



समग्र शिक्षा
Samagra Shiksha

SAMAGRA SHIKSHA MIZORAM

THE FIRST FULLY LITERATE STATE IN INDIA

**ANNUAL REPORT |
2024-25**

ANNUAL REPORT 2024-2025



**SAMAGRA SHIKSHA
MIZORAM**

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Samagra Shiksha, Mizoram**



PREFACE

I am pleased to present the **Annual Report 2024-2025 of Samagra Shiksha, Mizoram**, which highlights the initiatives, achievements and progress made during the year towards strengthening the school education system in the State.

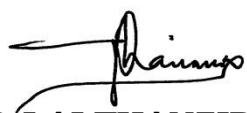
Samagra Shiksha, as an integrated scheme for school education from pre-school to senior secondary level, continues to play a pivotal role in ensuring equitable access, improved quality, and inclusive education for all children in Mizoram. During the year 2024-2025, concerted efforts were made to align programme implementation with national priorities such as Foundational Literacy and Numeracy (FLN) under NIPUN Bharat, universalisation of school education, teacher capacity building, digital initiatives, inclusive education for Children with Special Needs (CwSN) and various other components as envisaged by NEP, 2020.

Despite the geographical challenges and dispersed habitations of the State, significant progress has been achieved through the dedicated efforts of teachers, school heads, district and block officials and all stakeholders. Focused interventions in areas such as school infrastructure development, teacher training and professional development, student support initiatives, ICT and digital learning and community participation have contributed to strengthening the overall learning environment in schools.

This report documents the financial and physical progress of various components of Samagra Shiksha, innovative practices adopted at the State and district levels, and the outcomes achieved during the year. It also reflects our continued commitment to improving governance, transparency and effective utilization of resources for the benefit of learners.

I take this opportunity to express my sincere appreciation to the Ministry of Education, Government of India for its continued guidance and support. I also acknowledge the valuable contributions of the State Government, District Project Offices, field functionaries, teachers, SMCs/SMDCs and all partners whose collective efforts have made the implementation of Samagra Shiksha in Mizoram successful.

It is hoped that this Annual Report will serve as a useful reference for policymakers, educators, and stakeholders, and will help in further strengthening our resolve to provide quality, inclusive, and child-centric education to every learner in Mizoram.


(C. LALTHANZIRA)
State Project Director
Samagra Shiksha, Mizoram

CONTENTS

Topics	Page No.
1. <u>Samagra Shiksha: An Overview</u>	1 - 2
2. <u>Abbreviation</u>	3 - 4
3. <u>Executive Summary</u>	5
4. <u>Profile of Mizoram</u>	6 - 8
5. <u>Educational Scenario of Mizoram</u>	9
6. <u>Establishment & Administrative Structure</u>	10 - 13
7. <u>Component of School Education</u>	14 – 15
8. <u>The First Fully Literate State</u>	16 - 19
9. <u>Community Mobilization</u>	20 - 23
10. <u>PM SHRI</u>	24 - 25
11. <u>RTE Entitlement</u>	26 - 28
12. <u>Access & Retention</u>	29 - 34
13. <u>Quality & Innovations</u>	35 - 58
14. <u>Special Project on Equity</u>	59 - 61
15. <u>Skill Education</u>	62 - 67
16. <u>Teacher Education</u>	68 - 70
17. <u>Foundational Literacy and Numeracy</u>	71 - 74
18. <u>Pre-Primary: ECCE</u>	75 - 76
19. <u>New India Literacy Programme (NILP)</u>	77 - 80
20. <u>ICT & Digital Initiatives</u>	81 - 82
21. <u>Inclusive Education</u>	83 - 84

SAMAGRA SHIKSHA: AN OVERVIEW

Samagra Shiksha, an integrated overarching programme for the school education sector extending from pre-primary to higher secondary school has been launched in the year 2018-19 with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Scheme of Sarva Shiksha Abhiyan (SSA) – focused on universal elementary education, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – targeted at improving secondary education and Teacher Education (TE) – aimed at enhancing teacher training and professional development.

This sector-wide development scheme would also help harmonize the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-division level system and resources. Besides, envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined scheme along with incentivizing state towards improving quality education.

The Goal SDG 4.1 states that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.”

Further, the SDG 4.5 states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.” The scheme envisages the ‘school’ as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for education.

Major objectives of the scheme:

1. Provision of quality education and enhancing learning outcomes of students
2. Bridging social and gender gaps in school education
3. Ensuring equity and inclusion at all levels of school education
4. Ensuring minimum standards in schooling provisions
5. Promoting vocationalisation of education
6. Support states in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009 and
7. Strengthening and upgradation of SCERTs/State Institutes of Education and DIETs as a nodal agency for teacher training.

The main outcomes of the scheme are envisaged as Universal Access, Equity and Quality, promoting Co-actualization of education and strengthening of teacher Education Institutions (TEIs).

The scheme will be implemented as a centrally sponsored scheme by the department through a single State Implementation Society (SIS) at the state level. At the National level, there would be a Governing Council headed by the Minister, Ministry of Education and the Project Approval Board (PAB) headed by the Secretary, Department of School Education and Literacy. The Governing Council will be empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. The Department will be assisted by Technical Support Group (TSG) at Educational Consultants of India Limited (EdCIL) to provide technical support in functional areas pertaining to access, equity and quality education. States would be expected to bring a single Plan for the entire school education sector.

The fund sharing pattern for the scheme between central and state is proposed to be in the ratio of 90:10 for the eight north-eastern states viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and three Himalayan states viz. Himachal Pradesh, Jammu & Kashmir and Uttarakhand and 60:40 for all other states and Union Territories with Legislature. It is proposed to be 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Scheme received in October, 2015.

The focus interventions will be the teacher and use of technology to deliver quality education. It is proposed that preference in the intervention would be given to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 115 Aspirational Districts.

The main emphasis of the Integrated Scheme is on improving quality of school education by focussing on the two T's viz. Teacher and Technology. The strategy for all interventions under the scheme would be to enhance learning outcomes at all levels of schooling. Funds are proposed to be allocated based on an objective criterion based on enrolment of students, committed liabilities, learning outcomes and various performance indicators.

The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focussed and dynamic.

ABBREVIATIONS

AWP&B	: Annual Work Plan & Budget
SPO	: State Project Office
DPO	: District Project Office
SPD	: State Project Director
DPC	: District Project Coordinator
BRC	: Block Resource Centre
BRCC	: Block Resource Centre Coordinator
CRC	: Cluster Resource Centre
CRCC	: Cluster Resource Centre Coordinator
SCERT	: State Council of Educational Research and Training
RTE	: The Right of Children to Free and Compulsory Education Act, 2009
DIET	: District Institute of Education and Training
IT	: Information Technology
ITES	: Information Technology Enabled Services
SDMIS	: Student Database Management Information System
RIPANS	: Regional Institute of Paramedical and Nursing Sciences
GIS	: Geographic Information System
CWSN	: Children with Special Needs
SMC	: School Management Committee
SMDC	: School Management and Development Committee
PAB	: Project Approval Board
LEP	: Learning Enhancement Programme
RAA	: Rashtriya Avishkar Abhiyan
ICT	: Information and Communication Technology
TEIs	: Teacher Education Institutions
TLC	: Total Literacy Campaign
ST	: Scheduled Tribe
SC	: Scheduled Caste
OoSC	: Out of School Children
NGO	: Non-Governmental Organisation
NCF	: National Curriculum Framework
NAS	: National Achievement Survey
MoU	: Memorandum of Understanding
RP	: Resource Person
IASE	: Institute of Advanced Studies in Education
VE	: Vocational Education
SRG	: State Resource Group
TLM	: Teaching Learning Material
TLE	: Teaching Learning Equipment
IE	: Inclusive Education

IED	: Inclusive Education for Disabled
IEDSS	: Inclusive Education for Disabled at Secondary Stage
NPSSE	: National Programme on School Standards and Evaluation
SCVE	: State Council of Vocational Education
PSSCIVE	: Pandit Sundarlal Sharma Central Institute of Vocational Education
CADC	: Chakma Autonomous District Council
CEC	: Circle Education Committee
SIS	: State Implementing Society
DISE	: District Information System for Education
UDISE	: Unified District Information System for Education
ECCE	: Early Childhood Care and Education
EMIS	: Educational Management Information System
GoI	: Government of India
GOM	: Government of Mizoram
ICDS	: Integrated Child Development Service
KGBV	: Kasturba Gandhi Balika Vidhyalaya
LADC	: Lai Autonomous District Council
MADC	: Mara Autonomous District Council
MCS	: Model Cluster School
MHIP	: Mizo Hmeichhe Insuihkhawm Pawl
MoE	: Ministry of Education
MIS	: Management Information System
MLL	: Minimum Level of Learning
NCERT	: National Council of Educational Research and Training
NCTE	: National Council of Teacher Education
NPEGEL	: National Programme for Education of Girls at Elementary Level
NRSTC	: Non-Residential Special Training Centre
PTA	: Parents Teacher Association
RSTC	: Residential Special Training Centre
NRSTC	: Non-Residential Special training Centre
STAM	: Science Teacher Association of Mizoram
SoR	: Scheduled of Rates
YLA	: Young Lai Association
YMA	: Young Mizo Association

EXECUTIVE SUMMARY

The Annual Report 2024-2025 of Samagra Shiksha, Mizoram presents an overview of the planning, implementation and outcomes of the integrated school education programme during the year. The report captures the State's efforts towards achieving the objectives of access, equity, quality and inclusion in school education from pre-school to senior secondary level.

During 2024-2025, Samagra Shiksha in Mizoram focused on priority national and state-specific interventions, particularly Foundational Literacy and Numeracy (FLN) under the NIPUN Bharat Mission, strengthening of school infrastructure, teacher professional development, promotion of digital learning and inclusive education for Children with Special Needs (CwSN). Special emphasis was placed on improving learning outcomes at the elementary level while ensuring smooth transition and retention at secondary and senior secondary stages.

Significant progress was made in expanding and upgrading school infrastructure and ICT-enabled learning facilities. Teacher training programmes were conducted to enhance pedagogical competencies, assessment practices and subject-specific knowledge, aligned with the National Education Policy (NEP) 2020.

The State continued to implement targeted interventions to support equity and inclusion, including provisions for CwSN, transport and escort facilities, assistive devices, and strengthening of resource support systems. Efforts were also undertaken to improve student attendance, retention, and participation, particularly in remote and educationally disadvantaged areas.

Digital initiatives and ICT interventions were strengthened to supplement classroom teaching and improve access to learning resources. Community participation through SMCs/SMDCs and coordination with district and block-level functionaries played a vital role in effective programme implementation.

Financial and physical progress under various components of Samagra Shiksha was monitored regularly to ensure optimal utilization of funds and timely completion of activities. Emphasis was placed on transparency, accountability and outcome-based planning.

Overall, the implementation of Samagra Shiksha during 2024-2025 reflects the State's continued commitment to building a resilient, inclusive and quality school education system. The experiences and lessons documented in this report will guide future planning and interventions to further enhance educational outcomes for all children in Mizoram.

PROFILE OF MIZORAM

Mizoram, the 23rd State of the Indian Union and perched on the hills of the North Eastern corner of India has a strategic significance geographically and politically. It is bordered by Myanmar (formerly known as Burma) to the east and south, Bangladesh to the west, and by the states of Manipur, Assam, and Tripura to the north. Mizoram means '**Land of the Highlanders**' in the local language, Mizo. The Mizo Hills, which dominate the state's topography, rise to more than 2000 m (6560 ft) near the Myanmar border. Aizawl, the state capital, is 1220 m (4000 ft) above sea level.

Population: As per Census 2011, Mizoram saw a steady increase in population from the figure of 8.8 lakh in 2001 census. The total population of Mizoram as per 2011 census stands at 10,97,206 of which male and female are 5,55,339 and 5,41,867 respectively. In 2001, total population was 8,88,573 in which males were 459,109 while females were 429,464.

Population Growth Rate: The total population growth in this decade was 22.78 percent while in the previous decade it was 29.18 percent. The population of Mizoram forms 0.09 percent of India in 2011. In 2001, the figure was 0.09 percent.

Literacy Rate: Literacy rate in Mizoram has seen upward trend in the previous decades and is 91.33 percent as per 2011 population census. Of that, male literacy stands at 93.35 percent while female literacy is at 89.27 percent. In actual numbers, total literates in Mizoram stands at 848,175 of which males were 438,549 and females were 409,646. In 2001, literacy rate in Mizoram was 88.80 percent of which male and female were 90.71 percent and 86.75 percent respectively.

The Periodic Labour Force Survey Annual Report 2023-2024 came out in September 2024 and showed that Mizoram has a literacy rate of 98.2% (7 years and above). Meanwhile, the SDG Index 2023-2024 prepared by NITI AAYOG, portrayed the state's literacy rate as 99.3% (17 years and above). These numbers far exceeded the internal assessment of 2022-2023 by the School Education Department, Govt. of Mizoram, i.e., 96.41%. All these data are considered abundant proof that the Ministry of Education's benchmark of 95% above (equivalent to fully literate) has been surpassed by the state. For this reason, **Mizoram became the first state in India to be declared a fully literate state on 20th May, 2024.**

Density of Population: Total area of Mizoram is 21,081 sq. km. In 2001, density of Mizoram was 42 per sq km, while national average was 324 per sq km. According to the latest Census, i.e., 2011 Census, the population density increased to 52 per sq km, which is still much lower than national average 382 per sq km.

Sex Ratio: Sex Ratio in Mizoram is 976, i.e., for each 1000 male, which is below national average of 940 as per census 2011. In 2001, the sex ratio of female was 938 per 1000 males in Mizoram.

