**ECONOMIC SURVEY 2016-17**

**DEPARTMENT OF SCHOOL EDUCATION**

**VISION, MISSION, OBJECTIVES AND FUNCTIONS**

**Vision:** To ensure universal access to quality education for establishing educated and literate society.

**Mission:** Providing free and compulsory quality education at elementary level, improving the standard of secondary and higher secondary level and also improving adult literacy.

**Objectives:** 1. Equity: Inclusion of disadvantaged group, weaker sections and illiterate adults.

2. Quality: Improving standards of education at School level.

 3. Formulating policy and carrying out institutional and systematic reforms.

 4. Retention: Improving retention rate of school children.

 5. Access: Expansion of school and teachers’ capacity building.

**Function: 1. The Department is allocated the following items of business:**

1. Elementary Education
2. Secondary Education
3. Adult Education
4. Hindi Education
5. Teachers’ Education and Training
6. The Education Policy of Mizoram, 2013
7. Science Promotion in Schools
8. Vocational Education
9. **Accordingly, the following functions are being performed by the Department:**
10. To formulate and implement policies and programmes for elementary education, secondary education, literacy and continuing education for adults.
11. To set up programmatic structures for administration and monitoring of schemes and programmes of the Department.
12. To develop mechanism for coordination, consultation and monitoring of performance of the State in respect of the various programmes and schemes of the Department.

The main activities and achievements of the Department during 2015-2016 are highlighted in the following paragraphs: -

1. ***APPOINTMENT, PROMOTION, REGULARISATION & AMENDMENT OF RULES:***
2. 118 Contract Higher Secondary School Lecturers have been regularized during 2015-2016.
3. 45 High School Teachers have been promoted to the post of High School Headmasters.
4. 102 persons have been appointed to the post of Middle School Teachers.
5. 60 persons have been appointed to the post of Primary School Teachers.
6. 373 Teachers have been upgraded to Selection Grade.
7. 337 Teachers have been upgraded to Senior Grade.
8. 17 Headmasters have been upgraded to Senior Grade.
9. 12 Headmasters have been upgraded to Selection Grade
10. As many as 107 Group ‘C’ & Group ‘D’ staff have been upgraded to higher scale of pay under the ACP Scheme, 2010.
11. 7 Lecturers of Higher Secondary Schools have been appointed on contract basis.
12. 136 persons have been appointed to the post of Middle School Teachers under Voluntary Retirement Scheme.
13. 169 persons have been appointed to the post of Primary School Teachers under Voluntary Retirement Scheme.
14. The Mizoram School Hostel Infrastructure, Facilities and General Care of Students (Management) Rules, 2016 have been prepared and notified in order to provide for the strategies, direction and ethos for establishment and management of hostels for school students.
15. The Recruitment Rules for High School Teachers have been amended for reservation of 30 % of the total posts for Science or Mathematics teacher and the Recruitment Rules for Middle School Teachers were amended for reservation of (a) 33⅓% for Science and Mathematics (b) 66 ⅔ % for SS/General Teacher.
16. In order to ensure quality education in Elementary Schools, 9 (Nine) Govt. Primary Schools and 1 (one) Govt. Middle School have been identified and established as Model Schools on pilot basis.
17. ***AMALGAMATION OF SCHOOLS***:

Govt. of Mizoram constituted Education Reforms Commission (ERC) on 8 May, 2009 and the ERC submitted its report in July, 2010. As per recommendation of ERC and with a view to improve quality of education a good number of small schools and unviable schools were identified and merged or amalgamated on the basis of school-based and location-specific area. At the same time, some primary and middle schools located in close proximity were also merged into comprehensive schools and started functioning under one roof. As a result, teacher pupil ratio has improved substantially and the available resources utilised to the maximum benefit of the students. 18 Govt. Primary Schools have been amalgamated to form 9 Govt. Primary Schools during 2015 – 2016.

***3. INTRODUCTION OF EARLY CHILDHOOD CARE & EDUCATION (ECCE):***

 Recognising the importance of pre-school education and with a view to boost enrolment in govt. primary schools, Early Childhood Care and Education (ECCE) have been formally started in 66 Govt. Primary Schools. Text Books/Activity Books for ECCE have been prepared and printed by the Department, which were distributed to all the Pre-School students free of cost.

**4*.******CONNECTED LEARNING INITIATIVES (CLIx):***

 The CLIx programme is intended to provide quality hands-on learning experiences to students of Class VIII, IX and XI on three domain areas – Science, Mathematics and English. Tata Institute of Social Sciences (TISS), Massachusetts Institute of Technology (MIT) and Tata Trusts are partnering with the State’s Department of School Education (DSE), along with Mizoram University to implement CLIx in government schools. For the initial year 30 Govt. High Schools have been selected for CLIx programme, and a series of training for Science, Maths and English teachers conducted in 2016. Selected schools are provided with Servers and ICT labs are functional for implementation of CLIx programme. Teacher’s handbook and Maths handbook for students printed and distributed to schools.

**5*.******NATIONAL AND STATE AWARD TO TEACHERS***:

 Two Teachers namely, Pi C. Lalbiaktluangi, Headmistress, Govt. Primary School, Bazar Veng, Lunglei and Pu Lalnunpuia Hrahsel, Teacher, Govt. Mizo High School, Aizawl have been awarded National Award to meritorious Teachers, 2015 and three Teachers, namely, (1) Pu H. Ngurthansanga, Lecturer, Govt. Mamawii H.S.S., Aizawl, (2) V. Lalrinmawia, Headmaster, Govt. Middle School, Theiriat, (3) R. Pensionthanga, Headmaster, Govt. Primary School, Zonuam, Aizawl were given State Award to Teachers, 2015.

