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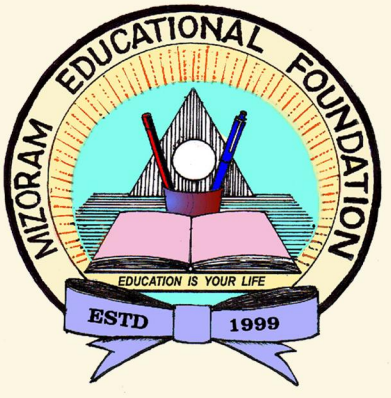

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CONTENTS

Evaluation of the Mathematic Competency of Class IV Children in Mizoram in relation to MLLs.

Dr. C. Lalremruata*

1. Introduction:

To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success (MLL, Para 3.6). The NPE also observes that quality education with comparable standard set at the minimum level is the requisite condition for success. The issue of quality education with comparable standard also entailed automatically the creation of reliable evaluation system to ensure the achievement at least of the prescribed levels of learning. In this respect, the NPE 1986 laid down that Continuous and Comprehensive Evaluation (CCE) system shall be followed with an incorporation of both scholastic and non-scholastic aspects of education, spread over the total span of instructional time (NPE, Para 8.24). The scholastic aspects of education are concerned with learning at the cognitive level whereas non-scholastic aspects include all learning outcomes in behavioural terms. The CCE devise is to evaluate the progress of a child both in cognitive and non-cognitive areas. The MLL gives the objective of teaching-learning processes in behavioural terms whereas CCE is to measures how far progresses has been achieved by every individual both in cognitive and non-cognitive aspects. Therefore, it can be apparently observed that MLL and CCE approach are just like the two sides of the same coin since they are closely interdependent.

The present article is an attempt to address quality aspects at primary stage of education especially in the subject of Mathematics by following Minimum Levels of Learning (MLL) approach. What is the status of children in elementary mathematics in terms of learning outcomes? How far improved input quality brings about quality in output component? What is the status of mathematical learning condition in rural and urban setting, and government and private management schools? Are there any gender differences in mathematical learning outcomes? Moreover, what are the mathematical areas of weaknesses of children in elementary schools? What are the areas of difficulty or hard spots in Mathematics? All these questions demand an

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intensive study and introspective analysis which can only be addressed properly through research. It is, therefore, in this context that the need of the study was felt and the study was subsequently undertaken having in mind the following objectives:

1) To assess the overall competency of Class IV children of primary schools in Mizoram in Mathematics in relation to MLL.

2) To compare the performance and levels of achievement of Class IV children in Mathematics in relation to MLL on the basis of management of primary schools i.e. government and private.

3) To compare the performance and levels of achievement of Class IV children in Mathematics in relation to MLL on the basis of locality i.e. rural and urban.

4) To compare the performance and levels of achievement of Class IV children in Mathematics in relation to MLL on the basis of gender i.e. boys and girls.

2. Method of the Study

The present study is an evaluative study as it evaluates and assesses class IV children of primary schools in Mizoram based on mathematical competencies and skills prescribed for Minimum Levels of Learning (MLL) for class III children in the country. Descriptive method of research has been adopted as the investigator had to describe the status of primary schools in Mizoram with regard to achievement of MLL or learning outcomes in the subject of Mathematics by class IV children.

The population under consideration in this study comprised of all class IV children of primary schools in Mizoram who had recently passed class III from such schools. Decision was made to draw a sample of not less than 2% of the population from each district by following stratified purposive sampling technique. Accordingly, samples were purposively drawn from all the different types of schools on the basis of management and location-wise distribution. Consequently, the data were collected from the sample size of 808 class IV students which was found quite satisfactory and reliable as per the formula given by R.V. Krejcie and D.W. Morgan (1970) in Educational and Psychological Measurement, 30, 607 – 610 .

The Competency-based Achievement Test duly constructed by the investigator was used as the tool to collect the required data from the sample population.