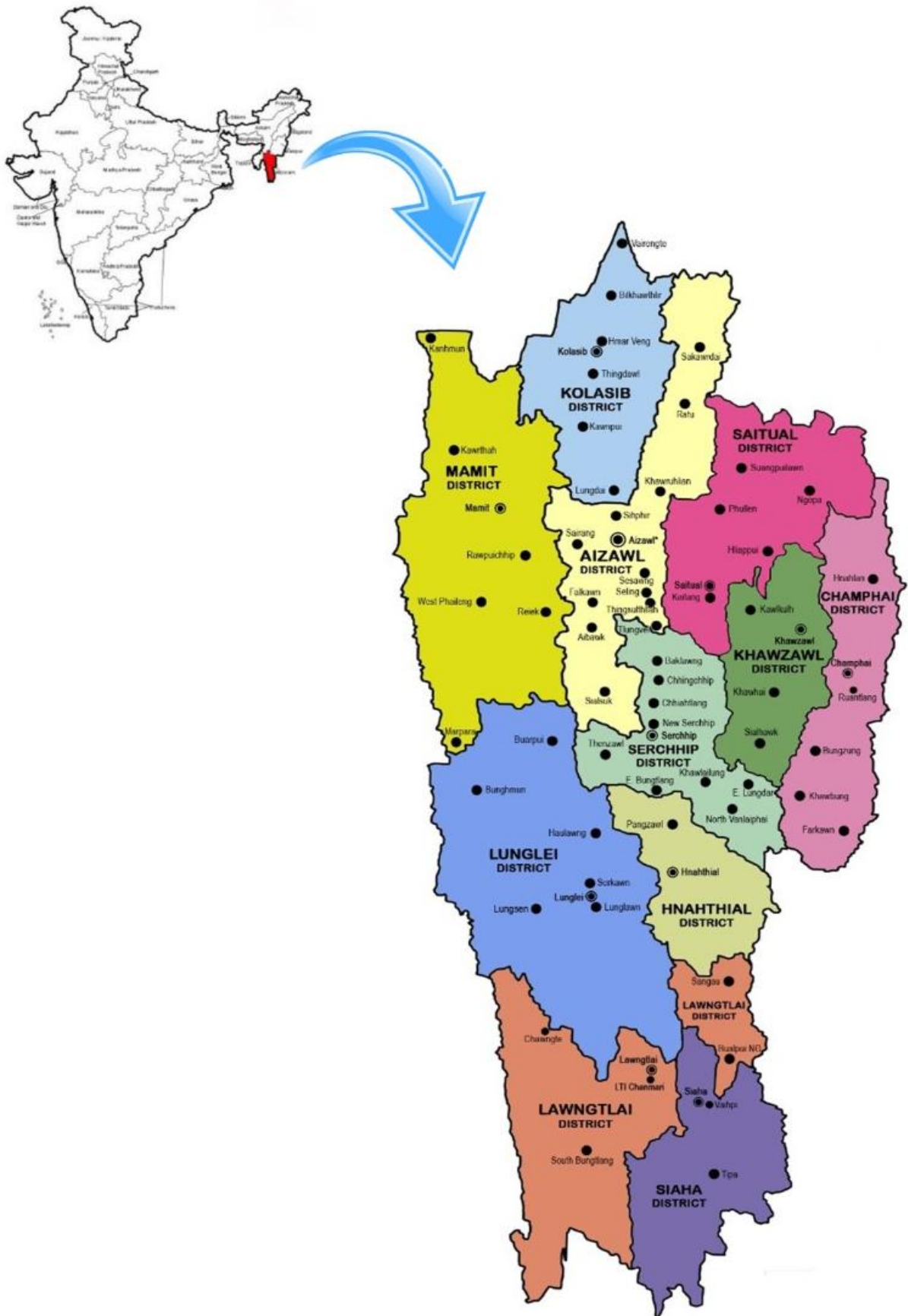
Location: It is situated between 21°58' North to 24°35' North latitude and 91°15' East to 93°29' East longitude covering an area of 21,081 sq. km. The length of the State from North to South is 277 km and the width from East to West is 121 km. Mizoram is flanked by Manipur State and Cachar District of Assam in the North, Chin Hills of Myanmar in the East, Chittagong Hills of Bangladesh and Tripura State in the West and on the South Arakan Hill ranges of Myanmar. Mizoram shares its borders over a stretch of 123 km with Assam, 66 km with Tripura and 95 km with Manipur. The International border with Bangladesh extends over 318 km and over 404 km with Myanmar.

Table 1: DISTRICT-WISE BASIC INFORMATION				
Sl No	District	Area (in Sq.Km)	Population	Literacy Rate (%)
1	Aizawl	3576	400309	97.89
2	Champhai	3185	125745	95.15
3	Hnahthial	N.A	N.A	N.A
4	Khawzawl	N.A	N.A	N.A
5	Kolasib	1382	83955	93.50
6	Lawngtlai	2557	117894	65.88
7	Lunglei	4536	161428	88.86
8	Mamit	3025	86364	87.03
9	Saitual	N.A	N.A	N.A
10	Serchhip	1421	64937	97.91
11	Siaha	1399	56574	90.43
Total		21081	1097206	91.33*

Source: Statistical Handbook, Mizoram 2022

- 98.2% (7 years & above) as per Periodic Labour Force Survey (PLFS) Annual Report, July 2023 - June 2024 and 99.3% (15 years above) as per NITI Aayog's SDG India Index 2023-2024

MAP OF MIZORAM



EDUCATION SCENARIO OF MIZORAM

Formal education in Mizoram started with the arrival of Christian missionaries. The Christian missionaries introduced the Roman scripts in 1894 for Mizo language. For more than half a century i.e. from 1895 to 1952, elementary education was looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 to 1972, the management of primary education was in the hands of district council. When Mizoram became centrally administered territory, the administration and management of elementary education i.e. primary & middle school was transferred to the Government. Since then there has been phenomenal growth quantitatively. The following table depicts important landmarks in the history of education in Mizoram.

Important Landmark in the History of Education in Mizoram

Sl No	Year	Important Events
1	1898	Establishment of first Primary School in urban area
2	1901	Establishment of first Primary School in rural area
3	1903	First Examination in Class-III Level
4	1907	Establishment of first Upper Primary School
5	1909	First Examination in Class-VI Level
6	1944	Establishment of first High School
7	1948	Establishment of Junior Basic Training Centre eventually upgraded to DIET
8	1958	Establishment of first College
9	1975	Establishment of Mizoram Board of School Education
10	1975	Establishment of Mizoram Institute of Education later upgraded to College of Teacher Education (CTE)
11	1980	Establishment of SCERT
12	2000	Establishment of Mizoram University
13	2005	Establishment of ICFAI in the State
14	2005	Establishment of 6 (Six) Telescopic DIETs/District Resource Centres in the State

It may be seen from the above that Mizoram is a late starter in the field of general education. Starting with a literacy rate of 0.9% in 1901 census, 88.49% in 2001 census. Mizoram has now achieved a literacy rate of 91.58% in 2011 census. The School Education Department has a vowed aim to achieve 100% literacy through the project known as *Rapid Action for Total Literacy Campaign*. Effort is on to raise the literacy percentage through this project.

Particular mention may be made that there has been rapid growth of various institutions in the state. It may not be wrong to say that the community with their own resource established all the schools and colleges in Mizoram. Later on, such institutions were taken over by the Government on merit of the case. The zeal and enthusiasm of the community in establishing and opening of educational institutions is quite encouraging.

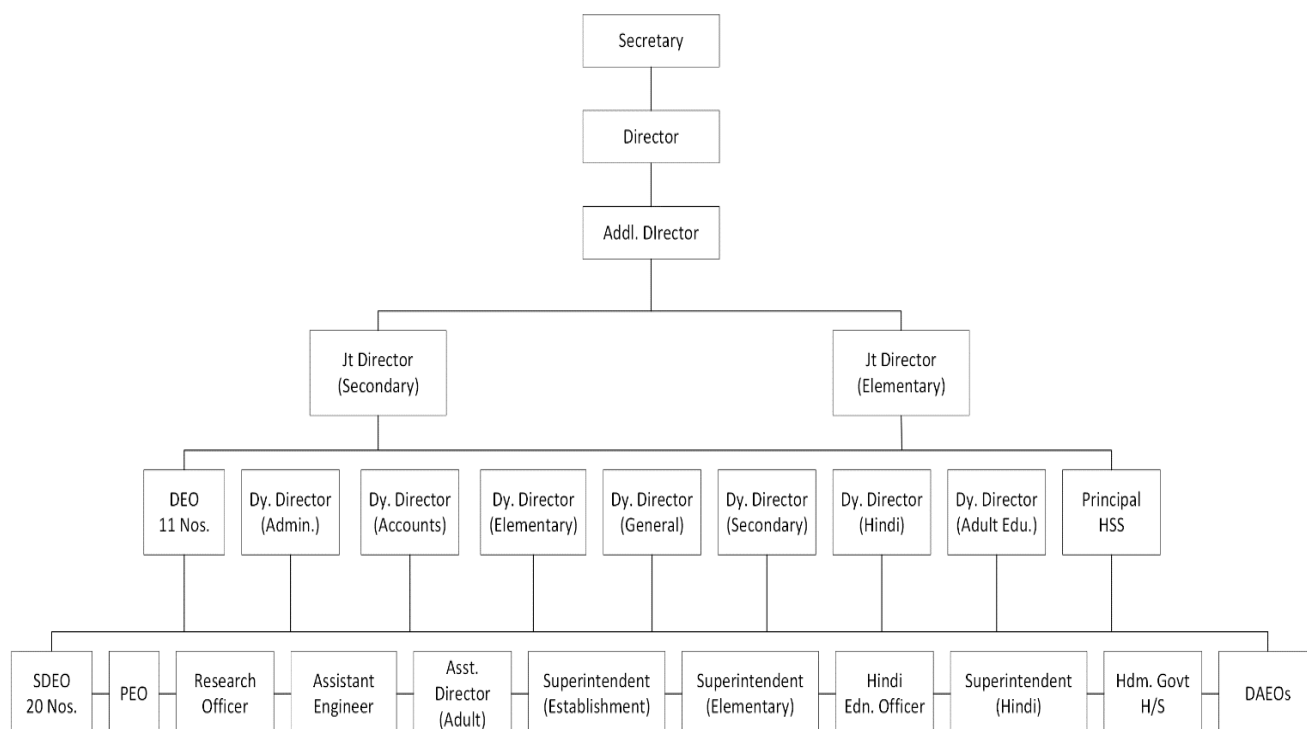
ESTABLISHMENT AND ADMINISTRATIVE STRUCTURE

The management structure for implementing Samagra Shiksha in the state of Mizoram was set up as per Framework for Implementation of Samagra Shiksha, An integrated Scheme for School Education. The State Implementation Society has been implemented the scheme in the state. The state level society has two main bodies viz. Governing Body and Executive Committee. The Chief Minister of Mizoram heads the Governing Body of the society while the Education Minister is the Vice- Chairman of the body. The Chief Secretary to the Government of Mizoram heads the Executive Committee and Administrative heads of the departments related to the education/scheme are the members. There is a well-defined structure from state to cluster level for smooth implementation of the scheme. Planning is done through bottom-up approach.

The responsibility of the development of School Education lies with the department. The Directorate of School Education looks after elementary, secondary and higher secondary education, as well as adult education. The following adminograph represents the administrative structure of School Education Department:

Adminograph of School Education

DEPARTMENT OF SCHOOL EDUCATION



DISTRICT ADMINISTRATION

District Education Offices (DEOs): For effective administrative control and convenience, the School Education Department is having 11 (eleven) District Education Offices in the 11 (eleven) District Capitals. These Offices are looked after and manned by District Education Officers who look after Secondary Education in the District. All DEOs are automatically holds District Project Coordinators of Samagra Shiksha, Mizoram.

List of District Education Offices:

1. District Education Office, Aizawl
2. District Education Office, Champhai
3. District Education Office, Kolasib
4. District Education Office, Lawngtlai
5. District Education Office, Lunglei
6. District Education Office, Mamit
7. District Education Office, Serchhip
8. District Education Office, Siaha
9. District Education Office, Saitual
10. District Education Office, Khawzawl
11. District Education Office, Hnahthial

Sub-Divisional Education Offices (SDEOs): The Department is having 20 (twenty) Sub-Divisional Education offices which are placed under the charge of Sub-Divisional Education Officers. It may be mentioned that the 3 (three) Autonomous District Councils of the State, namely, Lai Autonomous District Council, Mara Autonomous District Council and Chakma Autonomous District Council look after Elementary Education (Class I–VIII) within their respective jurisdictions.

The following table shows district-wise distribution of the Sub-Divisions as per School Education Dept. by the State Govt.:

SlNo	District	Sub-Division
1	Aizawl	Aizawl East
		Aizawl South
		Aizawl West
		Darlawn
2	Champhai	Champhai
3	Hnahthial	Hnahthial
4	Khawzawl	Khawzawl
5	Kolasib	Kolasib
		Kawnpui
6	Lawngtlai	Elementary Education under two ADCs - Lai Autonomous District Council & Chakma Autonomous District Council
7	Lunglei	Lunglei North
		Lunglei South

SlNo	District	Sub-Division
		Lungsen
8	Mamit	Mamit
		W. Phaileng
		Kawrthah
9	Saitual	Saitual
		Ngopa
10	Serchhip	Serchhip
		N. Vanlaiphai
		Thenzawl
11	Siaha	Education under Mara Autonomous District Council

District Adult Education Offices (DAEOs): In order to implement the objectives of the Adult Education Wing successfully and to promote literacy in the state, there are 3 (three) District Adult Education Offices which are being looked after by District Adult Education Officers (DAEOs), who in turn are supported by Circle Adult Education Officers (CAEOs).

District Adult Education Offices:

Sl No	District	Area Covered
1	Aizawl East District	Eastern part of Aizawl, Serchhip and Champhai District
2	Aizawl West District	Western part of Aizawl, Kolasib and Mamit District
3	Lunglei District	Lunglei, Lawngtlai and Siaha District

District-Wise Educational Block: (As per School Education Dept. under State Govt.)

Sl. No	District	Headquarters	Name of Block	Block Hqrs.
1	Aizawl	Aizawl	Aibawk	Aibawk
			Darlawn	Darlawn
			Phullen	Phullen
			Thingsulthliah	Thingsulthliah
			Tlangnuam	Aizawl
2	Champhai	Champhai	Champhai	Champhai
			Khawbung	Khawbung
3	Hnahthial	Hnahthial	Hnahthial	Hnahthial
4	Khawzawl	Khawzawl	Khawzawl	Khawzawl
5	Saitual	Saitual	Saitual	Saitual
			Ngopa	Ngopa
6	Kolasib	Kolasib	Bilkhawthlir	Bilkhawthlir
			Thingdawl	Thingdawl
7	Lawngtlai	Lawngtlai	Lawngtlai	Lawngtlai
			Chawngte	Chawngte
8	Lunglei	Lunglei	Lunglei	Lunglei
			Bunghmun	Bunghmun
			Lungsen	Lungsen
9	Mamit	Mamit	Reiek	Reiek
			West Phaileng	West Phaileng
			Zawlnuam	Zawlnuam
10	Siaha	Siaha	Siaha	Siaha
			Sangau	Sangau
			Tuipang	Tuipang
			Bungtlang	Bungtlang

11	Serchhip	Serchhip	Serchhip	Serchhip
			East Lungdar	East Lungdar

Besides these eleven Districts, there are three (3) Autonomous District Councils, which managed and administered elementary education within their jurisdiction with the power conferred by Sub-paragraph (1) & (2) of Paragraph 6 of Sixth Schedule of the Constitution of India. They Autonomous District Councils are located at the Southern and South West tip of Mizoram.

Autonomous District Councils:

Sl No	Name of District Council	Hqrs.	District	Main Ethnic Group	Group
1	Mara Autonomous District Council MADC	Siaha	Siaha	Mara, Mizo, Lai	MADC comprises whole of Siaha District
2	Lai Autonomous District Council (LADC)	Lawngtlai	Lawngtlai	Lai, Mizo, Mara	CADC & LADC comprises whole of Lawngtlai District
3	Chakma Autonomous District Council (CADC)	Chawngte	Lawngtlai	Chakma, Mizo	

COMPONENTS OF SCHOOL EDUCATION

Elementary Education: The School Education Department is looking after Elementary Education in the State consisting of Primary Schools from Class-I to IV and Middle Schools/Upper Primary Schools from Class V to VIII. From the academic session of 2011, Class-VIII which used to be a component of Secondary School was shifted to Middle School. Consequently, the Elementary Education covers Class-I to VIII.

Secondary Education: The Secondary Education consists of High Schools from Class-IX to X and Higher Secondary Schools from Class-XI to XII. The Higher Secondary Schools came into existence only in the year 1996 when the Pre-University classes equivalent to Class-XI & XII were shifted from College to School.