***6. TIME SERIES DATA OF SCHOOL EDUCATION DEPARTMENT***

Time series data of School Education Department for 10 years, including number of schools, number of teachers and enrolment of students since 2006 to 2015 are shown in figure as well as chart as below :-

1) No. of Schools for 10 years (2006-2015)

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Year** | **No. of School** |
| **P/S** | **M/S** | **H/S** | **HSS** |
|
| ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** |
| 1 | 2006 | 1700 | 1081 | 502 | 80 |
| 2 | 2007 | 1752 | 1090 | 508 | 83 |
| 3 | 2008 | 1783 | 1253 | 502 | 86 |
| 4 | 2009 | 1782 | 1313 | 521 | 95 |
| 5 | 2010 | 1821 | 1353 | 538 | 98 |
| 6 | 2011 | 1855 | 1383 | 543 | 113 |
| 7 | 2012 | 1831 | 1381 | 584 | 118 |
| 8 | 2013 | 1873 | 1408 | 612 | 127 |
| 9 | 2014 | 1946 | 1514 | 610 | 132 |
| 10 | 2015 | 1950 | 1511 | 614 | 138 |

2) Student’s enrolment for 10 years (2006-2015)

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Year** | **Students' Enrolment** |
| **P/S** | **MS** | **HS** | **HSS** |
| ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** |
| 1 | 2006 | 130342 | 58533 | 44322 | 8762 |
| 2 | 2007 | 134656 | 57999 | 43675 | 12816 |
| 3 | 2008 | 151899 | 64887 | 44576 | 14649 |
| 4 | 2009 | 156396 | 66776 | 48811 | 17049 |
| 5 | 2010 | 166152 | 69318 | 50252 | 18437 |
| 6 | 2011 | 161514 | 87726 | 48741 | 20250 |
| 7 | 2012 | 161041 | 89755 | 39170 | 21472 |
| 8 | 2013 | 165051 | 94354 | 41945 | 22087 |
| 9 | 2014 | 157646 | 94077 | 40711 | 22562 |
| 10 | 2015 | 159334 | 93277 | 41534 | 22986 |

3) No. of Teachers for 10 years (2006-2015)

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Year** | **Teachers** |
| **P/S** | **M/S** | **H/S** | **HSS** |
| ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** |
| 1 | 2006 | 8099 | 7271 | 3768 | 929 |
| 2 | 2007 | 8002 | 6846 | 3935 | 941 |
| 3 | 2008 | 8716 | 7754 | 3886 | 1058 |
| 4 | 2009 | 8477 | 7564 | 3853 | 1224 |
| 5 | 2010 | 8310 | 7824 | 3870 | 1224 |
| 6 | 2011 | 8488 | 9638 | 4212 | 1367 |
| 7 | 2012 | 8703 | 9883 | 4414 | 1468 |
| 8 | 2013 | 8717 | 10161 | 4617 | 1518 |
| 9 | 2014 | 8428 | 10319 | 4500 | 1520 |
| 10 | 2015 | 8330 | 10159 | 4394 | 1536 |

***7. NLCPR & NEC PROJECTS***

**Vision:** To produce citizens with knowledge, attitudes, skills and values enabling them to fulfill the requirement of a modern local and global knowledge economy.

**Objectives:** The proposed upgradation and expansion will ensure that the implementation of affordable education, right to education of a child and equitable access to good quality education by -

1. Establishing attractive and viable institutions in the area by developing the school, equipped with adequate human and physical resources and
2. Ensuring child-centred conducive and inclusive learning

 environment.

 **Expected outcomes:**

1. Equity for all to access to quality secondary and higher secondary education.
2. Enriched pedagogical practices within the school and assured higher-level standard of quality of education in general education.
3. **Projects under North Eastern Council (NEC)**

 Upgradation and Expansion of Govt. Khawpuia Memorial Higher Secondary School at Dawrpui Vengthar, Aizawl.

**Achievements:** Out of approved cost of Rs. 300.00 lakhs an amount of Rs. 288.87 lakh is being utilised in which 95% of the works is completed.

1. **Projects under Non-Lapsable Central Pool of Resources under Ministry of DoNER.**

 The School Education Department is having two (2) projects under Non-Lapsable Central Pool of Resources (NLCPR) as under

1. Construction of Higher Secondary School at Kawlkulh and Kawlbem (Rs. 1.96 crores).

2. Construction of Hostel for students of Higher Secondary School at Lawipu, Aizawl (Rs. 5.0 crores)

**Achievements:** About 90% of the works have already been completed in the case of Construction of Higher Secondary School at Kawlkulh and Kawlbem, whereas the progress in respect of Construction of Hostel for students of Higher Secondary School at Lawipu, Aizawl is about 25%.

**6.** **Projects under Special Plan Assistance (SPA) and Special Central Assistance (SCA)**

 The School Education Department is having two (2) projects under Special Central Assistance and one (1) project under Special Plan Assistance, which are:-

1. Special Plan Assistance (SPA)

i) Construction of Education Centre at Aizawl: For this Project the Department received Rs 800.00 lakhs and the works will be completed by 2018.

2. Special Central Assistance (SCA)

i) Construction of Educational Complex at Serchhip: For this Project the Department received Rs 122.00 lakhs and the works will be completed by 2018.

ii) Construction of Educational Guest House and Training Centre at Lunglei: For this Project the Department received Rs 120.00 lakhs and the works will be completed by 2018.

**Objectives of the Projects:** The projects aim at establishing infrastructures to address the felt-needs for office accommodation and other official purposes. Provisions for car parking, office accommodation, conference hall, lounge, kitchen, etc. are in-built whereas Guest Rooms and Training Centre are included in Educational Guest House and Training Centre at Lunglei

**Expected Outcomes:** Provision of better facilities and better working environment for the employees of the Department which will translate to better administration, motivation and qualitative as well as quantitative outcomes.

**Achievement:** About 30% of the works have been completed.

***8. ADULT EDUCATION***

Adult Education Wing, Directorate of School Education strives to eradicate adult illiteracy in the whole state of Mizoram. A major step has been taken as Total Literacy Drive in the 3 (three) districts – Lunglei, Lawngtlai and Mamit where illiteracy percentage are high targeting 1000 each illiterate person in 2016 – 2017. Government Teachers and SSA Teachers are engaged to teach illiterates in their respective areas. Beside this, steps have also been taken towards adult education in SAGY (Model Village).

***9. PHYSICAL EDUCATION***

**(1) Training on Physical Education Subject for Teachers:**

 (a) The Objective of this training scheme is to give physical fitness to all students from Elementary School to Higher Secondary Schools. In order to have fit and healthy students, it is required to give training on the subject of Physical Education to the teachers.