The test materials were finalized and printed in a book-let form only after validity and reliability of the Test on the subject was established satisfactorily. The Achievement Test materials consisted three parts: Question sheets, Answer sheets and Practice sheets. Practice-sheets were prepared for the purpose of practice and trial so that children might not face difficulties owing to unfamiliarity of the test. The medium of the test

was Mizo, which is the spoken language of most of the children in Mizoram. Children of non-speaking Mizo, if any, were left out in the test. The question sheets of the test in the subject was printed in only 100 copies as they were meant for re-use whereas answer sheets were printed in 1000 copies. Data collection was carried out and completed within three months of commencement of the academic session. Generally, a single day was spent to complete the test in each of the selected schools. At first, a rapport was established between the children and the test administrator followed by explanation, clarification and instructions with the help of practice Book-let which took approximately 30 minutes beginning at around 9:30 AM.

The scored data so collected on the basis of the performances of the students have been analyzed with the help of measures of variability such as mean and standard deviation, and 't' calculated value has also been used to find out whether the differences between the performances of children are significant at 0.1 and 0.5 levels or not. Performances are also analyzed in terms of levels of achievement, that is, the ranges of percentage of marks obtained by the students, to know if the students have achieved mastery level of learning expected in MLL.

3 Operational Definitions of the Technical Terms used:

The operational definitions of the technical terms used in the present study are as given below:

3.1 Minimum Levels of Learning:

Minimum Levels of Learning may, perhaps, be defined in a variety of ways. For example, one may define MLL as expected learning outcomes in term of observable terminal behavior. Other may also defines it on the basis of a taxonomic analysis of learning objectives such as knowledge, comprehension, application, analysis, synthesis, evaluation and so on. One can also state the MLL in terms of learning competencies expected to be mastered by every child by the end of a particular class or stage of education. These different approaches for stating the MLL are not mutually exclusive. Of the various alternatives available, the Committee which was constituted by the MHRD on 5.1.1990 has chosen to state the MLL in terms of terminal competencies (NCERT, 1991)

3.2 Mastery Levels of Learning:

Mastery level of learning refers to achievement of 80 per cent and above marks in an MLL based achievement test. In operational terms, MLL requires that 80 per cent or more children should be able to master at least 80 per cent of the prescribed learning levels or skills.

4 Delimitation of the study:

The present study has been delimited to evaluation of only Class IV children of primary schools in Mizoram. The evaluation was further delimited to the subjects of Mathematics as prescribed by the Mizoram Board School Education on the basis of MLLs.

5. Data Analysis and Interpretations:

The result of the analysis of data and its interpretation are as given below:

5.1 Overall performance and level of achievement:

(a) Overall performance and level of achievement:

Table 1.1
Overall performance of Class IV children in Mathematics

	Maths
Cases	808
Mean scores	13.88
SD	4.83

Table 1.2:
Overall Level of Achievement in Mathematics.

	Mathematics	
	N	%
Mastery 80% and Above	0	0
60-79%	20	2.48
45-59%	149	18.44
30-44%	388	48.02
Below 30%	251	31.06
Total	808	100

The performance of class IV children in terms of mean scores and Standard Deviation (SD) in the subject presented in Table 1.1 has been supplemented by Table 1.2 which presents the percentage levels of achievement of the children. The facts reflected by the above two tables are as given below:

(i) Children are found very poor in Mathematics as the mean performance score is only 13.88 that is equivalent to the average percentage score of 34.67 only and no one has achieved mastery level. At the same time, the very low Standard Deviation 4.83 is observed in the subject, which implies that children are more homogenous with regard to their performance in this subject.

(ii) The largest number of children is found within the given range of 30%-44% of marks in Mathematics.

(iii) The above tables reflect that the performance and achievement level of Class IV children in Mathematics is far from satisfactory.

(b) District-wise performance and level of achievement of Class IV children.

Table 1.3.
District-wise performance in Mathematics.