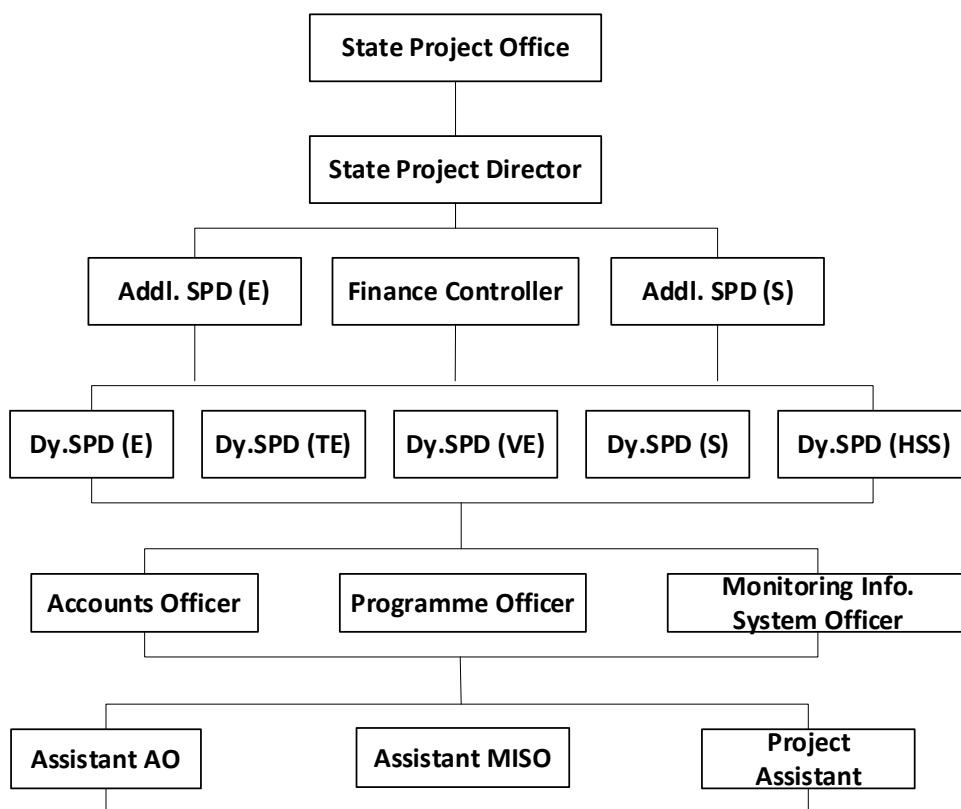
Hindi Propagation: The propagation of Hindi Language is considered very important for non-Hindi speaking State like Mizoram. Therefore, there is a separate Hindi Propagation Wing in the Directorate of School Education headed by a Deputy Director. Hindi Education is imparted in Schools from Class-V - X.

Adult Education: The main objective of the Wing is to promote Literacy in the State. Adult Education Wing used to have various schemes and projects. In spite of financial constraints, Literacy Drives are undertaken in various districts, and serious efforts are being made to converge with various schemes of other departments in order to give more impetus to the programme. Adult Education Wing also publish a Monthly Magazine named “Meichher” which is distributed free of cost (Distribution Gratis).

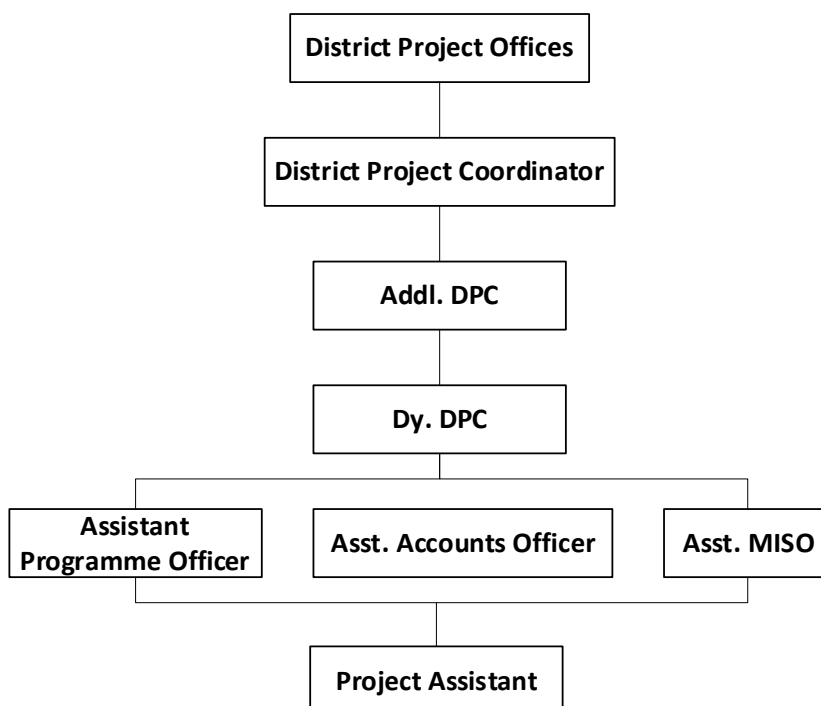
Physical Education: The Physical Education Wing is responsible for imparting physical education to school children. It organizes School Games and Orientation Courses in physical education for teachers of P/S, M/S and H/S. Participations in National School Games and even in international levels is spear-headed by the Wing.

ADMINOGRAPH REPRESENTS THE ADMINISTRATIVE STRUCTURE OF SAMAGRA SHIKSHA, MIZORAM

State Level Office



District Level Office



THE FIRST FULLY LITERATE STATE IN INDIA

On 20th May, 2025 (Tuesday), Shri Lalduhoma, Hon'ble Chief Minister of Mizoram declared Mizoram the '**First Fully Literate State in India**' under ULLAS - Nav Bahrat Saksharta Karyakram (NILP).

The declaration and grand celebration of the historic achievement was hosted at the Auditorium of the Mizoram University, Aizawl. Shri Lalduhoma, Hon'ble Chief Minister of Mizoram graced the occasion as Chief Guest. Shri Jayant Chaudhury, Hon'ble Minister of State (independent charge), Ministry of Skill, Development & Entrepreneurship and Minister of State for Education, Government of India and Dr. Vanlalhlana, Hon'ble Minister of School Education; Higher & Technical Education, Government of Mizoram added prestige to the occasion as Guests of Honour. The announcement was made in the esteemed presence of State dignitaries, officials, and students of Mizoram University.



*Shri Khilli Ram Meena IAS, Chief Secretary to the Govt. of Mizoram
Delivering Welcome Address and Opening remark*

The programme, chaired by Shri Khilli Ram Meena, IAS, Chief Secretary to the Govt. of Mizoram, started at 4:30PM. To kick off the distinguished event, Pipe Band of Govt. Mizo High School, Aizawl presented a soul-stirring rendition of the National Anthem. After that, the chairman of the event extended a warm welcome to all those present followed by a concise and impactful opening remark.

The programme then proceeded to presentation of mementos to the Chief Guest, the Guest of Honour and his wife, the Chief Secretary to the Govt. of Mizoram, and the PS to Hon'ble Minister of State for Education, Government of India by Shri David Lalthantluanga, Special Secretary to the Govt. of Mizoram, School Education Department.

After the presentation of mementos, a short video on the 'Journey of Mizoram to Achieve the First Fully Literate State in India' was screened onstage. It portrayed the different schemes and programmes on literacy drives that had been implemented by the

Government of India and how they helped the state of Mizoram, through the untiring effort of the School Education Department, achieve a fully literate status.

The screening of the short video was followed by key address by Guest of Honour Dr. Vanlalhlana, Hon'ble Minister, School Education, Govt. of Mizoram. He thanked all the people involved, past and present, who had worked very hard to achieve the prestigious status. He summed up his resounding speech with what he called the 5 E's that education brings about, i.e., "Enlightenment, empowerment, excellence, employability, and ethical awareness".



Key address by Guest of Honour, Dr. Vanlalhlana, Hon'ble Minister of School Education, Govt. of Mizoram

Child singing sensation Esther Hnamte then came up on stage to deliver a heartfelt performance of the patriotic song 'MaaTujhe Salaam - Vande Mataram'. The Guest of Honour Shri Jayant Chaudhury, Hon'ble Minister of State, Ministry of Skill, Development & Entrepreneurship and Minister of State for Education, Government of India then addressed the gathering. He congratulated the state on the remarkable achievement and praised its inclusive approach to education. He stated that the Indian conceptualization, its holistic definition of literacy, is now accepted globally, and quoted Nelson Mandela who had said that "Education is the most powerful weapon which you can use to change the world".



Address by Guest of Honour, Shri Jayant Chaudhary, Hon'ble Minister of State, Ministry of Skill, Development & Entrepreneurship and Minister of State for Education, Govt. of India

The celebration continued as Lily Veng Cultural & Drama Club; Aizawl presented on stage a Mizo traditional dance called **Sarlamkai**. It was an apt choice because the dance is a jubilant dance performed by warrior-hunters in celebration of a successful hunt or war.



Then, the time arrived, the moment that everybody had been waiting for. Everyone cheered as the Chief Guest of the event, Shri Lalduhoma, Hon'ble Chief Minister of Mizoram came up on stage and made the declaration that Mizoram is the first fully literate state in India.



In his rousing address following the official announcement, the Chief Minister proclaimed that the day “marks a historic moment in the journey of our state, one that will be remembered by generations to come,” and thanked “the learners who showed us it is never too late to learn”. He added that the state is now committed to advancing digital, financial, and entrepreneurial literacy to build on its success. He concluded his memorable speech with a call to action: “Let this declaration ignite a new wave of learning and empowerment. Together, we move forward - toward a smarter, stronger, and more inclusive Mizoram.”

COMMUNITY MOBILIZATION& PARTICIPATION

Community Mobilization is a key pillar of Samagra Shiksha aimed at strengthening community ownership, accountability, and participation in school education. During the year 2024-25, Mizoram continued to emphasize meaningful engagement of parents, local communities, and stakeholders to support access, retention, and quality of education.



Recognizing the vital role of communities in sustaining educational outcomes, various initiatives were undertaken to empower SMCs/SMDCs, create awareness among parents, and foster a collaborative environment for school development.

An outlay of Rs. 32.58 lakhs for 2172 elementary schools and Rs. 5.16 lakhs for 344 secondary schools was approved by the PAB to undertake community activities. Accordingly, the approved amount was fully utilized.



Training of SMC/SMDC: Under the holistic framework of Samagra Shiksha, community participation and decentralized governance are recognized as pivotal elements in improving the quality of education at the school level. To operationalize this, School Management Committees (SMCs) for elementary schools and School Management and Development Committees (SMDCs) for secondary schools are constituted in all government and government-aided institutions. These committees serve as a vital interface between the school, parents, and the broader community, and act as catalysts for planning, monitoring, and oversight of school functioning in alignment with the Right to Education (RTE) Act and Samagra Shiksha objectives.



An outlay of Rs. 65.16 lakhs @ Rs. 3,000/- per school was approved by the PAB for 2172 elementary schools and Rs. 10.32 lakhs for 344 secondary schools during the year. The state has conducted training and convened meetings regularly. Besides, it was provided incentives for nominated parents for attending SMC/SMDC meetings regularly.



Apart from having School Management Committee (SMC) and School Management and Development Committee (SMDC), Samagra Shiksha, Mizoram tied a strong bond with the NGOs. The initiatives for community mobilisation and participation under Samagra Shiksha in Mizoram have brought perceptible changes in many aspects.



Samagra Shiksha, Mizoram and Young Mizo Association (YMA) which is the largest NGO in Mizoram have signed a Memorandum of Understanding (MoU) to work for the betterment of education in Mizoram. Both the parties have worked hand in hand in identifying Out of School Children, Urban Deprived Children, Adult illiterate, conducting Household Survey and maintained proper record of data and make necessary arrangement for their education as well.



Moreover, Samagra Shiksha and YMA work together in the intervention for disabled children. YMA also conducts awareness campaign for the upliftment of quality education for children at the state, district, block and village level Conference.



Vidyanjali: A School Volunteer Programme: Vidyanjali is an initiative under Samagra Shiksha, launched by the Ministry of Education, Government of India. It aims to strengthen schools through community and volunteer participation, encouraging individuals and organizations to contribute their time, skills, services and resources to support government and government-aided schools. Under this programme, 3934 volunteers were enrolled and 289 services and 1228 assets were contributed to 3887 schools and 2 CSR Projects were completed. Moreover, 22 CSR Live Projects are in portal.

PRIME MINISTER SCHOOL FOR RISING INDIA (PM SHRI)

The Union Cabinet today, chaired by the Prime Minister Shri Narendra Modi, approved a new centrally sponsored scheme - PM SHRI Schools (PM Schools for Rising India). PM SHRI Schools will showcase all components of the National Education Policy 2020, act as exemplar school and also offer mentorship to other schools in their vicinity. The PM SHRI schools will deliver quality teaching for the cognitive development of students and will strive to create and nurture holistic and well-rounded individuals equipped with key 21st century skills.



Quality Assurance of PM SHRI Schools

- Showcase of NEP 2020
- Student registry for tracking enrolment and learning progress
- Improvement in learning outcomes of each child to achieve levels above state and national average.
- Every middle grade child exposed/oriented to cutting edge and 21st century skills
- Every secondary grade child passes out with at least one skill
- Sports, Arts, ICT for every child
- Sustainable and Green schools
- Each school linked/connected to Higher Education Institutions for mentoring
- Every school linked/connected to local entrepreneurial ecosystem
- Every child counseled for psychological well-being and career
- Students will be rooted to knowledge and heritage of India, proud of civilization ethos and values of Bharat, aware of India's contribution to the world, conscious of duties towards society, living beings and the nature, communicatively competent in Indian languages, respecting inclusivity, equality and unity in diversity, sense of service and furthering the spirit of 'Ek Bharat Shreshth Bharat'.
- Character-building, citizenship values, fundamental duties and responsibilities towards nation-building

These schools will be developed as vibrant schools focusing on all round development of children.

Achievement

Sl No	Particulars		
1	Identified 35 School for PM School for Rising India (PM SHRI School)		
1 st Phase	Name of District	Name of School	Udise Code
	1) Aizawl	Govt. Thingsulthliah P/S-II	15030300302
	2) Aizawl	Govt. Chanmari Model P/S	15030600102
	3) Aizawl	Govt. Sateek P/S	15030701701
	4) Aizawl	Govt. Sakawrdai P/S-I	15031001001
	5) Champhai	Govt. Champhai P/S-I	15040100304
	6) Champhai	Govt. Farkawn P/S-I	15040302503
	7) Hnahthial	Govt. P/S-I Hnahthial	15060100403
	8) Khawzawl	Govt. Rabung P/S-I	15040201302
	9) Kolasib	Govt. P/S-I Kolasib	15020100105
	10) Kolasib	Govt. P/S-III Kawnpui	15020200101
	11) Kolasib	Govt. P/S-II Lungdai	15020200702
	12) Kolasib	Govt. P/S Saihapui‘K’	15020300401
	13) Lawngtlai	Model English School, Lawngtlai-I(Local Body)	15070200401
	14) Lawngtlai	Kamalanagar-III Kristo Mohan Memorial P/S (Local Body)	15070400303
	15) Mamit	Kawrthah P/S-I	15010101001
	16) Mamit	Govt. Bawrai P/S	15010101901
	17) Mamit	Kadamtuli P/S(SSA)	15010201610
	18) Mamit	Govt. Rawpuichhip P/S-I	15010300901
	19) Siaha	Lorrain English P/S Local Body	15080103603
	20) Siaha	10 KM P/S (SSA)	15080104001
	21) Siaha	New Light School P/S Local Body	15080203901
	22) Saitual	Govt. Ngopa P/S-II	15040400104
2 nd Phase	23) Aizawl	Govt. Sihphir P/S - III	15030900803
	24) Champhai	Zokhawthar P/S-II (SSA)	15040101704
	25) Kolasib	Govt. P/S – III, Vairengte	15020300702
	26) Lunglei	Govt. Model PS Electric Veng	15060200104
	27) Lunglei	Govt. P/S, Mamte	15060202902
	28) Lunglei	Govt. P/S, Tuichawng	15060303002
	29) Mamit	Govt. MamitP/S-V	15010103301
4 th Phase	30) Aizawl	Govt. MICE, Aizawl	15030601911
5 th Phase	31) Serchhip	Govt. Buangpui PS	15050101201
5 th Phase	32) Serchhip	Govt. Khawlailung PS-I	15050201101
5 th Phase	33) Lunglei	Eklavya Model Residential School	15060301308
6 th Phase	34) Saitual	Eklavya Model Residential School	15040400115
6 th Phase	35) Lawngtlai	Eklavya Model Residential School	15070400211
2	Identification of 1(one) School Principal/Headmaster of PM SHRI School from each District, for Master Trainer to train the other School Principal/Headmaster of PM SHRI School in the District.		
3	As per norms of PM SHRI scheme, all the selected schools are given ‘PM SHRI’ as a prefix of their school name.		