 (b) ‘Fit people, fit nation’ is one of the important targets of Govt. of India, and Central Advisory Board of Education (CABE) has also recommended inclusion of Physical Education subject in the syllabus. Physical Education Wing is conducting Orientation Course in Physical Education subject for Teachers as an attempt to achieve this objective.

 During 2015 and 2016 Residential Trainings were conducted for Middle School Teachers under various Sub- Division as under :

(i) SDEO, Saitual w.e.f 11th -16th May, 2015

(ii) SDEO, Kolasib w.e.f 25th – 30th May, 2015

(iii) SDEO, Mamit w.e.f 8th -13th June, 2015

(iv) SDEO, Aizawl East w.e.f 7th -12th September, 2015

(v) SDEO Aizawl East & South w.e.f 14th -19th September, 2015

(vi) SDEO, Kawnpui w.e.f 9th -13th May, 2016

(vii) SDEO, W. Phaileng w.e.f 16th – 21st May, 2016

(viii) SDEO, N.Vanlaiphai & w.e.f 30th May -4th June, 2016

 Thenzawl

(ix) SDEO, Aizawl West w.e.f 19th-24th September, 2016

(x) SDEO, Aizawl West Batch II w.e.f 26th Sept. - 1st Oct., 2016

**(2) Participation at National School Games:**

(a) The target of the National Participation is to search and produce talented students in various disciplines of sports and to represent India in the International School Games and Asian School Games.

(b) One of the objectives of National Participation is educational tour for students to increase their knowledge and outlook.

School Education Department participated in the National School Games during 2015 and 2016 and won Medals as mentioned below:

(1) Hockey (Girls), Punjab: 16 – 20 November, 2015 – Won Silver Medal

(2) Football (Boys), Guwahati: 3rd – 7th February 2015 - Won Silver Medal

(3) Taekwondo (B&G), Pune: 2nd – 8th February 2016 - Won bronze Medal

(4) Weight Lifting (B&G), Telengana: October, 2016 - Won Silver Medal

(5) Karate (B&G), Punjab: 20th – 24th January 2016 - Won Silver, Bronze Medal

**(3) Conducting Mizoram School Games:**

(i) The scheme of conducting District High School Sports, Mizoram Secondary School Games and Mizoram Higher Secondary School Games is to promote sports and encourage Physical fitness among the students.

(ii) Another important target is to make good relationship and integration among the students as well as teachers, who are dwelling in Urban and rural areas.

(iii) The Objective of conducting Mizoram School Games and Mizoram Higher Secondary School Games is Talent Search Programme and way of producing out-standing players to represent Mizoram as well as India in the National and international level.

 During 2015 - 2016, School Education Department conducted District High School Sports, Mizoram Secondary School Games and Mizoram Higher Secondary School Games as follows:-

(1) In all (8) Districts, District High School Sports were conducted in district Capitals.

(2) 33rd Mizoram Secondary School Games were conducted in Aizawl where all districts participated.

(3) 14th Mizoram Higher Secondary School Games was conducted in Aizawl, Around 18 Higher Secondary School participated.

***10. MID-DAY MEAL SCHEME***

1. **Objectives/Vision of Mid Day Meal:** The Government of India started Mid-Day Meal Scheme with a view to enhancing enrolment of children in schools, retention and increased attendance while also improving nutritional levels among children; the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on August 15, 1995. After some amendments, as per the expansion of the programme, the Government designed a set of rules and guidelines to be followed for implementation. These include various aspects related to child health and growth like the quantity of calories and proteins required for children from specific age groups, the quantity of grains that can be allotted to each child, and so forth.

Mid-Day Meal Programme was implemented in Mizoram since 15th February, 2006 by providing cooked Mid-Day Meal in the entire State to school going children of Govt. Primary School, A.I.E and E.G.S Centres. Since 1st August 2009 Mid-Day Meal was provided in Govt. Middle Schools and SSA assisted schools and further the scheme was extended and covered Class VIII from the academic session of 2011-2012.

***The main objectives of Mid-Day Meal Scheme are:***

1. Improving the nutritional status of children in classes I-V in Government, Local Body and Government aided schools, and EGS and AIE centres.
2. Encouraging children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
3. Providing nutritional support to children of primary stage in drought affected areas during summer vacation.
4. **Targets (expected outcomes)**
5. To achieve universalization of education in the state.
6. To improve mental and physical health among school children
7. **The achievement in mid-day meal during 2015-16 may be mentioned as under:-**

**Physical:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No** | **District** | **No. School** | **Enrolment** | **Cook engaged** |
| **PS** | **UPS** | **TOTAL** | **PS** | **UPS** | **TOTAL** | **PS** | **UPS** | **TOTAL** |
| 1 | Aizawl | 290 | 238 | **528** | 20515 | 10879 | **31394** | 588 | 480 | **1068** |
| 2 | Champhai | 149 | 125 | **274** | 10082 | 5888 | **15970** | 297 | 253 | **550** |
| 3 | Kolasib | 98 | 82 | **180** | 8619 | 3895 | **12514** | 225 | 166 | **391** |
| 4 | Lawngtlai | 253 | 163 | **416** | 19654 | 5783 | **25437** | 527 | 293 | **820** |
| 5 | Lunglei | 326 | 223 | **549** | 20597 | 8750 | **29347** | 643 | 426 | **1069** |
| 6 | Mamit | 173 | 121 | **294** | 13074 | 4855 | **17929** | 346 | 239 | **585** |
| 7 | Saiha | 114 | 77 | **191** | 10310 | 2970 | **13280** | 298 | 166 | **464** |
| 8 | Serchhip | 82 | 67 | **149** | 4419 | 3018 | **7437** | 137 | 136 | **273** |
| **Total** | **1485** | **1096** | **2581** | **107270** | **46038** | **153308** | **3061** | **2159** | **5220** |
| **Foodgrains Lifted during 2015-16 (in Qtls.)** |
| **Sl. No** | **District** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **PS** | **UPS** | **PS** | **UPS** | **PS** | **UPS** | **PS** | **UPS** |
| 1 | Aizawl | 1496.41 | 1123.44 | 1347.01 | 1014.94 | 560.60 | 689.44 | 560.29 | 689.44 |
| 2 | Champhai | 723.71 | 567.80 | 629.99 | 522.93 | 267.16 | 356.45 | 267.01 | 356.45 |
| 3 | Kolasib | 457.49 | 369.95 | 522.35 | 336.39 | 222.25 | 228.39 | 223.64 | 228.39 |
| 4 | Lawngtlai | 954.76 | 405.67 | 821.86 | 351.67 | 342.96 | 238.77 | 342.76 | 238.77 |
| 5 | Lunglei | 1558.45 | 845.43 | 1374.76 | 767.86 | 576.71 | 540.22 | 576.39 | 540.22 |
| 6 | Mamit | 771.53 | 396.26 | 727.32 | 357.03 | 284.79 | 242.40 | 284.63 | 242.40 |
| 7 | Saiha | 798.74 | 323.70 | 704.59 | 294.33 | 294.02 | 199.83 | 293.86 | 199.83 |
| 8 | Serchhip | 424.31 | 362.26 | 373.21 | 330.86 | 155.91 | 224.40 | 155.82 | 224.40 |
| **Total** | **7185.40** | **4394.51** | **6501.09** | **3976.01** | **2704.4** | **2719.9** | **2704.4** | **2719.9** |

