

F. No. 10-1/2023-IS.16
Government of India
Ministry of Education
Department of School Education & Literacy

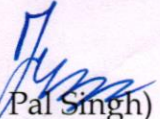
Shastri Bhawan, New Delhi
Dated: 15th May, 2023

Sub: Minutes of the meeting of the Project Approval Board held (PAB) held on 22nd March, 2023 to consider the Annual Work Plan & Budget (AWP&B) 2023-24 of Samagra Shiksha for the State of Mizoram - reg.

The meeting of Project Approval Board (PAB) was held on 22.03.2023 under the chairpersonship of Secretary (SE&L), through video conferencing to consider the Annual Work Plan & Budget (AWP&B) for 2023-24 of Samagra Shiksha for the State of **Mizoram**.

2. A copy of the Minutes of the Meeting is enclosed herewith.

Encl: As above


(Tej Pal Singh)
Under Secretary to the Government of India
Tel:011-23384582
E mail: tejpal.singh69@nic.in

To

1. Secretary, Ministry of Women & Child Development
2. Secretary, Ministry of Labour & Employment.
3. Secretary, Ministry of Social Justice & Empowerment
4. Secretary, Ministry of Tribal Affairs
5. Secretary, Ministry of Drinking Water and Sanitation, 4th Floor, Paryavaran Bhawan, CGO Complex, Lodhi Road, New Delhi-110003
6. Secretary, Ministry of Minority Affairs, 11th Floor, Paryavaran Bhawan, CGO Complex, Lodhi Road, New Delhi.
7. Secretary, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, CGO Complex, Lodhi Road, New Delhi.
8. Adviser (School Education), Niti Aayog, New Delhi.

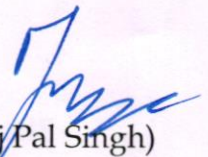
9. Dr. Dinesh Prasad Saklani, Director, NCERT, New Delhi
10. Vice Chancellor, NIEPA, New Delhi
11. The Chairperson, NCTE, Hans Bhawan, Wing II, 1 Bahadur Shah Zafar Marg, New Delhi-10002.
12. Vice Chancellor, IGNOU, Maidan Garhi, New Delhi.
13. Member Secretary, NCPCR, 5th Floor, Chanderlok Building, Janpath, New Delhi - 110001
14. All Bureau Heads of DoSEL
15. Shri Sanjog Kapoor, JA&FA, Ministry of Education
16. Economic Adviser, MoE
17. Shri V.Hegde, DDG(Statistics), MoE
18. Sri. Lalzirmawia Chhangte, Secretary (Education), Govt. of Mizoram
19. Sri Lalhruaitluanga, Additional State Project Director, Samagra Shiksha, Mizoram

Copy to:

1. All Divisional Heads of SS-I, SS-II, Inst., AE & Coord and Digital Bureau
2. All Under Secretaries of SS-I, SS-II, Inst., AE & Coord and Digital Bureau
3. Sh. Ataullah Khan, Consultant, Coordinator for Mizoram for circulation among the appraisal Team for the respective organisations
4. NIC-with a request to upload minutes on the Shagun portal/ Samagra Shiksha Portal.

Copy to :

1. PPS to Secretary (SE&L)
2. PPS to AS (Digital Bureau)



(Tej Pal Singh)

Under Secretary to the Government of India

Tel No. 011-23073397

Email: tejpal.singh69@nic.in



सत्यमेव जयते

Government of India
Ministry of Education
Department of School Education and Literacy

SAMAGRA SHIKSHA

(An Integrated Scheme for School Education)

Minutes of the meeting of the Project Approval Board held on 22.03.2023 through Video Conference to consider the Annual Work Plan & Budget (AWP&B) 2023-24 of Samagra Shiksha for the State of Mizoram.