RTE ENTITLEMENTS

The passing of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 marks a historic moment for the children of India. This Act serves as a building block to ensure that every child has his or her right (as an entitlement) to get a quality elementary education, and that the State, with the help of families and communities, fulfils this obligation. There is no direct (school fees) or indirect cost (uniforms, textbooks, mid-day meals, transportation) to be borne by the child or the parents to obtain elementary education. The government provides schooling free-of-cost until a child's elementary education is completed.



The State has given priority on RTE entitlements such as free uniform, free textbooks, special training of out of school children etc. The following steps were taken during the year-

- **Free Uniform:** The State provided free school uniform which is an entitlement under RTE Act, 2009 to all girls, SC & ST boys of Govt. elementary schools. The PAB approved an amount of Rs. 262.458 lakhs for 43743 girls, Rs. 276.432 lakhs for 46072 ST boys and Rs. 3.804 lakhs for 634 SC boys during the year. Accordingly, the approved amount was fully utilized for providing the target physical number of students during the year.
- **Free Textbook:** Free distribution of textbooks to elementary school children has helped the parents to a large extent in financial burden, and saves the children from possible drop out at elementary stage. The RTE Act, 2009 envisages free and compulsory education to all children between the ages of 6 to 14 years. Thus, provision of free textbooks to all children enrolled in Govt. and Govt. Aided schools have, in one way, ensured the right of children as per the RTE Act, 2009. Achievement made during the financial year 2024-2025 in Mizoram is as given below:

Sl No	Particulars	Phy. Approval	Fin. Approval	Phy. Achievement	Fin. Achievement
1	Text Books (Cl I –II)	30771	76.93	30771	76.93
2	Large Print Books (Cl I-II)	218	0.55	218	0.55
3	Text Books (Cl III-V)	32309	80.78	32309	80.78
4	Braille Books (Cl III-V)	3	0.007	3	0.007

5	Large Print Books (Cl III-V)	420	1.05	420	1.05
6	Text Books (Cl VI-VIII)	37692	150.76	37692	150.76
7	Braille Books (Cl VI -VIII)	1	0.004	1	0.004
8	Large Print Books (Cl VI-VIII)	634	0.004	634	0.004
Total		102048	312.61050	102048	312.61050

- **Special Training of Out of School Children:** During the academic year 2024-2025, the state of Mizoram has identified **1724** Out of School Children through Household survey conducted by Circle Resource Centre Coordinator in all districts. Among these, PAB has approved **Rs.149.7 lakhs** for provisioning of Special Training to **1354** Out of School Children for their age- appropriate enrolment in schools. Samagra Shiksha Mizoram has provided special training to these children through Residential Special Training Centre (RSTC) and Non-Residential Special Training Centre (NRSTC).
- Out of **1354** Out of School Children approved by PAB, **478** children were untraceable in the middle of the academic session and the remaining **876** children have been covered under Special Training as far as possible in the year 2024-2025. Among these, **307** children have been mainstreamed to regular schools and the physical achievement under Special Training is **35.04%** of the target in the year 2024-2025. Details of children and progress on Special Training of OoSC has been uploaded in Prabandh Portal.
- As per RTE norms, all the identified Out of School Children are enrolled in nearby schools. Strategy wise coverage of out of school children during 2024-2025, district wise no. of Out of School Children along with the number of children that have been mainstreamed to regular schools through Residential Special Training Centre and Non-Residential Special Training Centre and details of Special Training Centre opened and number of teachers/volunteers engaged for Special Training are given below:

Sl. No	Name of District	Approved Target		No. of Coverage		No. of children mainstreamed		Total
		RST	NRST	RST	NRST	RST	NRST	
1	Aizawl	0	21	0	21	0	3	3
2	Champhai	0	48	0	48	0	15	15
3	Hnahthial	0	10	0	10	0	0	0
4	Khawzawl	31	9	31	9	7	3	10
5	Kolasib	59	40	14	4	11	4	15
6	Lawngtlai	88	214	53	103	25	51	76
7	Lunglei	268	237	200	111	60	69	129
8	Mamit	126	153	119	115	25	27	52
9	Saitual	0	21	0	9	0	0	0
10	Serchhip	0	0	0	0	0	0	0
11	Siaha	29	0	29	0	7	0	7
Total		601	753	446	430	135	172	307

Status of State

Sl No	No. of RSTC	No. of Volunteer in RSTC	No. of NRSTC	No. of Volunteer in NRSTC
1	16	44	17	48

The state of Mizoram has conducted household survey for identification of Out of School Children every year in all districts by Cluster Resource Centre Coordinator with the assistance of NGO known as Young Mizo Association (YMA) and government school teachers. They have awareness campaign on the importance of education and The Right of Children to Free and Compulsory Education Act among the children and their families while conducting household survey. Once the children are admitted in Non-Residential Special Training Centre (NRSTC) or Residential Special Training Centre (RSTC), they are provided free textbooks, notebooks, pen, pencil etc. and other basic needs.

Both RSTC and NRSTC has follow a proper routine from morning till night and set a proper study hour in the morning and at night to be followed by the children. There are volunteers such as Warden, Asst. Warden, Special Trainer etc. in both the center and these volunteers teaches, trained and guided the children at class and during their study hour.

In addition to their textbook lessons in the center, there are various activities such as Art Education, Vocational Education, tree plantation programme, sports and exercise etc. and organized competition among the children from time to time. They teach the children about cleanliness, encompassing both personal hygiene and clean environment for maintaining health and preventing disease. They focus on handwashing, bathing, brushing teeth, and keeping their surroundings tidy. The children clean their rooms, classrooms and their school/centre premises and also clean public places on holiday.

Apart from these, they teach the children about manners and etiquettes, how to do chores and make a vegetable garden in the centre compound and grow different kind of vegetables to teach the children about gardening and self-sufficiency. There is also contribution of vegetables in the centre from parents which now became one of the best practices we have. All these activities are very helpful to shape the life of children during their stay in the centre and after they leave the centre. As a result, there are many children who pursue higher studies, employed and become a bread winner in the family

Library Grant: An outlay of Rs.183.98 lakhs and Rs. 53.75 lakhs for Elementary and Secondary Schools including Senior Secondary Schools respectively under Library Grant for the state of Mizoram for the financial year 2024-2025. The SIS fully implemented such grant for procurement and distribution of Library books during the year. Library grant 2024-25 was utilized for purchased of books from National Book Trust and Local Publications 70% and 30% respectively of the entire books procured and was done centrally at the state level by the Book Selection Committee.

ACCESS & RETENTION

Ensuring universal access to education and sustained retention of children in schools is a core objective of Samagra Shiksha. In Mizoram, the Access and Retention interventions during the year 2024-2025 were implemented with a focus on reaching children from remote habitations, economically weaker sections, migrant families, and other vulnerable groups, while reducing dropout rates at all levels of school education.

The State adopted a multi-pronged approach combining infrastructure development, student-oriented incentives, residential facilities and community participation to improve enrolment, attendance and retention.

Civil Works (Elementary): Civil Works is a crucial component under Samagra Shiksha aimed at providing safe, inclusive, and child-friendly school infrastructure across the State. During the financial year 2024-2025, civil works interventions in Mizoram focused on improving access, equity, quality, and safety in school education, particularly in geographically remote and hilly areas.

PAB 2024-2025 approved construction of 3 no. of Additional Classroom, 7 unit of Major repair (PS), 5 unit of Major repair (UPS), Electrification of 27 schools, reconstruction of 2 no. of Dilapidated PS and 2 no. of Dilapidated UPS. Due to shortage of fund released from GOI and spillover works from previous year (i.e. PAB 2023-2024). During 2024-2025 financial years, Construction of 3 no. of Additional Classroom, 7 unit of Major repair (PS), 5 unit of Major repair (UPS), Electrification of 27 schools were completed. Meanwhile, reconstruction of 2 no. of Dilapidated PS and 2 no. of Dilapidated UPS have not yet taken up.

Additional Classroom: Three additional classrooms were approved by Project Approval Board in 2024-2025 in Aizawl, Champhai and Kolasib District. Construction works were completed within a year.

Major repair: Twelve numbers of Schools for major repair were approved during the year in Aizawl, Champhai, Hnahthial, Kolasib, Lunglei, Mamit, Saitual and Siaha District. These works of 27 schools were completed during year.

Electrification: Twenty Seven numbers of schools for electrification were approved in Aizawl, Champhai, Hnahthial, Kolasib, Lunglei, Mamit, Serchhip and Siaha District. Electrification of 27 schools were completed

Construction of Dilapidated Building: Two numbers of dilapidated primary and two numbers of dilapidated upper primary buildings were approved by for the year in Aizawl, Lawngtlai, Mamit and Siaha District and works could not be taken up during the year due to shortage of fund and works spillover from previous year.

Civil Works: Secondary and Higher Secondary School: Several activities under civil works component of the secondary and higher secondary section were approved during the year 2024-2025. However, owing to the non-availability of adequate funds, only a limited number of works could be taken up for implementation. It is worth mentioning that significant achievements have been made against approvals of the previous financial years. The construction works undertaken have also shown good progress. The following table shows list of activities which were undertaken:

Sl No	Year of Approval	Activity	Phy.	Status
1	2024-2025	Major repair	5	Completed
2		Additional Classroom	5	Completed
4		Electrification	4	Completed
5		Ramp & Handrail	5	Completed



Additional Classroom: Govt. Kawrthah Higher Secondary School



Zokhawthar Secondary School



Lallen High School



Govt. Kanhmun High School: Major Repair

Netaji Subhas Chandra Bose Awasiya Vidhyalaya (NSCBV):

Eleven (11) Netaji Subhash Chandra Bose Awasiya Vidyalaya (girl hostels) for Elementary out of which 11 hostels are 50 capacities and 2 hostels are 100 capacities and 11 ((Eleven) Netaji Subhas Chandra Bose Awasiya Vidyalaya (girl hostels) for Secondary with 30 capacities has been running successfully by the State.

Disaggregated Information about children enrolled in these institutions (Residential Schools and Hostels combined) as follow:

Residential Schools/Hostels

Sl No	District	Block	Residential Hostel/	Gender			Social Category				
			School (Ele/Sec)	Boys	Girls	Total	SC	ST	Muslim	Other	Total
1	Aizawl	Tlangnuam	Elementary		50	50		50			50
2	Saitual	Saitual	Elementary		50	50		50			50
3	Champhai	Champhai	Elementary		50	50		50			50
4	Kolasib	Kolasib	Elementary		50	50		50			50
5	Lawngtlai	Bungtlang	Elementary		50	50		50			50
6	Lunglei	Lunglei	Elementary		50	50		50			50
7	Mamit	Zawlnuam	Elementary		50	50		50			50
8	Serchhip	Serchhip	Elementary		50	50		50			50
9	Siaha	Tipa	Elementary		50	50		50			50
10	Lawngtlai	Lawngtlai	Elementary	100		100		100			100
11	Mamit	Zawlnuam	Elementary	100		100		100			100
12	Aizawl	Tlangnuam	Secondary		30	30		30			30
13	Aizawl	Tlangnuam	Secondary		30	30		30			30
14	Aizawl	Darlawn	Secondary		30	30		30			30
15	Champhai	Khawbung	Secondary		30	30		30			30
16	Khawzawl	Khawzawl	Secondary		30	30		30			30
17	Kolasib	Kolasib	Secondary		30	30		30			30
18	Lawngtlai	Lawngtlai	Secondary		30	30		30			30
19	Mamit	Zawlnuam	Secondary		30	30		30			30
20	Mamit	W.Phaileng	Secondary		30	30		30			30
21	Saitual	Saitual	Secondary		30	30		30			30
22	Siaha	Siaha	Secondary		30	30		30			30

The state has taken a commendable initiative by establishing and maintaining a total of 9 Girls' hostels including 2 residential hostels, at the elementary level. This development was made possible through the approval of recurring costs in the Project Approval Board (PAB) for the fiscal year 2023-2024.

PAB 2023-2024 approved the amount of Rs.419.33650 lakhs for recurring cost of NSCBV Elementary Hostel (50 capacity) out of which the expenditure amounting of Rs.209.64850lakhs has been incurred. PAB 2023-2024 approved the amount of Rs. 104. 41 for recurring cost of NSCBV Elementary Residential Hostel (100 capacity) out of which the expenditure amounting of Rs.50.0500 lakhs have been incurred.

PAB 2023-2024 approved the amount of Rs.425.9134 lakhs for recurring cost of existing NSCBV Secondary Hostel (30 capacity) out of which the expenditure amounting of Rs.198.04881 lakhs has been incurred.

These hostels serve as invaluable resources, particularly for economically disadvantaged students and children from accessless habitations. It is also an essential component of the state's education infrastructure, as they provide a safe and nurturing environment for girls pursuing their elementary education. The provision of residential hostels ensures that students, especially those facing financial constraints, have access to accommodation that supports their learning journey and serves the schooling facility for children from access less habitations.

It demonstrates the state's commitment to providing quality education to all, regardless of economic circumstances, and its dedication to promoting gender equality by offering safe and affordable accommodation to female students. These hostels undoubtedly contribute significantly to the empowerment and development of the students and the state as a whole.

Residential Schools/Hostels: Secondary (Upgradation till Cl.-XII)

Sl No	District	Location	Base School	Capacity
1	Aizawl	KVM HSS Building	Govt. KVM High School	30
		Zemabawk HSS Building	Govt. Zemabawk HSS	30
		Zohmun HS Building	Govt. Zohmun High School	30
2	Champhai	Khawbung HSS Building	Khawbung HSS	30
3	Khawzawl	Khawzawl HSS Building	Khawzawl HSS (Adhoc)	30
4	Kolasib	Vairengte H/S Building	Govt. Vairengte High School	30
5	Lawngtlai	Ministry of Tribal Affairs Building	Govt. Southern Public H/S	30
7	Mamit	Govt. Mamit HSS Building	Govt. Mamit HSS	30
		W Phaileng H/S Building	Govt. W. Phaileng High School	30
8	Saitual	Saitual H/S Building	Govt. Saitual High School	30
9	Serchhip	Ministry of Tribal Affairs Building	Govt. Thenzawl High School	30

The establishment of these 11 Girls' hostels at the secondary level, as approved by the PAB for the year 2022-2023, is a praiseworthy endeavor. It demonstrates the state's commitment to providing quality education to all, regardless of economic circumstances, and its dedication to promoting gender equality by offering safe and affordable accommodation to female students. These hostels undoubtedly contribute significantly to the empowerment and development of the students and the state as a whole.

Transport/Escort Facilities: Under Access component, transport/escort facility was implemented during the year to ensure equitable access to elementary education for children residing in remote, hilly and sparsely populated habitations of Mizoram, where schooling facilities are not available within the prescribed neighbourhood norms.

Mizoram is a difficult terrain; scattered settlements and limited road connectivity pose significant challenges to regular school attendance particularly for young children, girls and children from disadvantaged groups. To address these barriers, the transport/escort

facility was provided to eligible children studying at the elementary and secondary level, enabling them to attend school safely and regularly.