**Financial: (Rs in lakh)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl No** | **Components** | **Opening Balance ason 01.04.2015** | **Central Assistance received during 2015-16** | **Matching contribution released by the state during 2015-16** | **Total funds available with the State during 2015-16** | **Expenditure incurred during 2015-16** |
| **CentralShare** | **StateShare** | **Central Share** | **StateShare** | **Total** |
| **A** | **Recurring Assistance** |
| 1 | Cost of Foodgrains | 0.00 | 0.00 | 185.90 | 0.00 | **185.90** | 185.92 | 0.00 | **185.92** |
| 2 | Cooking Cost | 237.44 | 153.49 | 906.95 | 184.80 | **1482.67** | 1074.82 | 288.48 | **1363.29** |
| 3 | Honorarium to cook-cum- helper | 8.62 | 35.77 | 456.33 | 201.47 | **702.20** | 469.17 | 312.78 | **781.95** |
| 4 | Transport-ation Cost | 0.00 | 0.00 | 130.64 | 0.00 | **130.64** | 130.31 | 0.00 | **130.31** |
| 5 | MME | 0.00 | 0.00 | 34.67 | 0.00 | **34.67** | 34.67 | 0.00 | **34.67** |
| **7** | **Sub-Total** | **246.06** | **189.26** | **1714.49** | **386.27** | **2536.08** | **1894.88** | **601.25** | **2496.13** |
|  |  |  |  |  |  |  |  |  |  |
| **B** | **Non-recurring Assistance** |
| 8 | Kitchen Devices | 0.00 | 0.00 | 0.00 | 0.00 | **0.00** | 0.00 | 0.00 | **0.00** |
| 9 | Kitchen Cum-Store | 0.00 | 0.00 | 346.50 | 0.00 | **346.50** | 0.00 | 0.00 | **0.00** |
| **10** | **Sub-Total** | **0.00** | **0.00** | **346.50** | **0.00** | **346.50** | **0.00** | **0.00** | **0.00** |
| **Grand Total (7+10)** | **246.06** | **189.26** | **2060.99** | **386.27** | **2882.58** | **1894.88** | **601.25** | **2496.13** |

1. **Outcome/Output/socio-economic impacts/results**
2. Mid-Day Meal Programme exerts a positive influence on enrolment and attendance amongst elementary students in the State of Mizoram.
3. This Scheme has tremendously helped in improving retention, and discipline and health condition of the students.

***11. SARVA SHIKSHA ABHIYAN (SSA)***

**a) Objectives/Vision:** Currently, Sarva Shiksha Abhiyan (SSA) is implemented as India’s main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, text books and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act.

**b) Targets (expected outcomes):** All children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children’s right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children’s right to an education that is free from fear, stress and anxiety.

**c) Achievement (Physical & Financial) 2015-16:**

**Teacher strength:**

* There are 1643 Upper Primary School Teachers (including subject specific teachers and 550 primary teachers under SSA. Their salary is Rs 25000/- and 20000/- per month respectively.
* There are 410 Art instructors and 204 Health & Physical instructors under SSA, who were recruited based on the enrolment of Govt. Upper Primary school having more than 100 enrolment as per RTE.

**Free Textbook:** Free textbook is distributed to all children, enrolled in government and government aided elementary school @ Rs 250/- for upper primary school children and Rs 150/- for primary school children. During 2015-16 it is distributed to 119094 children. Here, the state government has contributed Rs 24 lakhs from State government budget for distribution of free textbooks to all children of classes I to V, which cannot be done by SSA funding only.

**Free Uniform:** Free Uniform is distributed to all girls and SC and ST boys of all government schools @ Rs 400/- per child. During 2015-16, it was distributed to 1,09,997 children.

**Grants:**

1. **Annual School Grant:** Annual school grant is distributed to all government and government aided schools @ Rs 7000/- for upper primary school and Rs 5000/- for primary school. During 2015-16, annual school grant was distributed to 2352 schools.
2. **Maintenance Grant:** Maintenance grant is distributed to all government elementary schools @ Rs 7500/-. During 2015-16, Maintenance grant was distributed to 2183 government schools.

**Inclusive Education:** Under SSA, there is a provision for Children with Special Needs (CWSN), they were provided with aids and appliances like wheelchair, crutch, spectacles, hearing aids, Braille books, large print textbooks, etc. During 2015-16, 7000 CWSN were covered and are provided aids and appliances.

**Special Training:** Special Training is given to the out of school children for mainstreaming in regular school. During 2015-16, there are 5702 out of school children, out of which, 3510 are mainstreamed in regular school by providing Special Training in 59 Residential and Non-Residential Special Training centres.

**Community Mobilisation:** 0.5% of the 6% management cost is segregated for sensitizing and involving the community in our march towards achieving the goals of RTE. During 2015-16 out of 13602, 8602 community leaders have been given training; the remaining 5000 will be given training before 31st March 2016.