Aizawl		Champhai		Kolasib		Mamit		Lawngtlai		Lunglei		Saiha		Serchhip		Overall Total	
N =	222	N =	118	N =	98	N =	89	N =	80	N =	107	N =	39	N =	55	N =	808
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
15.48	4.70	14.52	4.14	12.66	4.94	14.92	4.90	11.51	4.28	13.35	5.09	***11.09***	***3.16***	12.92	4.68	13.87	4.83

The above table 1.3 presents district-wise performance of children on the subject of Mathematics. In Mathematics, the mean score is highest in Aizawl District (15.48) and lowest in Saiha District (11.09). At the same time, the lowest Standard Deviation (3.16) is also found in the same District (Saiha) in the subjects. This reflects that lesser disparity of learning achievement in this particular subject is observed in Saiha District when compared with the rest of the districts. This means that children belonging to Saiha District most equally poor in Mathematics.

Table 1.4:
District-wise Level of achievement in Mathematics

District	Below 30%		30%-44%		45%-59%		60%-79%		Mastery 80% & above		Total	
	N	%	N	%	N	%	N	%	0	0	N	%
Aizawl	49	22.1	97	43.7	68	30.6	8	3.6	0	0	222	100
Champhai	24	20.3	68	57.6	26	22.0	0	0.0	0	0	118	100
Kolasib	39	39.8	45	45.9	11	11.2	3	3.1	0	0	98	100
Mamit	20	22.5	44	49.4	21	23.6	4	4.5	0	0	89	100
Lawngtlai	43	53.8	29	36.3	8	10.0	0	0.0	0	0	80	100
Lunglei	35	32.7	58	54.2	9	8.4	5	4.7	0	0	107	100
Saiha	20	51.3	19	48.7	0	0.0	0	0.0	0	0	39	100
Serchip	21	38.2	28	50.9	6	10.9	0	0.0	0	0	55	100
Total	**251**	**31.1**	**388**	**48.0**	**149**	**18.4**	**20**	**2.5**	**0**	**0**	**808**	**100**

Table 1.4. shows that no one from amongst the sample children attains mastery level in Mathematics. The largest number of children (48%) in all the Districts is found scoring between the range of 30%-44% and 31.1% of them are found scoring below 30% of the total mark. The overall mean score in this subject is only 13.88 (see Table.1.1). It is apparent that one-fourth of the children do not achieve 30% marks on the test in this particular subject.

(c) Competency-wise performance of Class IV Children:

Table 1.5 :
Competency-wise performance in Mathematics

	Number concept	Arithmatic Operations	Daily problem in life	Reading Clock	Reading Calender	Fraction	Geometrical Shapes	Overall Total
N	808	808	808	808	808	808	808	808
Mean	3.19	2.26	5.9	1.04	0.52	0.578	0.4	13.88
Std. Deviation	1.66	1.34	2.41	0.91	0.51	0.857	0.5	4.828

Table 1.5. presents the data on competency-wise performance of Class IV children in Mathematics where the two lowest mean scores 0.4 and 0.52 are found against the MLL competency of geometrical shapes and reading calendar respectively. This implies that most children are weak in these two areas of Mathematics. The highest mean score is found against the area of 'daily problem in life' which involves mathematical problem solution in real life situations. This indicates, more or less, that children are better in problem solving which requires divergent thinking whereas they are least developed in the areas like geometrical shapes and reading calendar which involves convergent thinking. Fraction is another area where children performed poorly.

(d) Competency-wise level of achievement of Class IV Children:

Table 1.6:
Competency-wise level of achievement in Mathematics.