During the reporting year, eligible children from identified habitations were supported through transport/escort facility as per norms. The facility covered expenses incurred for commuting to the nearest Govt. school, where opening of a new school was not feasible. Special emphasis was laid on ensuring the safety, regular attendance and retention of children availing the facility. The intervention contributed significantly to:

- Improved enrolment and attendance of children from remote and inaccessible areas.
- Reduction in dropout rates especially at the elementary level.
- Enhanced access to education for children belonging to SC, ST, minority communities and children from economically weaker sections.
- Promoting of gender equity by facilitating regular school attendance of girl children.

The transport/escort facility was implemented with close coordination among district authorities and schools to ensure transparency and effective utilization of funds. Continuous monitoring and verification were undertaken to ensure that benefits reached the intended beneficiaries.

During the year, an amount of Rs.26.22 lakhs for 437 elementary students and Rs.36.3 lakhs for 605 secondary students were approved by the PAB. Accordingly, the target amount was fully utilized for providing the 1042 students during the year.

Overall, transport/escort facility played a crucial role in overcoming geographical barriers and advancing the goal of universal access to elementary education in the state.

QUALITY INTERVENTION

State Vision of Quality is to empower all children to be active participants and develop grade specific knowledge, skills and attitudes and thereby transforming schools to function effectively in its quality processes by way of undertaking appropriate institutional reforms through capacity building of teachers, field functionaries and community. This component is committed to support and empower individual student and enabling their holistic development.

The following components are undertaken under quality Intervention:

Learning Enhancement Programme (LEP): Learning Enhancement Programme (LEP), a comprehensive programme that brings about qualitative changes to all Government Schools going children by providing Teaching Learning Materials and supporting Remedial Teaching. It was planned to focuses attention on the academic achievements of all the students enrolled in Government Schools within the state.

PAB approved Learning Enhancement Programme for 25% of weaker students from Class VI-XII in Govt. Schools.

The approved budget for LEP (Elementary) amounting to Rs 19,83,274 was utilized for procurement of a teaching learning material green board. Green boards are vital in schools for reducing eye strain and glare, promoting a comfortable, focused learning environment compared to traditional blackboards, it enhances interactive teaching and visual, handwritten learning.

Learning Enhancement Programme (Secondary and Higher Secondary) 2024-2025 approved budget Rs. 20.40 Lakhs was fully utilized for:

- Exam Readiness Programme for Class-X & XII students- for Preparation of board examination, Schools organized a study camp at school where the students can have more time to study with the teacher. The teacher ensured the safety of their students available to track their progress and assisted them in whenever they are required.
- Conducting Remedial Teaching - Remedial Teaching has been carried out before and after school hour and during holidays by the subject Teacher. Remedial Teaching offers the possibility of focusing on those students who are lagging behind and teaching at a level that is appropriate for their current level of skills
- Author/composer visit - This programme invites the author or composer to school where the student can meet the author or composer and inspires the student not only in writing but also for another subject also. Author visits create a lasting impression on students.
- Teaching Learning Supplementary material - To supplement the teaching learning, the school procured their own materials. When procuring the materials, the State Project Office instructed all schools to procured materials which can be useful for CWSN.
- Enhance Learning Programme - Apart from classroom Teaching schools were advised to create a Programme where students participate and learned by doing.



Safety & Security at School: School security encompasses all measures taken to combat threats to people and property in education environments. School security encompasses all measures taken to combat threats to people and property in education environments. The PAB approved an amount of Rs. 21.82 lakhs for Elementary Schools and Rs. 3.44 lakhs for Secondary Schools under Safety and security at school.

Fire Extinguishers were being procured for 936 Upper Primary schools primarily to protect lives and property by quickly controlling small fires before they escalate, serving as a crucial first line of defense.

Cyber Safety Awareness Posters were disseminated to all Government Schools from primary schools to higher secondary schools. Cyber safety awareness posters for students are crucial visual tools that teach essential digital citizenship, including creating strong passwords, identifying phishing scams, protecting personal information, and preventing cyber bullying. These posters provide actionable tips to protect students from online threats. They are highly important because they raise awareness, encouraging safe online behaviour and reducing risks while fostering a secure digital environment for learning and socializing.

Importance of Posters in Schools:

- **Visual Reinforcement:** Posters act as constant, visual reminders in classrooms, libraries, and hallways.
- **Actionable Tips:** They simplify complex digital threats into simple, memorable rules.
- **Improved Security Hygiene:** They promote daily habits that protect personal and school data.
- **Targeted Messaging:** Posters address age-appropriate risks, from cyber bullying for younger students to data privacy for older ones.

These visual aids help create a "culture of security" where students feel empowered to browse, learn, and connect safely.



Support to State Commission for Protection of Child Rights (SCPCR): The PAB approved for Support to SCPCR for 2182 Elementary Schools @ Rs. 50/- per school, amounting of Rs 1.09100 lakh. This provision was fully utilized for the support of SCPCR activities in protecting and advocating Child Rights in Mizoram.

Awareness Campaign on Child Rights has been conducted. Transformational child rights learning and awareness for children themselves imbues them with knowledge that the world should be and can be a safer place. Therefore, opportunities to learn and receive inputs and trainings on children related rights and legislations are a core element of child rights learning. Active participation of the children in the process of inculcating child rights in order to combat violation of their rights is crucial. Furthermore, these children can disseminate information on child rights and it can make the children as advocates of child rights in the society. Hence, in order to enhance awareness and knowledge on child rights among the children, MSCPCR conducted Awareness Campaign on POCSO Act.

Ms. Priscilla Lallawmsangi, Legal Officer, MSCPCR gave comprehensive lecture on POCSO Act, 2012, its applicability and relevance for teenagers who are on the verge of entering adulthood.



Eco Club for Mission LiFE: To empower students to take actionable, hands-on roles in environmental conservation and moving beyond theoretical classroom learning Eco Club for Mission LiFE formerly known as Youth and Eco Club has been constituted in more than 3241 schools (as on 29th January,2026) within the state by uploading notification at the Eco club portal. These clubs aim to instill values and behaviours necessary for sustainable living. They foster a culture of sustainability through activities like tree planting, waste reduction, and energy conservation, while building awareness, leadership, and a sense of responsibility toward nature among students and their local communities.

Eco clubs for Mission life from 2967 schools actively participate in the nationwide programme ‘Ek Ped Maa Ke Nam 2.0’ by planting 131279 numbers of trees.



Participating in Club activities helps improve various skills such as communication skills, debating skills, negotiating skills, writing skills, Leadership skills and quality development, Team work, networking opportunity to meet important and influential personalities and so on could be experienced and learnt in the club activities which can be important later in the pursuance of various careers and professions.



Convergence with Green-Ag Project, Dept of Agriculture: Samagra Shiksha, Mizoram is delighted to have a convergence with Green-Ag Project, Dept of Agriculture that aims to catalyze transformative change of India's agricultural sector to support achievement of national and Global Environmental benefits and conservation of critical biodiversity and forest landscape.



Remarkable activities undertaken by the Eco Club is the Innovative Ecological idea or Regeneration of Fallow land using forest seed Bombs.

Background: In Mizoram, large tracts of land remain fallow after shifting cultivation (jhum), leading to loss of soil fertility, reduced vegetation cover, and declining biodiversity. Over time, these degraded and barren lands become prone to erosion, poor water retention, and diminished productivity, posing challenges to sustainable land management and ecosystem health.

To address this, the Green-Ag Project under Department of Agriculture and Farmers Welfare and Samagra Shiksha, under School Education, Government of Mizoram, in collaboration with Eco club for Mission LiFE established adopted an innovative ecological approach - the Regeneration of Fallow Land using Forest Seed Bombs under the Green-Ag Project.

Concept of Seed Bombing: Seed bombing is a simple yet effective technique of reforestation and land restoration, particularly suited for hilly and inaccessible terrains. The process involves encapsulating seeds of native trees, shrubs, and grasses within a mixture of clay, compost, and soil to form small round balls, known as seed bombs. The mixtures include Bio-char and other nutrient rich compost; this helps the seeds from eating away by termites and other squirrels as the bio-char act as repellent but at the same time enriching the soil.

These are then scattered over degraded or fallow lands before the monsoon season. Some of the locations are difficult to reach by manual seeding. Eco club students collected seeds from the forest, and the seed collected are then segregated and identified the same. This serves two purposes, one, it inculcates the students to be aware of the need for conservation of forest trees, shrubs and herbs, two, it also educated the students to identify name of the trees with the help of the seeds.

Each seed was labeled before encapsulating with soil and the seeds were segregated by size to determine the size of the bomb/soil marbles. The students enjoyed these activities and the dispersal of the seeds was done either by manual hand throwing or also with the help of catapult to deliver and cover wider landscape.

When the rains arrive, the clay softens and dissolves, allowing the seeds to germinate naturally, resulting in vegetative cover without extensive land preparation or manual planting.

Implementation in Mizoram: The initiative was piloted across selected schools in Aizawl and Lunglei districts, where extensive jhum fallow areas were identified for ecological restoration. Community volunteers, youth groups, and school eco-clubs were trained to prepare and distribute forest seed bombs across targeted sites.

Process:

- Seed Collection and Selection: Students collected viable seeds from nearby forests, ensuring the inclusion of ecologically suitable and native species.
- Seed Bomb Preparation: Seeds were mixed with clay, topsoil, and organic manure to form small, round pellets.

- **Eco club Mobilization:** Students, Volunteers and farmers were participated in dispersal drives before the onset of monsoon rains.
- **Natural Regeneration:** Rainfall activated the seed bombs, promoting germination and establishment of plant cover.
- **Monitoring:** Field visits and photographic documentation will be conducted to assess germination and vegetation growth.

Outcomes:

- **Revived Vegetation Cover:** After two seasons, expected germination rates of around 40–50% were forecasted, with significant natural regeneration on formerly barren lands.
- **Improved Soil Health:** The new vegetation improved soil moisture, organic content, and reduced surface erosion.
- **Enhanced Biodiversity:** The return of pollinators, small fauna, and bird species was observed, signaling ecological recovery.
- **Community Ownership:** The initiative fostered strong local participation in general and students in particular and environmental awareness, especially among youth and farmers.

Impact: This nature-based solution proved highly effective for regenerating jhum fallow and degraded lands in Mizoram. It demonstrated that forest seed bombing can serve as a cost-efficient, scalable, and sustainable approach for re-greening landscapes, especially in areas difficult to access for conventional plantation.

The campaign also strengthened community stewardship, aligning with the Green-Ag Project's and Eco Clubs for Mission Life vision of integrating conservation and livelihood objectives within sustainable landscape management.



Assessment at State Level: NAS 2024: The National Achievement Survey (NAS) 2024, conducted by PARAKH, is a significant initiative aimed at assessing educational competencies among students in India. The National Achievement Survey (NAS) is a comprehensive educational assessment survey conducted in India every three years. The survey covers students at grades 3, 6 and 9 across the nation.

An outlay of Rs. 44 lakhs each for elementary and secondary was approved for the said survey. Accordingly, the target amount was utilized. The Pre-NAS was conducted on 26th November, 2024 in all the Govt. schools of Class 3, 6 and 9 students in the state for the preparation of the upcoming NAS. The National Achievement Survey (NAS) was conducted successfully on 4th December, 2024 in the selected schools.

Kala Utsav: Kala Utsav is an initiative of the Ministry of Education, 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.

An amount of Rs. 12 lakhs were approved by the PAB for Kala Utsav and the state fully utilized the approved amount to conduct Kala Utsav district, state and national level. Kala Utsav 2024-25 was organized in offline mode. The following 6 art forms were included for the competition:

- Vocal Music- Classical solo/folk or tribal solo/devotional solo or choir group/folk or tribal group/devotional group/ patriotic group.
- Instrumental Music- Classical solo (Melodic and Percussion) Orchestra ensemble (Folk or Classical).
- Dance- Classical solo, regional folk/tribal group, Contemporary choreography group (non-filmy).
- Theatre- Mono acting/Mimicry solo or Mime group/Drama group.
- Visual Arts- 2D or 3D, Indigenous Toys and Games, or Local crafts.
- Traditional Story Telling- in any traditional style.

State Level Kala Utsav: District Level Kala Utsav was organized during the month of September, 2024. In this competition, 73 schools and 833 students participated and the winners of each art form from all the districts competed in the State Level Competition.



The State Level Kala Utsav was organized on 17th October, 2024. In this competition, 31 Schools and 129 students participated in State Level Competition as details shown below:

Sl No	District	No. of students participated in the District Level Kala Utsav	No. of students participated in the State Level Kala Utsav
1	Aizawl	236	11
2	Champhai	28	22
3	Hnahthial	65	22
4	Kolasib	96	8
5	Khawzawl	55	3
6	Lawngtlai	34	7
7	Lunglei	64	9
8	Mamit	34	6
9	Serchhip	50	21
10	Siaha	137	6
11	Saitual	34	14
TOTAL		833	129



National Level Kala Utsav: The National Level Kala Utsav 2024-25 was conducted in an offline mode in Bhopal, Madhya Pradesh during 3rd-7th January, 2025. The following 22 students participated in the National Level Kala Utsav 2024-25.

Sl. No	Category	District	Name	Gender	Class	Name of School
1	Vocal Music-Devotional (Group)	Aizawl	1)Lalrinfeli Khiangte	F	XII	Govt. Mizo Higher Secondary School, Aizawl
			2)F. Vanlalchhuanmawii	F	XII	
			3)Lalruatkima	M	XII	
			4)Lalchhuanmawia	M	XII	
			5)C. Lalhmingthanga	M	XI	
2	Instrumental Music-Orchestra Ensemble (Folk/Classical) (Group)	Siaha	1)H.Vanlalhruaia	M	X	Govt. H/S New Siaha
			2)John Calvin	M	X	
			3)Lalthlengkima	M	X	
			4)Beirakhochhi Hlychho	M	X	
			5)Saitluangzela Sailo	M	X	
3	Dance-Regional	Aizawl	1)PC Lalrinnungi	F	XI	Govt. Mizo Higher
			2)Lalruatpuui	F	XI	

	Folk/ Tribal Dance (Group)		3)Lalremtluangi	F	XI	Secondary School, Aizawl
			4)Zarzosanga	M	XI	
			5)V. Laldampaia	M	XI	
4	Theatre- Drama (Group)	Champhai	1)James Malsawmtluanga	M	X	Academy of Arts and Sciences, Champhai
			2)C. Lalrinfela	M	X	
			3)Mark Laldinnggheta	M	X	
			4)Mesak Lalbiakdawnga	M	X	
			5)HC Biakremsanga	M	IX	
5	Visual Arts- Local Crafts	Khawzawl	Lalnunpuui	F	XI	Khawzawl Higher Secondary School, Khawzawl
6	Traditiona l Story Telling	Aizawl	Martin C. Lalrozama	M	XI	Govt. Mizo Higher Secondary School, Aizawl

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.

The main objectives of Rangotsav are:

- Transform the school environment into a vibrant and a joyful place of learning through various activities of art and culture and to provide a suitable platform to celebrate the artistic talent and creativity of every member of the school community, including students, teachers and other staff members.
- Showcase and celebrate the rich cultural heritage of India with all its diversity and provide age appropriate exposure to all children thus enabling them to understand and appreciate the variety of cultures, geographies, languages, food and customs of the country.
- Promote the spirit of national integration through well-planned activities to achieve goals of “Ek Bharat Shreshtha Bharat”.



The approved amount of Rs. 5 lakhs was utilized to organise Rangotsav and activities like “Exhibition of Mizo Handicrafts” under Rangotsav was organized at elementary level.