**REMS (Research, Evaluation, Monitoring & Supervision):** For conducting research and monitoring activities, Rs 1500/- per school (govt. + aided) is sanctioned by the Govt. of India. During 2015-16, the main activities under this intervention are conducting State Level Achievement Survey (SLAS) for class V and VIII, conducting 10% sample checking on U-DISE and documentation of U-DISE report.

**Academic Support through BRC (Block Resource Centre):** There are 26 Block Resource Centres in the state for academic support in supervision, monitoring, in-service teachers training, etc. In these BRCs, there are one BRC Coordinator and Resource persons. After RTE is implemented in the state, these 26 BRCs are strengthened by providing additional staff i.e. one MIS Coordinator, one Data Entry Operator and one Accountant-cum-office staff.

**Academic Support through CRC (Cluster Resource Centre):** There are 171 Cluster Resource Centres in the state for academic support in supervision, monitoring, etc. with one CRC Coordinator deployed in each CRC.

**Teacher Training:** Different kinds of training are given to government and government aided school teachers every year.

1. **Training of untrained teachers:** All remaining eligible untrained teachers in govt. and govt. aided schools are enrolled for two years training at DIETs and IGNOU. The remaining 673 teachers are not qualified for training at DIETs and IGNOU.
2. **In-service Teacher Training:** During 2015-16,11564 teachers were given 5 days in-service teachers training at Block Resource Centres and 5 days training at Cluster Resource Centre.
3. **Training of RPs:** 9 days training of 260Resource persons at BRCs and CRCs was also conducted for all classes i.e. from class I to class VIII.

**Hostels:** Residential hostels are being used for capturing children in remote and rural areas. Aizawl, Lawngtlai and Mamit districts are having two hostels and the rest of the five districts are having one hostel each. The total capacity of these 11 hostels is 850 children.

**KGBV (Kasturba Gandhi Ballika Vidyalaya):** KGBV is implemented where the female literacy of a particular block is lower than national level. We have one block i.e. Lungsen Block under this scheme. We have one (1) girl’s hostel under KGBV, located at Tlabung, Lunglei District having 100 girls children.

**Swachh Vidyalaya:** This is anew flagship programme, implemented during 2015-16. Under this scheme, 658 boy’s toilet and 4 girl’s toilet have been constructed in government schools. 77 dysfunction girls toilet have also been constructed in government schools. The School Cleanliness Programme was also organized under this programme.

**Swachh Bharat Kosh:** Under this programme, 57 dysfunction boy’s toilet and 295 girls toilet have been reconstructed in government schools.

1. **Outcome/output/socio-economic impacts/results:**

**Problems and challenges in the stage of implementation:** The launching of Sarva Shiksha Abhiyan in the state marks a new Era in Elementary Education with regard to Access, Retention, Quality and Infrastructural Development, yet there are still many problems and issues in the implementation of the programme as summarized below:

***Attitude and mind set of Authorities*:** In the context of Mizoram, the Mizoram Transaction of Business rules allocate the duties, responsibilities and functional areas of the various departments and Governmental agencies. As such, each and every department are used to their own independent practices and traditions. In this situation involvement, interference and even support of other departments/agencies are naturally discarded by the so called Nodal/Parent Department. This kind of attitude hinders cordial cooperation, convergence and linkages.

***Lack of appropriate Mechanism*:** In order to establish proper convergence amongst divergent groups and departments, proper system and mechanism is essential. In the present juncture such arrangement in the form of inter-departmental committee or a body designed for the purpose is found to be virtually non-existent. The idea of convergence and mutual cooperation among the equals is an illusion without any authority to play leadership role for the purpose.

***Information Gaps*:** UEE calls for holistic and interdisciplinary approach for its realization. In spite of the desires of Govt. of India that all concerned departments and agencies should contribute towards achievement of the noble goals of UEE, the funds and other resources are not optimally utilized due to the absence of proper convergence. In spite of limited funds and resources overlapping, duplication and undue utilization of the same caused a serious setback. It is, thus felt necessary that convergence should start with the first stage of preparation of plan, implementation and till completion of evaluation of the programmes.

***Class structure of schools*:** In Mizoram, the elementary education cycle is class I to IV in primary stage and V to VIII in upper primary stage.

***High cost of materials:*** Due to remoteness and distance of the location of Mizoram from the main land, cost of materials for different purposes is extra ordinarily high in comparison with other states. It is thus difficult to achieved physical targets of the same standard with the same amount of unit cost for various activities.

***Uneven distribution of teachers:*** The teachers per school ratio greatly vary between rural and urban areas, therefore as per instruction from MHRD, Govt. of India vide PAB meeting minutes etc., rationalization of teachers is being done in phase manner.

***Small classroom size:*** Classroom sizes of the existing schools are very small as compared to the classroom size, mentioned in SSA Framework. Most of the existing schools older than 20 years or more are having a problem on accommodating 40 children in primary or 35 children in upper primary stage as per RTE norms.

***Subject-wise Teacher:***At present, the state cannot identify/redeploy subject-wise teacher in elementary stage.

***Convergence with other Departments*:** Convergence with other Departments in the field of School Health Care Scheme, water supply, electrification, sanitation at schools, etc. is not up to the mark. Greater effort will be given for a vibrant and useful convergence in the above schemes with the concerned departments within this year.

***Implementation of CCE:*** CCE has been implemented since the academic session of 2011, the perceptions of the teachers are very positive at present as they have undergone various training on a regular basis. Yet the perceptions of the community still need to be built up so as to implement the CCE in a satisfactory manner. Thus, effort is still needed for giving awareness to the community on a larger scale.