Selected MLL Competencies in Mathematics.	No of children scoring below 30%		Mastery (80% & above)	
	N	%	N	%
Number concept	285	35.27	18	2.23
Arithmatic Operation	249	30.82	159	19.68
Daily life problem	119	14.73	21	2.60
Reading clock	327	40.47	350	43.32
Reading Calender.	393	48.64	3	0.37
Fractions	491	60.77	48	5.94
Geometrical shapes.	625	77.35	23	2.85

Table 1.6 also tells us that not less than 99% of sample children have failed to attain mastery level in the area of reading calendar. It is apparent from this Table that not less than 99% of Class IV children of Mizoram are unable to read and interpret calendar (Gregorian calendar mostly used in the State). Apart from this area, most children are also found very weak in the areas like number concept, daily life mathematical problems, geometrical shapes and fractions. Although reading clock is the area where 43.32% of children achieve mastery level, yet as many as 40.47% of children are found unable to read clock properly.

5.2. Management-wise comparison:

(a) Management-wise performance in Mathematics:

Table No 2.1: Management-wise performances in Mathematics.

Mangements	Mathematics		
	N	Mean	SD
Govt.	384	13.04	4.85
Private	424	**14.62**	4.68
Total	808	13.87	4.83
t'	**-7.52**		
Df	806		

It is striking to note from Table 2.1 that when comparison of performance of children in Mathematics is made between government schools and Private schools, Private schools are significantly better than government Schools as the 't' calculated value is more than the table 't' value at both .01 and .05 levels.

(b) Management-wise level of achievements in Mathematics:

Table 2.2: Management-wise level of achievement in Mathematics.

Ranges	Type of School				Total	
	Government		Private			
	N	%	N	%	N	%
Mastery(80% & above)	0	0	0	0	0	0
60%-79%	8	2.08	12	2.83	20	2.48
45%-59%	59	15.36	90	21.23	149	18.44
30%-44%	174	45.31	214	50.47	388	48.02
Below 30%	143	37.24	108	25.47	251	31.06
Total	384	100	424	100	808	100

Table 2.2 shows that no one from both government and Private schools attains mastery level in Mathematics. The largest percentage of sample children (48.02%) both from the two types of schools secure marks which fall within the range of 30%-44%. Mention may also be made that 31.06% of sample children (37.24% from government schools and 25.47% from Private schools) secure marks less than 30% of the total marks. The overall level of achievement of private school children is a little higher than that of government school children.

(c) Management-wise level of achievement in Mathemaics items corresponding with MLL competencies:

Table 2.3: Management-wise level of achievement in Mathematics items corresponding with MLL Competencies.

Area of MLL competencies covered in the test.	Govt (N=384)				Private (N=424))			
	Zero correct responses		Mastery level		Zero correct responses		Mastery level	
	N	%	N	%	N	%	N	%
Number Concept	19	4.95	3	0.78	23	5.42	15	3.54
Arithmatic Operations	51	13.28	66	17.19	29	6.84	93	21.93
Daily problem in life	10	2.60	9	2.34	5	1.18	12	2.83
Reading clock	170	44.27	143	37.24	142	33.49	207	48.82
Reading Calender	206	53.65	0	0.00	186	43.87	3	0.71
Fraction	237	61.72	20	5.21	254	59.91	28	6.60
Geometrical shapes	263	68.49	4	1.04	181	42.69	19	4.48

The above table reveals the better position of children of private schools than that of government schools in Mathematics. The percentages of children of private schools achieving mastery level are higher in all the 7 areas of MLL competency whereas the percentages of the children without any correct response are lower in 6 out of the 7 areas, than that of government schools.

If we examine table 2.3 carefully, we can find that most children are found very weak in Mathematics items corresponding with MLL competency such as geometrical shapes, fractions, reading calendar and reading clock irrespective of school types. More than half of the children fail to give correct answer to all the questions/items relating to geometrical shapes which involves naming of various geometrical shapes likes cube, cuboids, triangle, etc., and responses to fraction identification. Moreover, 392 (48.51%) children are unable to read and interpret calendar properly. 377 (46.65%) of the children also fail to read clock correctly. In all the Mathematics items corresponding with MLL competencies, the number of children achieving mastery level is higher in private schools than in government schools. Hence, we can conclude that private schools are better than government schools in Mathematics.