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The soft copy of the minutes including annexures may be accessed on the MoE website at <https://dse1.education.gov.in/>



1. Introduction:

The meeting of the Project Approval Board was held on 22.03.2023 through Video Conference under the chairmanship of Secretary (SE&L) for considering the Annual Work Plan and Budget (AWP&B) 2023-24 for SAMAGRA SHIKSHA for the State of Mizoram. The list of participants who attended the meeting is at *Annexure-I*

Section: I - State specific initiatives, Review of Performance & Issues

Smt .LS Changsan, Additional Secretary, welcomed the Secretary DoSEL and Mizoram team to the meeting. Shri Sanjay Kumar, Secretary (SE&L) invited Mizoram to give a presentation on School Education in the State. Dr. Lalzirmawia Chhange, Secretary, School Education gave a presentation which included the following major points:

1.1 Early Childhood Care Education (ECCE): The Early Childhood Care Education (ECCE) was started in Mizoram in the year 2020. All teachers are qualified to deliver quality ECCE as per National Curriculum Framework (NCF)/State Curriculum Framework (SCF). ECCE curriculum has been revised and prepared in Mizo language. SCERT prepared an online course on ECCE for Anganwadi workers.

1.2 Pre - Primary Teachers' Handbook: Since NEP 2020 has given priority to pre-school, proper mapping has been done during November 2022 to January, 2023. Mapping of Preschool and co-location of primary schools with existing Anganwadi centers is done and state will prepare a systematic plan in this regards. Co-located Anganwadis with the Govt. Primary schools are given same treatment under school readiness programme with same materials developed by SCERT. NCF have been received and training of Primary Teachers is being initiated.

1.3 Child Friendly Furniture: All pre-primary classrooms across the regions of Mizoram were provided with BALA Features and Outdoor Play Materials. Child Friendly Furniture, BALA Features and Outdoor Play Materials are provided to 384 ECCE Centers.

1.4 Leveraging Technology- High Quality device for enhancing FLN: All schools with pre-primary sections have been provided with High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment. Teachers utilize this device for enhancing FLN at the classrooms. This device helps in achieving Development of a robust technology enabled Monitoring Mechanism (New) to track the progress of each child in achieving learning outcomes.

1.5 Teacher capacity building: The teachers were used with new ideas, approach, schemes and methods being introduced continuously, it is inevitable for teachers to feel a bit overwhelmed. The need for capacity building is never ending. Teachers require to be their best to provide the best for their learners.

1.6 Implementation of NIPUN Bharat: It is an outcome-based Competency Enriched programme which has been implemented in the State for the Age group of 3 to 9 years. Under the programme, all the planning is done with a monkey bar, sports and physical related equipments,

basketball net, stationery- Crayons, Stencils, Craft scissors for teacher, beads with thread, puzzles etc. The NIPUN Bharat pledge has been translated and renamed to Zo-NIPUN pledge. The pledge has also been displayed in all primary schools in the form of sunboard posters.

1.7 VIDYA SAMIKSHA KENDRA (VSK):- As per NCERT request, domain (www.vskmizoram.com) for launching VSK starter pack including 1 year SSL Certificate for the domain is acquired. VSK Starter package was demonstrated and handed over to Samagra Shiksha, Mizoram during a meeting held by CIET, NCERT on 17th February, 2023. VSK is composed of three major components and with the **Software** component now in place, implementation of the other two: **Physical Infrastructure** and **Human Resource** are in progress.

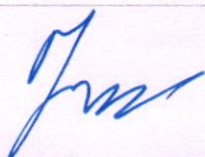
1.8 National Achievement Survey (NAS): The pattern of question and the technicality of NAS, so that the teacher and the students could be prepared for the next NAS to be held in the near future. State level will be initiated at School level, and all systems adopted in the NAS will be practiced. This formal assessment will provide a systematic way of evaluation by testing the understanding level of each child and his/her progress. This will bring development in the quality of teaching learning process.