1. **Opportunity/endowments concerning the sector:**
2. **Future perspective:** To achieve the goals of Universalisation of Elementary Education and to strengthen the social fabric of democracy through provision of equal opportunities to all children as per RTE.
3. **Facts and figures to support the target and outcomes in the form of time series data statistics:**

**GER/NER - Primary and Upper Level (State)**

GER= Enrolment in each stage (PS or UPS) × 100

Child Population (6-10 or 11-14)

NER= Enrolment in each stage (PS or UPS) (6-10 or 11-14) × 100

Child Population (6-10 or 11-14)

| **Percentage of School without infrastructure facilities (Govt. Schools)** |
| --- |
| **Year** | **Total School** | **Girls toilet** | **Boys toilet** | **Drinking Water** | **Ramp** | **Boundary wall/Fencing** | **Play Ground** | **Library** |
| 2015-16 | 2264 | 0.75 | 1.59 | 6.89 | 8.04 | 44.79 | 33.79 | 2.74 |
| 2014-15 | 2278 | 0.00 | 0.00 | 7.59 | 45.22 | 41.75 | 43.59 | 7.29 |
| 2013-14 | 2272 | 0.22 | 28.96 | 4.97 | 42.87 | 36.18 | 46.30 | 8.01 |
| 2012-13 | 2506 | 74.42 | 2.79 | 8.14 | 47.81 | 36.83 | 49.16 | 92.30 |
| 2011-12 | 2471 | 25.98 | 29.42 | 9.71 | 46.05 | 37.52 | 58.64 | 92.39 |
| 2010-11 | 2338 | 33.06 | 15.78 | 13.13 | 51.15 | 40.80 | 67.62 | 92.47 |

**ANNUAL AVERAGE DROP-OUT RATE**

|  |  |  |
| --- | --- | --- |
| **Primary** | **Upper Primary** | **Elementary** |
| **Boys** | **Girls** | **TOTAL** | **Boys** | **Girls** | **TOTAL** | **Boys** | **Girls** | **TOTAL** |
| 11.91 | 11.85 | 11.88 | 4.34 | 3.91 | 4.14 | 7.58 | 7.32 | 7.45 |

Source: U-DISE 2015-16

**NOTE:** Annual Average drop-out rate in primary level is high. This is mainly due to enrolment of under-aged children in class I. Children below 6 years are being enrolled in class-I. These under-aged children (some of them are also categorized as 6 year) are re-admitted in the same class the next year. Since RTE mandates no detention policy, those children in class-I, who are not promoted to class-II are categorized as drop-out. This results in high drop-out rate.

Repetition Rate= Repeaters in class N current year × 100

 Enrolment in class N Previous year

Promotion Rate= (Enrolment in class N+1 - Repeaters in class N+1 current year) × 100

 Enrolment in class N previous year

Drop-out rate= 100 – (Promotion rate + repetition rate)

***12. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA):***

**VISION, GOALS AND OBJECTIVE**

 The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

* To provide a secondary school within a reasonable distance of any habitation, it should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools.
* Ensure universal access of secondary education by 2017 (GER of 100%), and
* Universal retention by 2020,
* Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

**Goal and Objectives**

 In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of ‘common school’ will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

**The above goal translates into the following main objectives;**

i) To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.

ii) To improve access to secondary schooling to all young person according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.

iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.

iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.

v) To ensure that all students pursuing secondary education receive education of good quality

vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

1. **In Service Training for Existing Teachers Including Teaching Headmasters:**

 PAB has approved in-service teacher training for 1078 Social Science Teachers & Language Teachers @ Rs.300/- per day for 10 days with total outlay of Rs.32.34 lakh. Fund for this training was released to the 8 districts and the districts had conducted the training as per their own convenience in line with training modules prepared by the state office. The districts deployed Resource Persons from Professors of IASE/CTE, Lecturers of Government Colleges, DIETs and DRCs, faculties from Directorate of School Education, Mizoram Board of School Education regional office, SCERT, Psychiatrist from Government Hospitals and reputed personnels. The training was conducted subject-wise and in batches.

1. **Training for Science and Mathematics Teachers :**

 In line with the approval of the PAB 2015-16, In-Service Teachers Training for Science and Mathematics teachers was organized with the guidelines demand from the funding agency i.e Rashtriya Avishkar Abhiyan (RAA). To organize the Training, National Institute of Technology (NIT), Mizoram has been approached who heartily expressed their willingness to organize the training in partnership with their institution. NIT provided necessary and qualified Resource Persons from their institution who delivered their service for the success of the programme. The effective inclusion of practical sessions was a notable part of this training where teachers were offered not only theoretical classes but also to do in practical which gives them confidence and experience.

1. **Professional Development Programme for Headmasters :**

 PAB has approved Professional Development Programme for Headmasters @ Rs. 0.048 lakh with a total outlay of Rs. 2.40 lakh. This training was conducted at state level at SSA Aizawl District Conference Hall. This training covered a period of 10 days.

 Training method utilized during these 10 Days Training programme include lecture, discussion, development of an action plan, field & school visit.

Resource persons for the training were out-sourced from IASE, SCERT, MBSE, ATI and faculty from Directorate of School Education and from School health under Health Department within the state. A notable achievement in this year is the inclusion of field visits to Mizoram University and selected schools.

The programme introduces the Headmasters to the skills in the art of school management. It gives individuals the insight and the tools required to manage change effectively and successfully. Different approaches to change in professional development in School Management are identified. These knowledge is then applied in the content of real work related issues. It teaches them how to use school management methods that meet the needs of teaching staffs and students’ further improvement. It focused on current and future goal of education as well as documentation of valuable practices that can serve to inform future programme for the education development in Mizoram.

1. **Training of SMDC Members:**

 Training to 2520 Members @ Rs.300/- per day for 2 days with the total outlay of Rs.15.12 lakh was approved by the PAB.

 As per the approval of the PAB, the state has utilized the fund for training of 2520 functional SMDC members. Fund for training of SMDC was released to the 8 districts and the districts had conducted the training as per their own convenience in line with training modules prepared by the state office in all the districts. The training was conducted for 2 days covering subject as given below.