5.3. Location-wise comparison:

(a) Location-wise Performance in Mathematics:

Table 3.1:
Location-wise Performance in Mathematics

	Mathematics					
	Rural			Urban		
	N	Mean	SD	N	Mean	SD
	305	13.67	5.12	503	***13.99***	4.65
t' value	***-1.48***					
Df	806					

Table 3.1 depicts that in Mathematics, children belonging to urban schools significantly performed better than their counterpart in rural schools. It may be noted that the 't' value of -1.48 between rural and urban schools in Mathematics is more than the table 't' value only at .05 level.

(b) Location-wise Level of Achievements in Mathematics:

Table 3.2:
Location-wise Level of Achievement in Mathematics

Ranges	Locality				Total	
	Rural		Urban			
	N	%	N	%	N	%
Mastery(80% & above)	0	0	0	0	0	0
60-79%	9	2.95	11	2.19	20	2.48
45-59%	58	19.02	91	18.09	149	18.44
30-44%	141	46.23	247	49.11	388	48.02
Below 30%	97	31.80	154	30.62	251	31.06
Total	305	100	503	100	808	100

Location-wise level of achievement in Mathematics shown in Table 3.2 above indicates that no child both from rural and urban schools attains mastery level. The largest percentages of children (46.25% of rural school children and 49.1% of urban school children) secure marks which fall within the range of 30%-44%. Further, 31.8% of rural school children and 30.6% of urban school children secure marks less than 30% of the total marks. However, Children of urban schools performed a little bit better than that of rural schools in overall performance in this particular subject.

(c) Location-wise level of achievement in Mathematics items corresponding with MLL competencies:

Table3.3 :
Location-wise level of achievement in Mathematics items corresponding with MLL Competencies.

Area of MLL competencies covered in the test.	Rural (N=305)				Urban (N=503)			
	Zero correcct responses		Mastery level		Zero correcct responses		Mastery level	
	N	%	N	%	N	%	N	%
Number Concept	19	6.23	4	1.31	23	4.57	14	2.78
Arithmatic Operations	33	10.82	47	15.41	47	9.34	112	22.27
Daily problem in life	8	2.62	12	3.93	7	1.39	9	1.79
Reading clock	132	43.28	123	40.33	180	35.79	227	45.13
Reading Calender	153	50.16	0	0.00	239	47.51	3	0.60
Fraction	168	55.08	37	12.13	323	64.21	11	2.19
Geometrical shapes	204	66.89	0	0.00	240	47.71	23	4.57

A perusal of Table 3.3 reveals that 66.89%, 55.08% and 50.16% of sample rural school children fail to give correct answers to all the questions/items in geometrical shapes, fraction and reading calendar respectively. At the same time, the responses of 47.71%, 64.21% and 47.51% of sample urban school children for all the questions/ items relating to geometrical shapes, fraction and reading calendar respectively are all wrong. While 'geometrical shapes' is an item most difficult for rural school children, fraction is most difficult for children of urban schools. The percentages of children getting zero correct response are higher among the children of rural schools than that of urban schools for all the MLL competency items except fraction. At the same time, the percentages of children obtaining mastery level of achievement are higher among the children of urban schools in all the competency items except 'daily problem in life' and 'fraction'. These may reflect the fact that urban school children are better than rural school children.

5.4. Gender-wise comparison:

(a) Gender-wise Performance in Mathematics:

Table 4.2
Gender-wise level of achievement in Mathematics

Level of Achievement in Mathematics	Gender					
	Boy		Girl		Total	
	N	%	N	%	N	%
Mastery (80% and Above)	0	0	0	0	0	0
60-79%	4	1.044	16	3.8	20	2.48
45-59%	61	15.93	88	21	149	18.4
30-44%	195	50.91	193	45	388	48
Below 30%	123	32.11	128	30	251	31.1
Total	383	100	425	100	808	100

The gender-wise level of achievement in Mathematics is also given in Table 4.2 and analysed. It appears from the given table that there is no one amongst the two sexes who attain mastery level in this subject. Moreover, 32.11% of boys and 30% of girls (about one-third of the sample children) secure marks less than 29% of the total marks. The highest concentration of boys and girls is also found within the given mark ranges between 30-45%. Only 1.04% of boys are found within the mark range of 60-79% whereas 3.8% of girls are found within the same range. As a whole, girls are a little better than boys with regard to their level of achievement in mathematics.