2. Review of Commitments and Expected Outcomes & Action Taken during 2022-23

The progress made in implementing the commitments and expected outcomes given by the State in 2022-23 was reviewed and the status in respect of pending items is as under:-

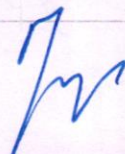
Sl No	Appraisal Issues	State's comments	Comments of the PAB 2022-23
1	The state has made commitment to review the state policy of keeping primary, middle and secondary and higher secondary schools as separate school but there is no progress shown by the state in this regard.	Composite school structure was implemented in the state long back before more than two decades ago, but was not successful due to the fact that the state has a hilly topographical nature; land availability has often become a problem to have sufficient space for composite school. Thus, the state has a policy to establish primary, upper primary and secondary schools as separate entities with separate management structures.	State has been directed to take necessary action.

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2	<p>It is found that the upgraded schools under Samagra Shiksha is being established and run outside the premises of existing middle schools and secondary schools and separate UDISE code is being provided to the upgraded secondary and higher secondary schools.</p>	<p>As stated above, upgraded schools under Samagra Shiksha are also established outside the premises of existing schools due to the following reasons:</p> <ol style="list-style-type: none"> 1. Limitation of space: Due to hilly topographical nature of the state, the existing upper primary/secondary schools do not have sufficient space for construction of buildings for upgradation within the school premises. 2. Sparse Population: The state is sparsely populated, enrolment in most of the upper primary/ secondary schools are very less. If one particular upper primary/ secondary school is upgraded, it would be difficult for other schools in the catchment area to approach the school. Rather, the state while proposing the new/upgraded schools, often consider appropriate location for the new school in order to cater to the needs of the catchment area and the feeder upper primary/ secondary schools so that there will not be any distance problem for those feeder schools within the catchment area. 3. State Policy: Due to the above said reasons, the state has a policy to establish primary, upper primary and secondary schools as separate entities with separate management structures. Thus, it is not feasible to locate new schools under Samagra Shiksha within the compound of existing upper primary/secondary schools. 	<p>State has been directed to take necessary action.</p>
3	<p>Vacancy in SCERT: Vacancy of academic positions in SCERT is 24.4% with only 34 faculties in position as against a total sanctioned post of 45, as per scheme. These vacant posts need to be filled up on priority as it is also directly impacting</p>	<p>Proposal for filling up of the posts was submitted and is under consideration.</p>	<p>State is requested to ensure existing vacancies in SCERT are filled up on priority.</p>