1. Composition of SMDC.
2. Duties and Responsibilities of SMDC.
3. Duties and Responsibilities of Academic Committee.
4. Duties and Responsibilities of School Building Committee.
5. Aims & objectives of RMSA.
6. Norms under RMSA.
7. Maintenance of Books of Accounts at SMDC level.
8. Awareness about IEDSS schemes and objectives
9. **Training of Educational Administrators:**

 Three (3) days Training of Educational Administrators in Assessment of School Standard & Evaluation for 50 officers was conducted from 5th – 7th January, 2016 at Conference Hall of Directorate of School Education from 10:00 A.M. – 4:00 P.M. District Education Officers, Sub-Divisional Officers and Officials of District Project Offices of SSA and RMSA attended the training. Briefing and sensitization of various schemes under Education Department, inspection, monitoring and supervision, establishment, administration and accounts matters were discussed. Resource Persons who rendered their services were:

1. Secretary, School Education Department
2. Director of School Education & State Project Director, RMSA
3. Joint Director, School Education
4. State Project Director, SSA
5. Deputy Director (Admin), School Education
6. Deputy Director (Accounts), School Education.
7. **School Grant :**

 Against PAB approval of Annual School Grant for 280 schools, the state has disbursed the grant to all 199 Existing Govt. Secondary Schools and 81 RMSA Secondary Schools.

As the grant is related with schools, the funds were transferred to all eligible School Management Development Committees (SMDCs) through their respective DPOs. The funds were utilized by the SMDCs as per needs of each school identified by the committee and as per guidelines issued by the State Project Office.

1. **Science Fair/Science Congress :**

 To conduct the programme at the best level and to achieve fruitful result, State Level Committee was constituted under the Chairmanship of the Director of School Education who is also the State Project Director, RMSA Mizoram. After carefully studying all the possible outcome and consequences, the Committee decided to approach Science Teacher Association of Mizoram (STAM) to organize the Science Fair in partnership. To this, the Association happily accepted the proposal who rendered their valuable services and experiences for the execution of the programme. As stated, Teacher Association of Mizoram (STAM) is a Non- Government Organisation working deliberately for the promotion and upliftment of science subject in the state. To highlight their achievement in short, Science Journal published by STAM is the only publication of its kind in matters related to science in the state.

 As anticipated, the programme was successfully organized in all districts where students were grouped into two groups – Junior Level for Elementary students and Senior Level for Secondary and Higher Secondary students. As highlighted above, the programme was conducted in partnership with Science Teachers Association of Mizoram (STAM) for which the theme selected for the national level – “Weather & Climate” was chosen to prepare students for the national level. Winners from district levels then competed at the state level from which selected schools/models were again selected to participate at the recently concluded national level to represent the state i.e National Children Congress, Chandigarh University, Chandigarh and Indian Science Congress, Mysore University, Mysore. Such kind of exposure has been an important catalyst to motivate the students in pursuing for higher studies and for science subject as a whole.

1. **Remedial Teaching :**

 Remedial Teaching has been a welcoming intervention by the schools in general and the students in particular since this activity has been a boon/remedy for students especially the weak and slow learners. In accordance with PAB of the previous years, Remedial Teaching has been successfully organized by all districts for the approved 1992 students @ Rs. 500/- per student with a total cost of Rs. 9.61 lakhs.

 Since Rashtriya Avishkar Abhiyan (RAA) is the funding agency for this activity, focus and importance has been given to Science and Mathematics subject for which clear instructions was given to all District Project Offices who then re-convey the instructions to all concerned schools. Schools accordingly organized the programme according to their convenience where some schools outsource teachers for this programme while there are also schools who utilized their teachers for the execution of the activity. The State Project Office is happy to declare that all District Project Office heartily comply to the request made with regards to rendering the service of experts from Science Teachers’ Association of Mizoram (STAM) and Mathematics Society of Mizoram. In such classes, Science and Mathematics were stressed to the selected weak section of Class IX students who has benefited to a great extent where priority has been given to them which motivate and challenges them to a new level for their future studies. Some schools even re-promoted those unsuccessful Class IX students after re-examining them under this activity.

1. **Educational tour for student :**

 After a gap of some years, Educational Tour for Students has been re-included in the PAB 2015-16 where Rashtriya Avishkar Abhiyan (RAA) is the funding agency for this intervention. In the previous sanctioned, this intervention has been organized at school level where schools organized the programme according to their own convenience which could have a positive result to the students both in academic & non-academic performances. But since this year funding agency has given importance and priority for the promotion and upliftment of Science and Mathematics subject, information in this regard has been sent to all District Project Office. Similarly, Science Centre, Museum, Mizoram University etc. has been visited where students encountered first hand experience to higher institutions.

 As we have seen that since the approved number of students is quite less which automatically results in lower approved budget for the execution of the programme. Thus, the State Project Office made verbal request to all the District Project Office to abide with the guidelines of the funding agency, i.e. Rashtriya Avishkar Abhiyan (RAA). It was instructed that unlike the previous years, schools were advicde to visit places which have connection and value to Mathematics and Science subjects. Similarly, with feedback received from schools, we have noticed that they have visited places and institutions like Science Centre, Science College, NIT and other higher educational institution like Mizoram University.

1. **Quiz competition :**

 Inclusion of Quiz Competition in the PAB 2015-16 is a maiden intervention for the state. On receiving the approval of the PAB, the State Project Office seeks ways to organize the Competition and finally decided to approach Mizo Zirlai Pawl (MZP), the biggest students organization in the state to which the MZP comply to organize the programme in partnership with the State Project Office. Accordingly, funds allocated for this intervention i.e Rs. 2 lakhs was fully and successfully utilized where the MZP provided and furnished required questions, quizmasters, hall etc., necessary to organize the programme.

 Information regarding this programme was sent to schools where a good turn up was received. Students who participated in this Competition find it interesting and fortunate that they could take part in such programme. To add to this, the whole programme was live telecasted by the local cable operator which was witnessed and watched by the community at large giving exposure to the students and the programme as a whole.

1. **Kala Utsav :**

 Kala Utsav is an initiative of MHRD 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 on Arts, Music, Dance and Theatre for NCF 2005, and by the report of the CABE in the School Curriculum. RMSA 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.

 As an effort to mainstream students with special needs (differently-abled and form diverse socio-economic backgrounds) and celebrating their abilities, Kala Utsav is envisaged as a fully integrated platform.

 The State Project Office conducted meeting to formulate effective execution of the programme and formed a State Level Committee under the Chairmanship of the Director, School Education who is also the State Project Director, RMSA Mizoram. For the success of the programme, the Committee seeks ways to have convergence with other departments which is seen in the inclusion of Art & Culture Department and Media Cell, School Education. To have fair competition and to further motivate the students, experts from Art & Culture, Art Gallery and Professors from different colleges were appointed as judges. In accordance with the guidelines given in the framework, the Committee selected the following art : Painting (Visual Art), Darbu Tum (Music), Cheraw (Dance) and Drama with the theme, “Beti Bachao, Beti Padhao”.