The activity was organized during the month of November and December, 2024 in all the 11 Districts in their respective districts. There are 660 students and 116 schools participated in this Rangotsav as details given below:

Sl. No.	District	No. of students participated	No. of schools participated
1	Aizawl	151	18
2	Champhai	21	7
3	Hnahthial	33	10
4	Kolasib	15	8
5	Khawzawl	50	5
6	Lawngtlai	30	15
7	Lunglei	82	7
8	Mamit	78	11
9	Serchhip	51	19
10	Siaha	73	11
11	Saitual	76	5
TOTAL		660	116



Band Competition: The Department of School Education and Literacy started the Inter School Band Competition in the year 2017 to inculcate the spirit of patriotism and unity among school students that comes with performing in a band. The School band uniquely encourages a feeling of oneness, belonging and a deep sense of pride among school children. The rhythm of a band instills a feeling of action, courage and patriotism in students. A competition of this kind also helps in rejuvenate and rekindle the spirit of oneness in the schools throughout the country.

The approved amount of Rs. 5 lakhs for Band Competition was fully utilised by the state to conduct school band competition.

The Department of School Education and Literacy, Ministry of Education in collaboration with Ministry of Defence has proposed to conduct a National School band Competition at All-India level for Republic Day Celebrations, 2025. The National School Band Competition was organised at three levels viz. State Level, Zonal Level and National Level (Final).

State Level Band Competition was organised in the state on 15th October, 2024. In this competition, 12 Band Party (Boys & Girls) from the districts participated and Govt.

Saitual High School Girls Pipe Band, Saitual District and Govt. Southern High School Boys Pipe Band, Hnahthial District was selected to participate in the Zonal Level and was judged by experts from 3rd Battalion MAP.

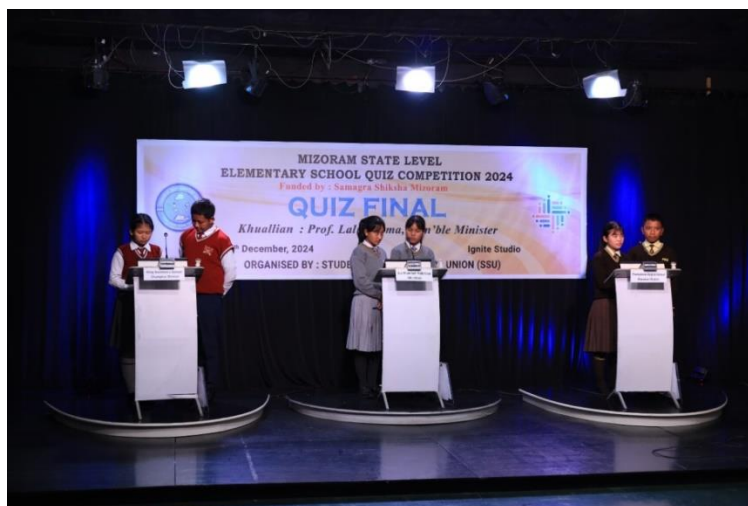
Zonal Level Competition: The Zonal Level was organised on 22nd December, 2024 in Guwahati Assam. Govt. Saitual High School Girls Pipe Band, Saitual District won 3rd prize in this Zonal Level Competition.



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

Quiz Competition: Elementary Quiz competition was successfully conducted at district and state level in collaboration with Student Self-Support Union (SSU) and broadcast it live in the local television channels so that everyone can watch it on live. Secondary Quiz competition was successfully conducted at district level in collaboration with Mizo Zirlai Pawl (MZP). This program increases the knowledge, understanding and mental skills of the students. Live telecast inspired many students to opt for science and mathematics subjects.

An amount of Rs. 0.5 lakh each had approved during the year. Accordingly, the state fully utilized the approved amount for it.



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.





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 2024-25 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. 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 have been sent to participate in the State level for selection of participants in the National Children Science Congress and Indian Science Congress.

The approved fund amounting to Rs. 1 lakh each for 11 districts was fully utilized to conduct science congress.



State Level Children Science Congress (Technical Festival): Under the activity of technical festival, state level Children’s Science Congress 2024-25 were organized by spending the approved amount of Rs. 4 lakhs in collaboration with STAM in the month of December, 2024. In the State Level Children Science Congress, they have selected 8 Projects to participate in the National Children Science Congress and 2 Project have been selected to participate in Indian Science Congress.



School Mentoring by Higher Education Institutes: The PAB had approved School Mentoring by Higher Education Institution for Elementary to 11 districts and for Secondary to 5 districts in Mizoram. This program was organized at school level in collaboration with higher institutes during the academic year of 2024-2025. It helps the student as well as the school administrative authorities to grow and change mindset for facing challenge.

Science and Maths Olympiad for Elementary and Secondary Students: Science & Maths Olympiad helps promoting and understanding science and mathematics to the students of elementary and secondary. This program helps to know the student quality in the Science & mathematics subject.

Importance of Science and Maths Olympiad:

- It Provide opportunity for gifted children.
- It develops competitive spirit.
- It identifies gifted children.
- It encourages and award gifted children.
- It helps children to know their capabilities.

The approved amount of Rs. 1 lakh was fully utilized by the state. This activity was organized at district level during the month of January to February, 2025.



**SCIENCE & MATH OLYMPIADS 2025
MAMIT DISTRICT**



FOR CLASS - VI, VII, VIII & IX

Time : 4th March, 2025 @ 11:00 AM
Venue : Govt. Mamit M/S - I

Organised by : Samagra Shiksha, Mamit District

समग्र शिक्षा
Samagra Shiksha



CERTIFICATE OF APPRECIATION

This is to certified that

_____ of _____
has participated in the District Level Science & Math Olympiads Competition - 2025
held at Mamit on 4th March, 2025 and secured **First Position** in Class – VI (Elementary Level).

 समग्र शिक्षा
Samagra Shiksha

(EMMANUELA)
Addl. District Project Coordinator
Samagra Shiksha, Mamit District

(K. LALNUNFELA)
District Project Coordinator
Samagra Shiksha, Mamit District

DISTRICT LEVEL SCIENCE & MATH OLYMPIADS - 2025 : MAMIT DISTRICT

Exposure Visit Outside State for Student: This program enriched view and outlook of the teachers as well as the student; it broadens their knowledge, gets positive inspiration and learnt many things. Teachers and Students will visit 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 activity was undertaken during the month of December 2024 to February 2025 at district level.

An outlay of Rs. 18.72 lakhs and Rs. 26.08 lakhs were approved for elementary and secondary students for the said exposure and was fully utilised.







Excursion Trip within State: Educational Tour aims to provide a first-hand field experience for students exploring the geographical landform, feature, art forms and biodiversity of a natural environments in Mizoram. By interacting with the physical environment, students will be better visualized, comprehend and apply what they have learnt in the classroom during the inquiry-based approach for the fields of Science and Technology. This activity was undertaken during the month of December 2024 to February, 2025 at district level.

The approved fund amounting to Rs. 4.082 lakhs for elementary and Rs. 3.664 lakhs for secondary students were fully incurred for this excursion trip.







Twinning with schools: Twinning project is an exciting and effective way of providing learners with an understanding and knowledge of the world and their role within it. We believe that by providing positive learning opportunities and meaningful interactions, pupils will be encouraged to explore their role as global citizens. Through joint curricular work, we aim to widen perspectives and challenge attitudes and values. This activity has been undertaken at school level during the year by spending the approved amount of Rs. 4.082 lakhs.



GENDER & EQUITY

Bridging gender and social category gaps at all levels of school education is one of the major objectives of the Integrated Scheme. Consequently, the Integrated Scheme attempts to reach out to girls, and children belonging to SC, ST, Minority communities and transgender. The scheme also gives attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations. The Integrated Scheme also focuses on the identified SFDs on the basis of adverse performance on various indicators of enrolment, retention, and gender parity, as well as based on higher concentration of SC, ST and minority communities.

Gender &Equity interventions include Kasturba Gandhi Balika Vidyalaya (KGBV-Type I & IV), Special Projects for Equity and Rani Laxmi Bai Atma Raksha Prashikshan (Self Defense programme for girls).

Kasturba Gandhi Balika Vidyalaya (KGBV): Two KGBVs have been operationalized in the state at the only Educationally Backward Block in Mizoram to provide access and quality education to girls belonging to disadvantaged groups by setting up hostels for upper primary to senior secondary school students. KGBV Hostels ensure smooth transition of girls from elementary to secondary and up to Class XII whatever possible.

- **KGBV Type I:** PAB 2024-2025 approved the amount of Rs.53.28 lakh. The fund amounting to Rs. 48.45 lakhs has been utilized for maintenance and recurring costs under KGBV Type-I. Accordingly, the amount was utilized by the state for maintenance and recurring expenditure on specific training for girls, electricity/water charges, medical care/contingencies, maintenance, preparatory camps, capacity building, physical/self-defense, P.T.A., staff salaries, miscellaneous etc.

As the hostel building is in a dilapidated condition, PAB approved the amount of Rs. 244 lakhs for reconstruction of the hostel building. Reconstruction work is in progress.

- **KGBV Type IV:** KGBV Type-IV is the existing standalone girl's hostel for classes IX to XII. The recurring approved amount Rs 32.23. For recurring costs on food & lodging, supplementary TLM, stationery and other educational materials, electricity/water charges, medical care/contingencies, maintenance, miscellaneous, staff salaries, etc. Rs.14,93,000.00 has been utilized.

The state has also taken up the following activities for KGBVs:

- **Special Training for personal protection:** Boarders were given Karate lessons as a part of physical exercise as well as self-defense. The lesson seems to develop self-confidence in them.
- **Daily Domestic Works:** Hostellers were allowed to do daily domestic work in order to build a sense of responsibility in their mind.
- **Stitching & Knitting:** Art and Craft such as stitching, embroidery and knitting were introduced among the hostellers in a view of instilling the mind of creativity and self-reliance in them. The activities play a vital role for facing future challenges in life.

Besides mainstream education, these activities have contributed a lot in attracting out of school girls' children.

- Football and Volleyball: As football and volleyball are the popular team games in Mizoram, the KGBV girls also take deep interest in them. They play the game as frequently as their free time would permit, which consequently give them a sense of equality among themselves as well as in the State.
- Regarding strategy for safety and security of girls, the Directorate of School Education, Govt. of Mizoram issued Rules and Regulations for hostels which is followed by the KGBVs. The state also issued Safety & Security guidelines for KGBV which has been implemented.
- Health records and general health status of the girls were maintained throughout the year.
- Complete school uniform, a pair of slippers, bucket, mug, towel, hair comb, night dress and umbrella was provided to each girl yearly. Other personal needs such as soap, hair oil, toothpaste, toothbrush, sanitary pads and body lotion were also provided to the girls monthly.
- For community mobilization, information regarding KGBV is given out through newspaper and NGOs prior to the commencement of school session every year.
- The State Govt. provides Drinking water through PHE Dept., Electricity through P&E Department and Medical Check-up through Health & Family Welfare Dept. as per norms.
- Procurement of ICT Labs and Smart classroom for KGBVs has also being under process.

SPECIAL PROJECT ON EQUITY

Adolescent Programme for Girls Students: Under this programme, awareness on Menstrual Health and Hygiene for adolescent girls was conducted. Sanitary Pads Vending Machines were procured as per PAB approval amounting to Rs. 12 lakhs. For children resided at very remote locations, access to sanitary pads is often an area of concern as such facilities could be accessed only from medical stores or departmental stores located at bigger villages. Thus, adolescent girls in such locations have very little opportunity to take care of their health and hygiene in many cases. Provision of Sanitary Pads at school is in process as low-cost feminine hygiene is one of the focus areas under this programme to provides free and accessible sanitary facilities even to the remotest locations in the state for all the adolescent girls enrolled in government schools.

Career Guidance Programme for Girls: Under this programme, Career guidance and awareness program named 'Fenthliir' was successfully conducted in convergence with Zalen Newspaper.

Fenthliir-2025, is a two-day career & skill consultation event where students are empowered to explore diverse career pathways, insights from inspiring mentors and experts. The event is inspired by Fenthliir, a Mizo gourd ladle used to scoop water from a water hole, symbolizing the act of drawing out untapped potential.

Objectives of the event: To Empower participants through career exploration, promote vocational skills, instill life skills from mentors through lectures and encourage innovation. The event was held at Chanmari YMA Hall on the 24th & 25th of April 2025, from 9:30 AM to 3:30PM. Rev. Dr. K. Thanzauva, Education Consultant graced the event as chief guest delivering a dynamic speech. Online registration of participants and offline total 2464 students, many students missed out on the registration; the final estimate of footfall is approximately 3000. Students participated in the two-day event accompanied by the school faculty with undeniable enthusiasm.

Faculties from Women's Polytechnic, Aizawl; International Institute of Hospitality Management, (Global), Kolkata; Bharati Vidyapeeth Deemed to be University, Pune; The Assam Royal Global University, Guwahati; Badruka School of Management, Hyderabad; Jain University, Bangalore also responded to our invitation and their stalls were visited by the participants.

Schools and local panelists were paired in slots; each slot consisted of 50 minutes. Some of the sessions time slots were extended as responses from the students were overwhelming.

For the implementation of this programme, a proper guideline was issued by the state. The concerned schools/authority invited expert/professional who are prominent in various professional field such as - academic, engineering, medical, entrepreneurship, etc. as a resource person, the experiences and skills shared by the RPs are greatly benefited by the students.

School students who are too young to choose their career and who are ignorant about different kinds of career possibilities awaiting them had the chance to choose their career and aware about the steps required to achieve their goals through Career Guidance Programme. It also helps them to go on the right track and lead them to a more focused life. This programme enhances their knowledge, it reminds the students that they are the future of the nation and made them realized their strength, values and interest and it encouraged and prepared them to become reliable, dependable and productive citizens.



Since, most children today are molded to achieve materialistic success and fame, students were taught the value of maintaining a balance between materialistic success and profound inner peace through Life Skills Training conducted in various schools. Under this programme, different kinds of life skills training like self-esteem, creative thinking, critical thinking, anger management, stress management etc. were given to the students. This training help them to understand their day to day problems, they learned how to cope with their emotion and life challenges, it taught them how to deal with depression/anxiety and help them to gain self-confidence or self-esteem. Conducting of Career Guidance and Life Skills Training in schools improved the academic performance of the students as well.

Installation of Sanitary Pad Vending Machine: Sanitary pads vending machine allows girl students to avail sanitary pads at their own disposal without any human contact or rush to a medical store or departmental store to get their feminine pads. They will easily access a sanitary pad during their period. The good point about this are the young girls who don't have access to a good quality sanitary pad will be able to use these quality pads and they would be above to overcome many health and hygienic issues, particularly in rural areas where access of sanitary napkins is still found to be luxurious items. With the help of this machine, the napkins can be availed easily and this will help them to overcome the possible health issues due to the consequences of unhygienic menstrual practices.



Installation of Incinerator: In schools, due to lack of sanitary facilities, many of the adolescent girls threw their pads in toilets or leave the soiled pads wrap or unwrapped in the toilet corners resulting into unhygienic toilets and form 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 issue, incinerators have been installed in all the schools where vending machines are provided.

Rani Laxmibai Atma Raksha Prasikshan (Self Defense Programme for Girl Childs): One month for UPS and 3 months for Secondary & Sr. Secondary schools. All female students in Government Schools from class-VI to XII as per the framework in Samagra Shiksha within the State. Self - Defense Module have been developed and disseminated to all schools, the module has been designed to incorporate all the basic Self-defense techniques with enable scanning of QR Code, the QR Code is linked with short video clips exhibiting real life self-defense training by the professional trainer.