Sl No	Appraisal Issues	State's comments	Comments of the PAB 2022-23																								
	PGI indicators #2.1.12.																										
4	Vacancy in DIETs: Vacancy of academic positions in the 8 Functional DIETs is 39.5% with only 121 faculties in position as against a total sanctioned post of 200 (25 Academic posts per DIET) as per scheme. These vacant post needs to be filled up on priority as it is also directly impacting PGI indicators #2.1.12	Proposal for filling up of the posts was submitted and is under consideration.	State is requested to ensure existing vacancies in DIETs are filled up on priority.																								
5	NER at Primary and Elementary level during the year 2019-20 & 2020-21 is 100%. NER has improved 69.02% (2019-20) to 72.06% (2020-21) at Upper Primary level, NER has not improved at Secondary level while comparing from the year 2019-20 (52.25%) and 2020-21 (49.11%), similarly NER has not improved at Higher Secondary level while comparing from the year 2019-20 (30.25%) and 2020-21 (29.42%).	<table border="1"> <thead> <tr> <th>Year</th> <th>Secondary</th> <th>Higher Secondary</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>51.67</td> <td>35.63</td> </tr> <tr> <td>2020-21</td> <td>49.11</td> <td>29.42</td> </tr> <tr> <td>2019-20</td> <td>52.25</td> <td>30.25</td> </tr> </tbody> </table> <p>The long closure of schools due to Covid 19 pandemic must have impact in decline in NER in the state, now that schools have been reopened and NER at Secondary level is also improved as given in the table below:</p> <p>Source: UDISE+2021-22</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Prim ary</th> <th>Upp er Prim ary</th> <th>Elem entary</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>116.63</td> <td>72.06</td> <td>111.96</td> </tr> <tr> <td>2019-20</td> <td>100.00</td> <td>69.02</td> <td>100.00</td> </tr> </tbody> </table>	Year	Secondary	Higher Secondary	2021-22	51.67	35.63	2020-21	49.11	29.42	2019-20	52.25	30.25	Year	Prim ary	Upp er Prim ary	Elem entary	2020-21	116.63	72.06	111.96	2019-20	100.00	69.02	100.00	State needs to focus on further improving the NER at secondary and higher secondary levels with a targeted plan of action.
Year	Secondary	Higher Secondary																									
2021-22	51.67	35.63																									
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6	Zero Enrolment Schools: During the year 2020-21, there were 10 Primary schools and 6 Upper Primary schools with zero enrolment. Measures may be taken so that children enrol in these schools. Source: UDISE+ 2019-20 & 2020-21 (Provisional)/ Mizoram MOE PPT (2022-23)	The issue on zero enrolment schools has been placed before the state EC meeting, after hearing a record from the concerned districts; it is learnt that most of the schools are located in the deserted habitations. To have an intensive knowledge about the individual school, the existing number of population and children remain in these habitations are being thoroughly surveyed at present in order to have an informed decision making.	State has been directed to take necessary action in this regard.																											
7	Annual Average Drop-out Rate: In Aspirational district Mamit, the drop-out rate is more than 48% at Secondary level. Boys 51.4, Girls 45.5	With the assistance of Aspirational district funds from CSR and other sources, full efforts have been given for improvement in school education sector in Mamit district, the dropout rate has gone now as given below: <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="4">Dropout Rate 2021</th> </tr> <tr> <th rowspan="2">District</th> <th colspan="3">HS</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Mamit</td> <td>6.45</td> <td>19.24</td> <td>13.17</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Source: UDISE+2021-22</i></p>	Dropout Rate 2021				District	HS			Boys	Girls	Total	Mamit	6.45	19.24	13.17	The state needs to put an emphasis on lowering the high dropout rate, particularly at the secondary and senior secondary levels, with a unique action plan at the secondary level.												
Dropout Rate 2021																														
District	HS																													
	Boys	Girls	Total																											
Mamit	6.45	19.24	13.17																											
8	Decline in Transition Rate: Low transition in Aspirational district Mamit for elementary level to secondary level for Boys: 48.24, Girls 83.99, for secondary to higher secondary for boys 19.85 and girls 23.52	With the assistance of Aspirational district funds from CSR and other sources, full efforts have been given for improvement in school education sector in Mamit district, the transition rate have been improved now as given in the table below: <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="7">Transition Rate 2021</th> </tr> <tr> <th rowspan="2">District</th> <th colspan="3">Elementary to HS</th> <th colspan="3">HS to HSS</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Total</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Mamit</td> <td>75.96</td> <td>87.05</td> <td>81.18</td> <td>37.73</td> <td>31.67</td> <td>34.65</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Source: UDISE+2021-22</i></p>	Transition Rate 2021							District	Elementary to HS			HS to HSS			Boys	Girls	Total	Boys	Girls	Total	Mamit	75.96	87.05	81.18	37.73	31.67	34.65	State needs to focus on improving the transition rate at all levels.
Transition Rate 2021																														
District	Elementary to HS			HS to HSS																										
	Boys	Girls	Total	Boys	Girls	Total																								
Mamit	75.96	87.05	81.18	37.73	31.67	34.65																								
9	Surplus Teachers at Elementary level: There are 5205 surplus teachers at Elementary level, 6.4% Upper Primary Schools/ Section having 3 subject teachers as per RTE Norms	The reason for surplus teacher at the elementary level is due to the fact that in Mizoram the traditional practice of separate classroom for each class and separate teacher for each classroom is still followed till today. Meantime, less number of subject teachers in UPS as mentioned is due to wrong entry in UDISE. Teachers in UPS are not recruited in subject wise	State is requested to prioritize rationalization of teachers.																											