 Accordingly, all districts organized the programme where the winner from each category then participated at the state level organized on 4th November, 2015 at Aizawl. The winners of each categories were then selected to participate at the National Level, New Delhi organized in December, 2015. Though the state representatives do not win any category, but such exposure and treatment they received were an experience they would cherish always. Moreover, they were able to mingle and interact with students from other states, exchange their ideas and practices. Also, by organizing such programme, students were given awareness about their culture and different art form which they have more or less neglected with the advancement in technology. Therefore, it provides an opportunity and favourable environment to show-case their talents and help in making learning more concrete, creative and joyful.

1. **Girl Children enrolled in self-defense centre :**

 Self Defense Centre for Girl Child has been conducted in partnership with All Mizoram Karate Association (AMKA) and Mizoram Amateur Taekwondo Association (MATA).

 Experienced and qualified instructors were deployed by the Associations to each school, who cultivated sound cooperation with the schools. The students as well the teachers welcomed this programme. Positive feedback were received from all schools and the students.

1. **Rashtriya Avishkar Abhiyan (RAA):**

 In pursuance of the focus on connecting school-based knowledge to life outside the school, making learning of Science and Mathematics a joyful and meaningful activity; to bring focus on innovation and use of technology, the Ministry of Human Resources Development has set up Rashtriya Avishkar Abhiyan. It is a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children and those who show an inclination and talent for these subjects be encouraged and supported to heights of academic excellence and research.

 The State Level Steering Committee have been formed by the Govt. of Mizoram vide letter No.A.60011/12/2015-EDN Dt. 2.12.2015.

 The 1st Meeting of State Level Steering Committee was held on 3.2.2016 in the office chamber of Secretary, School Education Department. The committee has appointed the following Institution/colleges as mentoring institution:

1. National Institute of Technology, Mizoram
2. Mizoram University
3. Pachhunga University College, Aizawl
4. Zirtiri Residential Science College, Aizawl
5. Mizoram Polytechnic, Lunglei
6. Government Lunglei College
7. Government Serchhip College
8. Government Kolasib College
9. Government Champhai College
10. **Civil works achievement during 2015-2016**

 Civil Works plays a very important role in the endeavor for upliftment of education. Civil Works under RMSA includes construction of School building which contains Classrooms, Library room, Science Laboratory room, Computer room, Art/Craft/Culture room, toilet facilities, electrification, drinking water facilities, rain water harvesting facilities, furniture, etc., These play an important role in the achievement of quality education. Without good infrastructure, it is clear that good learning and teaching environment cannot be achieved. The environment of a school is based on its infrastructure which leads to joyful learning for the children.

1. **New Secondary Schools :**

 All the New Secondary School constructions approved during 2010-11 & 2011-12 were taken up and completed except 1 school which is facing a problem due to blockage of approach road. Also 6 new schools approved during 2013-14 were taken up and all of them were at the finishing stage.

In regards to Strengthening of existing High Schools, all the 199 Govt. Schools were covered.

1. **Vocational Education**: Vocational education in the following trades was started with Level 1 in Class IX and Level 2 in Class X in ten selected Govt. High Schools during 2015-16
* Health Care
* Information Technology & Information Technology enabled Services

**17) Teachers quarters.**

 Construction of 15 Units of Teachers Quarters approved during 2011-12 which is started at the previous financial year are completed within this year.

***Gross Enrolment Ratio (GER) Secondary level.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Boys** | **Girls** | **Total** |
| 2014-15 | 84.65 | 85.78 | 85.21 |
| 2013-14 | 86.25 | 87.19 | 86.71 |
| 2012-13 | 71.05 | 69.51 | 71.16 |
| 2011-12 | 66.97 | 69.30 | 68.12 |
| 2010-11 | 64.11 | 69.11 | 63.60 |

 *Source : U-DISE Data*

 ***Net Enrolment Ratio (NER) Secondary level.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Boys** | **Girls** | **Total** |
| 2014-15 | 44.99 | 49.33 | 47.13 |
| 2013-14 | 45.21 | 48.81 | 46.98 |
| 2012-13 | 38.02 | 39.07 | 39.03 |
| 2011-12 | 40.00 | 41.00 | 40.00 |
| 2010-11 | 40.71 | 42.09 | 41.82 |

 *Source : U-DISE Data*

**Indicators Formulas:**

* + - 1. **Dropout Rate** = 100- (Promotion rate + Repetition rate)
			2. **Promotion Rate**

 = Enrolment in grade X in a year - Repeaters in grade X in the same year ×100

 Enrolment in grade IX in the previous year

* + - 1. **Repetition Rate** = Repeaters in class X in a year × 100

 Enrolment in grade class IX in the previous year

***13. EDUCATIONAL TV PROGRAMME***:

1. With a view to telecast the programmes and achievements of School Education Department, a Memorandum of Agreement was signed by School Education Department, Government of Mizoram and Doordarshan Kendra, Aizawl on 17thJuly, 2015. As per the Memorandum of Agreement, Educational Television Programme has been telecasted on Doordarshan Kendra, Aizawl on every Thursday for a period of one year. To take up the responsibility of telecasting the Educational Television Programme, Programme Advisory Committee (PAC) was constituted consisting of representatives from Directorate of School Education, SCERT, MBSE and SSA, Mizoram.
2. Through Educational Television Programme, information regarding the undertakings and achievements of School Education Department, SCERT and MBSE, including new Schemes and important programmes of the Government on education are disseminated to the public
3. Important programmes of School Education Department and relevant programmes for the students as well as the teachers are telecasted through this Educational Television Programme.

***14.******RECENT PUBLICATIONS: (enclosed)***

i) U-DISE State Reports & Analysis 2015-16

ii) Annual Report 2015-16

iii) State Level Achievement Survey (SLAS) Report for class-III

iv) Hostel Rules, 2016.

1. Time series data of School Education Department since 2006 to 2015