SKILL EDUCATION

Vocational Education in Secondary schools: The traditional education system in India has primarily focused on textbook knowledge while less on developing vocational knowledge and practical skills. NEP 2020 seeks to change this scenario by shifting the paradigm from a rote-based academic approach to a skill-based education system as it recognizes the importance of vocational education and equips students with the necessary skills to thrive in a rapidly evolving job market.

Vocational Education course is made available for the academic stream students in additional to their academic subjects in selected High schools and Higher Secondary schools as a 6th subject in selected Secondary schools and Higher Secondary schools as approved by Project Approval Board of Ministry of Education as per curriculum and courseware developed by PSSCIVE. Vocational students were awarded a certificate of attainment and credits on completion in Classes-X and XII.

Core committee for Vocational Education Technical Team was constituted under the chairmanship of State Project Director, Samagra Shiksha. Resource Departments and Institutes like- Department of IT, NIELIT, Women's Polytechnic, ITIs and Department of Horticulture etc. provided members for Core Committee for the implementation of Vocational Education in Mizoram.

In-service training and Induction training of Vocational teachers was conducted at district level for all existing teachers and newly employed teachers as per PAB approvals. Members of the Core Committee, Mizoram Board of School Education, DIET and LESDE were invited for Resource Persons.



As of 2024-2025 academic year, there are 236 vocational teachers (VTs) in 167 vocational schools. New VTs are paid Rs. 20,000/- p.m. as approval while existing VTs are paid a monthly salary of Rs. 21,000/- p.m. Tools, Equipment and Furniture approved by PAB 2024-2025 were purchased and installed as per approval. Raw material grant, Cost of providing Hands on Skill training and Office expenses approved by PAB were disbursed to the schools as per availability of fund and the school utilized the fund as per needs for the implementation of VE. Training and instructions for utilization of funds was given at the

district officials, BRCs, CRCCs and head of institutions. A separate book of accounts was maintained in each and every VE schools.

Sectors introduced in the state are as given below:

Existing Sectors with Job Roles and Qualification Pack I.D.

Sl No	Sectors	Job Roles	Concerned Classes	Qualification Pack I.D.
1	Agriculture	Solanaceous Crop Cultivator	IX & X	AGR/Q0402, v2.0
2	Apparel Madeups and Home Furnishing	Sewing Machine Operator	IX & X	AMH/Q0301, v2.0
3	Automotive	Four-Wheeler Service Assistant 3	IX & X	PWD/ASC/Q1401, (V2.0)
4	Beauty & Wellness	Assistant Beauty Therapist	IX & X	BWS/Q0101
5	IT&ITES	Domestic Data Entry Operator	IX & X	SSC/Q2212
6	Agriculture	Floriculturist	XI & XII	AGR/Q0701, v2.0
7	Apparel Madeups and Home Furnishing	Self Employed Tailor	XI & XII	AMH/Q1947, v2.0
8	Automotive	Four-Wheeler Service Technician	XI & XII	PWD/ASC/Q1402, V1.0)
9	Beauty & Wellness	Beauty Therapist	XI & XII	BWS/Q0102
10	IT&ITES	CRM Domestic Voice	XI & XII	SSC/Q2210



Vocational education is implemented in 167 Govt. schools - 145 high schools and 22 higher secondary schools, coverage percentage is 47.3% only as shown in the next table:

Status of Vocational school in Mizoram during 2024-25				
S/n	District	No. of Govt. schools per district	No. of Govt. schools having VE	% per district
1	Aizawl	79	40	50.60%
2	Champhai	26	15	57.69%
3	Hnahthial	13	9	69.30%
4	Khawzawl	12	8	66.66%
5	Kolasib	28	15	53.57%
6	Lawngtlai	36	16	44.44%
7	Lunglei	49	14	28.57%
8	Mamit	37	18	48.64%
9	Saitual	29	11	37.93%
10	Serchhip	23	15	65.21%
11	Siaha	21	6	28.57%
TOTAL		353	167	47.30%

Source: U-Dise+ 2023-24

PAB 2024-2025 had approved introduction of Vocational education in 35 Secondary schools and 1 Higher Secondary school and in these 36 schools Vocational Education has been introduced in Class-IX and XI from December, 2024. Tools, Equipment and Furniture approved by PAB were purchased and installed as approved as per availability of fund in the near future.

Moreover, 2 schools approved for additional Sector approved by PAB had been started from July, 2024 and Tools, Equipment and Furniture will be purchased and installed as per approval.



Assessment had been conducted as per guidelines for competency-based assessment and certification provided by PSSCIVE, Bhopal and adopted by the State Board and National Skill Development Corporation (NSDC) and concerned Sector Skill Councils. For 2024-2025 academic session, Practical Assessment will be conducted during January, 2025 and Theory examination by Mizoram Board of School Education (MBSE) during March, 2025.

The following table shows the Sector-wise enrolment during 2024-25 in various levels of NSQF compliant courses of Vocational education:

Enrolment 9th & 10th

Job Roles (9 th – 10 th)	QP Code	No. of Schools	Class 9 th		Class 10 th	
			Girls	Boys	Girls	Boys
Solanaceous Crop Cultivator	AGR/Q0402, v2.0	20	261	268	214	196
Sewing Machine Operator	AMH/Q0301, v2.0	27	439	278	340	253
Four-Wheeler Service Assistant 3	PWD/ASC/Q1401, (V2.0)	5	22	112	7	59
Assistant Beauty Therapist	BWS/Q0101	21	276	234	197	156
Domestic Data Entry Operator	SSC/Q2212	122	1660	1810	1135	1234
Total Enrolment		195	2658	2702	1893	1898

Enrolment of 11th & 12th

Job Roles (11 th – 12 th)	QP Code	No. of Schools	Class 11 th		Class 12 th	
			Girls	Boys	Girls	Boys
Floriculturist	AGR/Q0701, v2.0	1	49	0	40	36
Self Employed Tailor	AMH/Q1947, v2.0	11	341	120	230	42
Four-Wheeler Service Technician	PWD/ASC/Q1402, (V1.0)	2	50	61	39	57
Beauty Therapist	BWS/Q0102	8	360	42	265	66
CRM Domestic Voice	SSC/Q2210	19	616	528	561	589
Total Enrolment		41	1416	751	1135	790

As seen from above, vocational education has been implemented at the secondary and higher secondary level in 167 schools which has been advantageous to the students opting to pursue the scheme. These 13243 students, by and large may not find government jobs but they are expected to be able to learn employability skills which will be beneficial to run their own business or get a chance to get a job in industries and companies which may give them a content life.

HUB and SPOKE Model: Although introduction of Hub and Spoke was anticipated by Samagra Shiksha, Mizoram, unforeseen problems and issues arise between the Hub school and Spoke school which hampered the implementation in many ways which resulted to discontinued of 10 Hub and Spoke model and zero enrolment of Spoke school. Moreover, Hub and spoke model is not preferable for tropical areas due to the monsoon seasons which is not safe for students to travel to other villages due to landslides and flood. Transportation cost was inadequate for the spoke schools for most of the areas as well. Hence, Hub and spoke model was phased out after careful study.



Exposure to Vocational Education under Project Innovation: PAB had approved ‘Exposure to VE for Class 6-8 students’ for 286 schools @ Rs. 15,000/- per school. Exposure to VE was conducted successfully in 283 schools. Students of 6144 from class-6 - 8 were provided exposure visit to VE during the year.

Activities:

- **One day Training for 1 Teacher for each school:** As the concerned teachers needs to be well versed of the activities under this project, training for 1 day for 1 teacher from each approved schools was conducted at district level and BRC level as they are the one who will facilitate the overall activities.
- **Field visit for student (Bag less day):** To aware the students in the field of vocational education, field visits was conducted in which they visited local workshops, bakeries, nursery etc. in their local area and learnt how skills is utilized for employment.

- **Interaction with local artisans:** To sensitize the students, local artisans and craftsmen gave lectures and shared their experiences and practiced their skills with the students which motivate the students in many positive ways.



Outcomes:

- 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
- Instill the importance of life skills and vocational education



Translation and adaptation of NEP-2020 position paper, i.e. 10 Bagless days was done and given the name 'Nunkawng Sialna Bu'. It has been contextualized, printed and disseminated to all Govt. UPS throughout the state.

TEACHER EDUCATION

There is a great need to sustain teacher education for ensuring quality in school education as envisaged by the National Education Policy (NEP) 2020. In order to ensure this aim, the Department of Teacher Education and Extension Services caters to the qualitative improvement in the school system through various capacity building programmes for teachers as well as teacher educators. Besides the various teacher training programmes, it is the department that is responsible for implementing new educational policies and programmes, production of textbooks, preparing Annual Work Plan for Teacher Education & Budget under Samagra Shiksha, preparing Guidelines and Syllabus for Teacher Eligibility Test (TET), ECCE Curriculum, Teacher Training Module, etc. It undertakes a number of experimental improvement projects, educational researches, innovative practices and production of Teaching - learning materials (TLM) and Guide books for teachers. It also gives guidance and coordinates activities under District Institutes of Educational Training (DIETs) of the state.

Department of Teacher Education and Extension Services works through various units for the realization of its aims and objectives as mentioned below:

- Teacher Education and Extension Services
- Matters relating to National Institute of Educational Planning and Administration (NIEPA), National Council of Educational Research and Training (NCERT), North Eastern Regional Institute of Education (NERIE), NCTE, Samagra Shiksha, etc.
- District Institutes of Education and Training (DIETs).
- Early Childhood Care and Education (ECCE)
- Research and Development
- Development and Evaluation of Curriculum and Textbooks\Assessment (HPC)

Activities undertaken during the year:

Sl No	Name of the Programme
1	Programmes under Educational and Vocational Guidance & Counselling Cell: • Development of Leaflet (s) on Mental Health & Well - Being of School-going children • Contextualization of 'Exploring Career Paths with Career Cards' developed by DoSEL, MoE and UNICEF, India (Vol.-1&2) • Conducting Dipstick Study on 'Implementation of 10-Bagless Days in Middle Schools of Mizoram
2	Workshop on development of Class 6 to Class 8 Science activity training manual.
3	5 Days Practical Training of DIET Lectures on the Application of the Elementary Science Activity Manual.
4	Supervision and Monitoring visit to DIETs Saiha, Lawngtlai and Lunglei.
5	Conducting various programmes under Language Promotion Wing: • Dipstick study on converted Govt. Primary and Middle schools • On site visit to selected Govt. P/S & M/S under Aizawl East, Aizawl West and Aizawl South sub-Division
6	Mapping of Class-I & Class-II Textbooks in alignment with curricular goals of NCF-FS (2022) for quantifying summary of HPC-FS

7	Preparing Questionnaire for conducting study on effectiveness of HPC-FS in the
8	Vocational Orientation Training Programme for Middle School Teachers at Lawngtlai and supervision and monitoring of DIETs Saiha and Lunglei.
9	Conducting 6 months Certificate Course in ECCE, 2025.
10	Contextualization and Adaptation of National Curriculum Framework for School Education (NCF-SE) under Programmes & Activities, TE, Samagra Shiksha 2024-
11	Workshop to moderate and finalise entrance test questions for B.Ed and D.El.Ed under DIETs.
12	Conducting orientation on FLN for Headmasters of schools whose teachers have successfully completed 6 months Certificate Course in ECCE.
13	Development of Resource Materials of FLN Inclusive Education.
14	Programme of Teacher Educators as Key Resource Persons for New Textbooks of Elementary Level for 2026-2027 academic session.
15	Programmes under VSE Wing during 2024– 2025 under TE Samagra Shiksha: • Revision of ‘Training Module on 6– months Certificate Course in Guidance & Counselling’ • Revision of ‘10 –Day Training Module in Guidance & Counselling’ • Career Fest
16	Activities of Assessment Cell, SCERT under Samagra Shiksha, Mizoram for PRS interventions: • Workshop to develop grade-appropriate competency– based assessment items for Classes-III, VI & IX. • Workshop to edit grade-appropriate competency-based assessment items for classes III, VI & IX • Workshop to finalize grade-appropriate competency-based assessment items for classes III, VI & IX • Printing of question papers and OMR sheets • Training of district-level coordinators and field investigators and Field-level data collection across all districts. • Scanning, data entry and analysis of responses. • Report preparation • Printing of State and District Report Cards
17	Conducting of SLAS: • Workshop to develop grade-appropriate competency-based assessment items for Classes- III, VI • Workshop to edit grade-appropriate competency-based assessment items for Classes- III, VI • Workshop to finalize grade-appropriate competency-based assessment items for Classes- III, VI • Printing of question papers and OMR sheets • Dissemination and administering of test items in all districts • Scanning, data entry and analysis of responses • Report preparation • Printing of SLAS Report Cards

18	Development of Common Questions for Classes- III – VIII: • Workshop to develop roadmap for implementing common questions for Classes- III to VIII • Workshop to develop questions for Classes- III to V (English, Mizo, Hindi, Maths, EVS) • Workshop to finalize questions for Classes- III to V (English, Mizo, Hindi, Maths, EVS) • Workshop to translate questions for Classes- III to V (Maths, EVS) • Workshop to finalize and edit translated questions for Classes- III to V (Maths, EVS) • Workshop to develop questions for Classes- VI to VIII (English, Mizo, Hindi, Maths, SS, Science) • Workshop to finalize and edit questions for Classes- VI to VIII (English, Mizo, Hindi, Maths, SS, Science) • Workshop to moderate questions for Classes- III to VIII with textbook subject committees • Workshop to finalize questions for Classes III to V Workshop to finalize questions for Classes VI to VIII
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An amount of Rs. 50 lakhs were utilized for undertaking the above activities out of the approved amount of Rs. 50 lakhs by the State.

Programmes under Educational and Vocational Guidance & Counselling Cell

- Development of Leaflet(s) on Mental Health & Well-Being of School-going children
- Contextualization of ‘Exploring Career Paths with Career Cards’ developed by DoSEL, MoE and UNICEF, India (Vol.-1&2)

Conducting Dipstick Study on ‘Implementation of 10 – Bagless Days in Middle Schools of Mizoram.

FOUNDATIONAL LITERACY AND NUMERACY (FLN) (NIPUN Bharat Mission)

Foundational Literacy and Numeracy (FLN) refers to skills in reading, writing, and mathematics. It is the ability to read and understand a basic text and perform simple mathematical calculations by end of grade 2. This becomes the foundation for all future learning upon which other skills are built. National Education Policy (2020) accords the highest importance to the achievement of Foundational Literacy and Numeracy.

In the schooling system, Foundational Literacy and Numeracy refers to education of a child between 3-8 years of age. This essentially includes the initial three years of pre-school, followed by early primary education up to grade 2, as per the National Education Policy (NEP 2020). However, the NIPUN Bharat guidelines for implementation of NEP talks of five foundational years, namely one year of pre-school plus formal schooling up to grade 2.

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.

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.





Launching of National Mission 'NIPUN Bharat' in various district

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 schools within the state and all students along with their teachers and BRC staffs had taken the pledge in all schools within the state.



Lakshyas/Target and FLN Framework Goal was also translated into local language and printed into poster form and displayed in all schools in each district within the state.

Development of NIPUN Bharat Leaflet, Posters and KIOSK:

For the awareness campaign of NIPUN Bharat in the state, the main aims and objectives of NIPUN Bharat Mission was printed into leaflets, posters and KIOSK form. 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.