Sl No	Appraisal Issues	State's comments	Comments of the PAB 2022-23
		teachers previously though they have taught their own specialised subject in schools. Only teachers recruited after implementation of RTE Act 2009 have filled up themselves under subject teachers in UDISE. However, it does not mean that there are shortages of subject teachers in UPS in reality.	
10	Subject PTR at Secondary level: Despite comfortable subject PTR, only 59.6% secondary schools have teachers for all core subjects. Source: UDISE+ 2020-21 (Provisional)/ Mizoram MOE PPT (2022-23)	The state has recently accorded recruitment of 50 teachers which will be completed in a short period of time, this will help in availability of core subject teachers in secondary level to some extent. In addition, recruitment of teachers to fill up all vacant posts is also submitted to the state government which is an active consideration of the government now.	State is to ensure availability of required number of subject teachers at the secondary level.
11	Implementation of Section 12: State is yet to identify private schools which have received land, grants or any other support from Govt. at any point of time. Hence, it is requested to ensure that such private schools which are under obligation to provide free education to children of disadvantaged groups and weaker sections are nor reimbursed as per provision to section 12(2) of RTE Act, 2009.	Gross Access Ratio in Mizoram is 97.99% in primary stage and 95.30% in upper primary stage, almost all habitations are served with PS and UPS. Besides all the elementary schools in Mizoram are using same TLM and textbooks. In such situation, the state has no obligation to admit children from any section of society to the extent of at least 25% of the strength of class I. Meantime, no private schools in the state does not receive any kind of such assistance from the government as well.	State has not yet implemented Section 12 (1)(c). State has been directed to take necessary action.
12	Infrastructure in Government schools i.e. number of schools without infrastructure facilities: No drinking water in 289 schools, no boys toilets in 123 schools, no girls toilets in 179 schools, no ramps in 990 schools, no electricity in 488 schools, no	With the assistance of additional PAB funds on 'Rejuvenation of Basic Infrastructure and Overall cleanliness of Government School' all these gaps shall be filled up in the near future.	State needs to take adequate measures on priority basis to reduce the infrastructure gaps specially on drinking water, boys & girls toilet, library and ramps in the schools.

Sl No	Appraisal Issues	State's comments	Comments of the PAB 2022-23
	playground in 441 schools and no library in 756 schools.		
13	Out of schools children: Rate of mainstreaming of children in age appropriate classes is very low. State is required to ensure that remaining children are mainstreamed and their updated data is uploaded on PRABANDH portal. State has not covered any drop out of secondary level.	The outbreak of Covid 19 pandemic and its imposed lockdown has affected progress in mainstreaming of OoSC during the last two previous years as online teaching conducted wherever possible has not much result as expected in the case of OoSC. However, full efforts have been given in this regard, rate of mainstreaming have been increased during current academic session.	Mainstreaming of Out of School Children is not yet completed. State has been requested to ensure that this activity is completed on an urgent basis.
14	Vacant posts (elementary and secondary): State vacancies in 2573 elementary schools and no vacancies under Samagra Shiksha, similarly State vacancies in 494 secondary schools. State has to fill the vacancies at the earliest.	Vacancy of teachers in this statement is worked out from the wrong teacher related information submitted during appraisal of the AWP&B 2021-22. Accordingly, with the permission of the Govt. of India, the table was revised and the vacancies were worked out as 329 in elementary level and 294 in secondary level. In order to fill up these posts, state has recently accorded recruitment of 50 teachers at the secondary level which will be completed in a short period of time. In addition, recruitment of teachers to fill up all vacant posts is also submitted to the state government which is an active consideration of the government now.	Noted, The state is requested to make sure that the hiring process should be finished as soon as possible.
15	Vacant post (Teacher Education): 11 Posts are vacant in SCERT and 78 posts are vacant in DIET.	Proposal for filling up of the posts was submitted and is under consideration.	State needs to ensure that the process of recruitment should be completed at the earliest.

