-23	onwards Facilitation guidelines for teaching in remote areas
5.2 to 5.7	Task 142	Merit based scholarships, particularly for students coming from remote areas for studying 4 year integrated B.Ed programme.	State/UTs	2022-23 onwards	Merit based Scholarships - for 4-year B.Ed
5.17 to 5.19	Task 152	States/UTs to come up with a transparent merit-based system for tenure, promotion and salary structure, etc.	States/UTs	2024-25	Development of transparent tenure, promotion and salary structure, etc. system

6. Equitable and Inclusive Education: Learning for All

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.1 to 6.6	Task 169	States/UTs to add their own specific criteria to the Task 168 to identify their Special Education Zones, and notify the same. Specific interventions such as scholarship, conditional cash transfers for incentivising parents, providing bicycle for transport etc. will be designed by states/UTs to increase access of SEDGs to schools.	States/UTs	2022-23	Notification of SEZs by States/ UTs
6.15 to 6.20	Task 196	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	DoSEL, MSJE, States/UTs	2022-30	Scholarships for SEDGs

7. Reimagining Vocational Education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	Task 228	States/UTs will organise awareness programmes to change the general attitude towards Vocational Education.	States/UTs	2022-23 onwards	Awareness programmes for vocational education

8. Adult Education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.1 to 21.4	Task 244	States/UTs will design systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.	States/UTs	2021-25	Awareness drives/campaign to promote adult literacy
21.9 & 21.10	Task 254	States/UTs will take up the programme of strengthening schools and public libraries to ensure an adequate supply of books that cater to the needs and interests of all students, including adult learners and persons with disabilities and other differently-abled persons.	States/UTs	2022-25	Adequate supply of books/resources ensured

9. Financing: Affordable and Quality Education for All

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
26.1 to 26.7	Task 292	Each state/UT will develop its own PPP policy, if desired, for setting up new schools, providing selective infrastructural/logistics/resource support to schools, etc.	States/UTs	2022-24	PPP policy of states/UTs