NIPUN Bharat posters

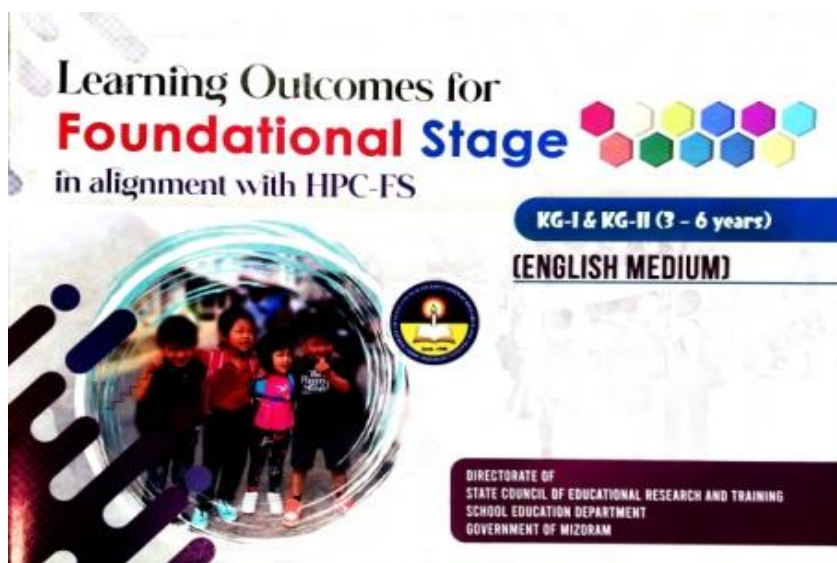
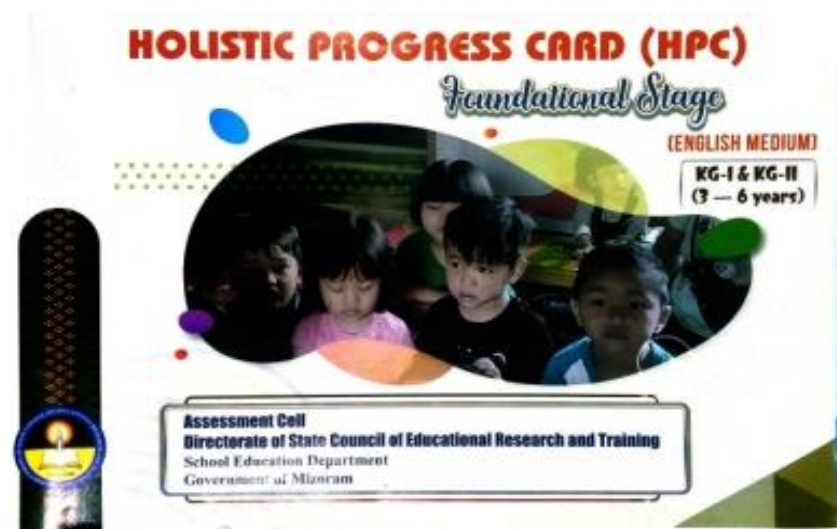


NIPUN Bharat KIOSK

Implementation and adoption of ‘Vidya Pravesh’ School Readiness module in all class 1 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.” It has been used from 2022-2023 academic session in all primary schools within the state.

NISHTHA-Teacher Training: NISTHA 3.0 has been launched and all modules have been uploaded for teachers. 2673 out of 9516 (target) teachers had completed the training and is on-going.

Development of Holistic Progress Card and Learning Outcomes: Holistic Progress Card (HPC) and Learning Outcomes (Los) for foundational stage (i.e. Balvatika to Class II) had been contextualized in collaboration with SCERT and developed into two medium i.e. English and Mizo medium. It has been used from 2024-2025 academic sessions.



Holistic Progress Card & Learning Outcomes Book

Launching of Jaadui Pitara: A supplementary LTMs for children between the age of 3-8 called Jaadui Pitara was contextualized in collaboration with SCERT and translated into local language as ‘Thiamna Thûl’ and was successfully launched by Hon’ble Education Minister. It will be disseminated to all Primary Schools having ECCE Centres.



Launching of Thiamna Thûl (Jaadui Pitara)

Best Practices:

- 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.
- 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.
- 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.
- Zo-NIPUN (NIPUN Bharat theme song) Music Video Making Competition was organized for Primary Schools within the state. This competition was organized in order to sow the aims and objectives amongst the children and also to create awareness and promote NIPUN Bharat Mission in the society.

PRE-PRIMARY: EARLY CHILDHOOD CARE & 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.

ECCE Centres: A total of 597 ECCE Centres was captured by UDISE+ (2022-2023) during 2024-2025 within the state.

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.



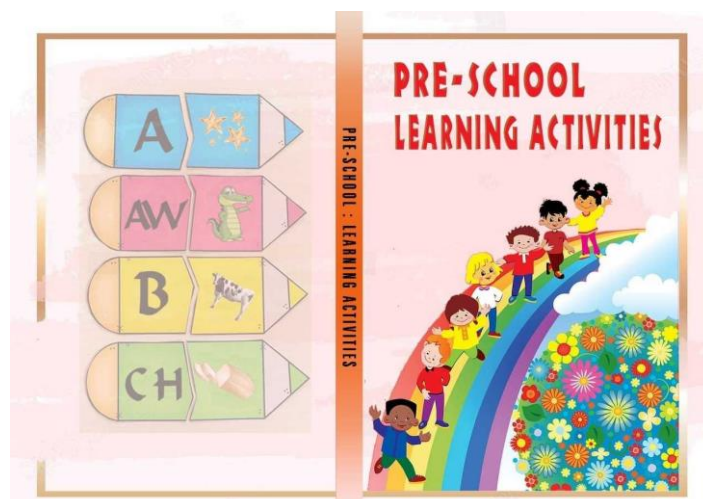
Zirtirh Bu & Nambar Bu developed by SCERT

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.



Pre-Primary Books developed by SCERT

Development of Pre-School Learning Activities Book: To support the ECCE Centers ‘Pre-School Learning Activities Book’ was developed for the ECCE children’s and disseminated to all the ECCE Centers.



Pre-School Learning Activities Book developed by Samagra Shiksha Mizoram

NEW INDIA LITERACY PROGRAMME (NILP): ULLAS (UNDERSTANDING LIFE LONG LEARNING FOR ALL IN SOCIETY)

Mizoram has a population of 10,97,206 people and ranks third in the country for literacy rates with 91.33%, according to the 2011 Census. In the survey conducted in 2023, 1692 potential learners were identified as non-literates. Having achieved more than 95% as per departmental assessment by the Adult Education Wing of School Education Department, Govt. of Mizoram, it was projected that if all the potential learners were to clear the FLNAT the state could be declared as fully literate. When actual classes commenced, 1139 illiterates were not willing to learn due to various factors, the major reason being that they were mostly from working groups and did not see the point in having to learn. So, when FLNAT was conducted in 2024, only 320 learners appeared. They were all certified by NIOS.

When the Periodic Labour Force Survey, Annual Report 2023-2024 was published, it was shown that Mizoram has a literacy rate of 98.2% which is above the 95% benchmark that could be declared as achieving full literacy under ULLAS.

However, a need to conduct survey again arose due to various factors. In Lawngtlai, a district in Mizoram, there is a pocket of ethnic community known as Chakma, who have their own distinct regional dialect. When survey was done, it was found that there were around 150 non-literates among them as education was not regarded too highly until recent years. The issue that has risen is that the primers that are used in the state has been translated and contextualized into the local language, Mizo. Since it is not in their regional dialect there is a lack of interest among the learners to learn to read and write. Therefore, proposal was made to conduct thorough survey again and translate the primers into their regional dialect so that 100% literacy may be achieved. However, when asked whether they wanted to learn in Hindi or Bengali, they chose English over their mother-tongue. Thus, they were given primers in English contextualized by SCERT Mizoram. And FLNAT was conducted in January, 2025 where 105 learners appeared. Evaluation has been done and all 105 learners have been certified.

From the past few years, it has been observed that, though the numbers are low, it was not an easy task to persuade non-literates to come forward to learn in our state. In fact, identification was itself an arduous task.

Even though Mizoram has already above 95% literacy rate, there are more than a thousand non-literates who are still not covered under the scheme. It is, therefore, felt that they could not be left out or denied the opportunity to learn.

Earlier, due to unknown reasons, potential learner were approached with the direct message of adult education which did not gain ground as there had been many schemes that primarily focused on the same theme and considered to be one and the same. However, under ULLAS, it is general observations of Volunteer Teachers that focusing on critical life skills in their teaching-learning sessions made learners more active and willing to participate. In this modern age of mobile phones and mobile apps, even non-literates have access to the hand-set; but they have frustration in their limited capabilities. People are now

realising that their survival depends on financial literacy and digital literacy which directly affect their livelihood. Therefore, imparting basic education through critical life skills will be the focus for the year again.

Objectives:

- To provide literacy opportunity for non-literate adults of 15 years and above
- To impart not only foundational literacy and numeracy but also to cover Critical life skills, and promote Vocational skills development, Basic education and Continuing education which are necessary for a citizen of the 21st century
- To provide the ULLAS learners, the ability to reason and to apply simple numerical concepts in daily life problem solving.
- To build self-confidence, encourage critical thinking, foster independence and help them to communicate more effectively.
- To give self-supporting knowledge to the ULLAS learners so that they can live their life with dignity.

Number of Potential Learners and VTs during 2024-2025:

District	15-35		Total	35 Above		Total	Total of Male	Total of Female	Total	No of VTs
	Male	Female		Male	Female					
Aizawl	35	41	76	3	5	8	38	46	84	12
Lunglei	66	196	262	132	301	433	198	497	695	83
Siaha	20	24	44	25	52	77	45	76	121	50
Lawngtlai	30	77	107	29	101	130	59	178	237	29
Mamit	66	332	398	4	21	25	70	353	423	62
Champhai	18	24	42	2	1	3	20	25	45	18
Serchhip	3	1	4	2	3	5	5	4	9	5
Kolasib	1	0	1	3	18	21	4	18	22	10
Hnahthial	3	4	7	6	7	13	9	11	20	10
Saitual	1	0	1	2	8	10	3	8	11	5
Khawzawl	6	4	10	4	11	15	10	15	25	8
G. Total	249	703	952	212	528	740	461	1231	1692	292

Milestone Activities:

- 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.
- 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

- 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 253 learners have been certified.
- The English Version of ULLAS Primer Vartian has been contextualized in collaboration with SCERT, Mizoram and it has been disseminated to all Volunteer teachers and learners in Lawngtlai district.
- 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.
- FLNAT Assessment Booklet English Version for Lawngtlai District was developed successfully in collaboration with SCERT.
- Periodic Labour Force Survey (PLFS) Annual Report 2023-2024 shows that Mizoram has achieved a total literacy rate of 98.2% with 99.2% males and 97% females enabling the state to be declared as a 100% literate state.
- FLNAT 2025 was conducted on 15th January 2025 where 103 learners appeared for this test and have been certified.
- On 20th May, 2025 Mizoram was declared the First Fully Literate State in India.





VTs & Learners



FLNAT 2024 (Mizo Version)



**FLNAT 2025 (English Version) at
CADC & LADC in Lawngtlai District**

ICT & DIGITAL INITIATIVES

ICT and Digital Initiatives component of Samagra Shiksha covers Govt. 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) & up to 40 till FY 2023-2024.
- Since the Inception of Samagra Shiksha (2018) till 2025-2026, 583 Elementary schools and 229 Secondary/Senior Secondary Schools (Total – 814) have been approved by the PAB to be provided with equipment such as (Computer Set with Projector, Printer, Scanner, Internet Connection, Generator and Furniture Set) as well as financial 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.
 - During Financial Year 2024-2025, the PAB has approved Rs.759.5 lakhs for 303 Elementary schools under ICT and Digital Initiatives as per details given below:

(Rs. in Lakh)

Activity Master	Physical (Schools)	PAB Approval	Total Progress
Digital Hardware and Software (up to Highest Class VIII) - NR			
Digital Hardware and Software (Type – I) (Elementary < 100)	302	755	755
Digital Hardware and Software (Type – I) (Elementary 100 - 250)	1	4.5	4.5
Total	303	759.5	759.5

During Financial Year 2024-2025, the PAB has approved Rs.15 lakhs for 6Secondary/Sr. Secondary Schools under ICT and Digital Initiatives as per details given below:

(Rs. in Lakh)

Activity Master	Physical (Schools)	PAB Approval	Total Progress
Digital Hardware & Software (upto Highest Class XII) - NR			
Digital Hardware & Software (Type - I) (Secondary/Sr. Secondary < 100)	6	15	15
Total	6	15	15

Schools covered under ICT @ School scheme since 2018-2019 till date

Sl No	District	2018-19	2020-21	2022-23	2023-24	2024-25	Grand Total
1	Aizawl	4	5	4	53	78	188
2	Champhai	6	2	8	14	30	69
3	Hnahthial	1	2	5	2	12	26
4	Khawzawl	2	2	4	6	16	31
5	Kolasib	4	10	2	25	24	79
6	Lawngtlai	2	6	15	26	27	88
7	Lunglei	5	10	8	18	32	87
8	Mamit	5	7	6	20	39	88
9	Saiha	3	6	5	17	21	58
10	Saitual	0	8	3	25	12	59
11	Serchhip	0	5	2	11	18	41
Grand Total		32	63	62	217	309	814
Status		Completed	Functional	Functional	Functional	GEM Procurement Ongoing	
		5 Years					

- Under Smart Classroom, 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.
- During Financial Year 2024-2025, the PAB has approved Rs.21.6 lakhs for 9 Secondary & Sr. Secondary schools under Smart Classroom as per details given below:

(Rs. in Lakh)

Activity Master	Physical (Schools)	PAB Approval	Total Progress
Digital Hardware & Software (upto Highest Class XII) - NR			
Smart Classroom (Type - II) (Secondary & Sr. Secondary)	9	21.6	21.6
Total	9	21.6	21.6

List of 9 Secondary/Sr. Secondary schools approved for Smart Classroom in 2024-2025:
(Procurement of Smart Board is ongoing for the following schools)

Sl. No	District	UDISE Code	School Name
1	Aizawl	15030601325	Govt. Mamawii High School
2	Lawngtlai	15070200205	Govt. Lairam High School
3	Lawngtlai	15070200407	Govt. Region High School, Lawngtlai
4	Lawngtlai	15070300106	Govt. Blue Mountain High School
5	Lawngtlai	15070300308	Govt. Bethel High School, Pangkhua
6	Lawngtlai	15070300608	Govt. Ramthar High School, Lungpher
7	Lawngtlai	15070301106	Govt. Bualpui(NG) High School
8	Lunglei	15060202108	Govt. Tawipui South High School
9	Mamit	15010104306	Govt. Mamit High School

INCLUSIVE EDUCATION **(Provision for Children with Special Needs)**

For the intervention of Inclusive Education, an outlay of Rs. 368.176 lakhs was approved by PAB 2024-2025 for recurring expenditure on Children with Special Needs (CWSN) at elementary and secondary. Out of this, an amount of Rs. 143.356 lakhs was estimated on inclusive education for pre-school and elementary schools and Rs. 224.819 lakhs was estimated for secondary schools.

The following steps were taken by the state during this year:

- Provided aids & appliances, Training Materials and Age appropriate Equipment's and Assistive Device Teaching Learning Materials.
- Identification and medical assessment camp were organized
- Stipend for Girls Transport, escort allowances, Reader and Transport allowances were provided
- Braille and stationary materials were provided to blind and Low vision students.
- In service Training of Special Educators was organized at State level.
- Purchase/ Development of Instructional & Training Materials were provided to 11 Districts.
- Home Based Education and Therapeutic Service were implemented.
- Organized Orientation of Principals, Educational administrators, parents/ guardians and Environmental Programme.
- Sports and Exposure visit programme was organized at District level.
- Salary of 71 Special Educators at Elementary and Secondary Education.

Distribution of TLM



Distribution of Aids & Appliances



Sports & Exposure Visit