(b) Gender-wise level of ac hievement in Mathematics items corresponding with MLL competencies:

Table 4.3 :
Gender-wise level of achievement in Mathematics items corresponding with MLL Competencies.

Area of MLL competencies covered in the test.	Boys (N=383)				Girls (N=425))			
	Zero correcct responses		Mastery level		Zero correcct responses		Mastery level	
	N	%	N	%	N	%	N	%
Number Concept	10	2.61	4	1.04	32	7.53	14	3.29
Arithmatic Operations	43	11.23	57	14.88	37	8.71	102	24.00
Daily problem in life	10	2.61	6	1.57	5	1.18	15	3.53
Reading clock	159	41.51	154	40.21	153	36.00	196	46.12
Reading Calender	192	50.13	1	0.26	200	47.06	2	0.47
Fraction	253	66.06	19	4.96	238	56.00	29	6.82
Geometrical shapes	227	59.27	9	2.35	217	51.06	14	3.29

From the data presented in Table 4.3, it can be inferred that girls are better than boys in terms of zero correct responses and achievement of mastery level learning. The order of difficulty level of various MLL areas is almost same for both boys and girls. Children are found very weak in Mathematic items corresponding with MLL competencies such as reading calendar, geometrical shapes, fractions and reading clock irrespective of gender. In these four particular items of MLL competency, number of zero correct responses is found very high and at the same time, attainment of mastery level is very low. More than half of the children fail to answer correctly all the questions/ items relating to geometrical shapes like cube, cuboids, triangle, etc., and fraction identification. Of the children, 192 (50.13%) boys and 200 (47.06%) girls are unable to read and interpret calendar properly. Moreover, 159 (41.51%) boys and 153 (36%) girls fail to read clock correctly. In all the Mathematics items corresponding with MLL competencies, the number of girls achieving mastery level is higher than boys. Based on zero correct responses, fraction is the most difficult area of MLL competency for both boys and girls and reading calendar is also the most difficult item based on attainment of mastery level learning.

6. Major findings and suggestions:

6.1. The overall mean score of children in Mathematics was 13.88 out of the total mark of 40 in the subject. The mean score so derived was equivalent to the average percentage score of 34.67 only. Thus, the mean score of children in the test fell below 40% of the total mark which was far from satisfactory and also from the desired mastery level of 80% and above.

6.2. Children of Aizawl District performed the best whereas children of Saiha District were poorest comparing with children in the rest of the seven districts.

6.3. Children of five districts got the mean score less than the overall mean score of 13.88 which is corresponding to the average percentage score of 34.67.

6 .4. In Mathematics, the biggest cluster of children (48%) was found within the mark range of 30%-44% whereas more than one-third of the children failed to achieve even 30% of the total marks.

6.5. Of the 7 different areas of MLL competency identified in Mathematics, three of them like geometry, fraction and reading calendar emerged as hard spot of learning for the children. Tests items relating to geometry involves naming different geometrical shapes like cuboids, cube, triangle, rectangle, etc against which 77.35% of children scored less than 30% of the total marks and only 2.85% of children attained mastery level in this particular area.

6.6 Reading calendar was also found to be most difficult for children next to geometry and only 0.12% achieved mastery level.

6.7 Fraction was also another area in which most children were found very weak that more than half of them derived marks less than 30% of the total mark and only 5.94% achieved mastery level.

6.8. In Mathematics, children of private primary schools were found significantly better than children of government primary schools which is, perhaps, contrary to the general existing believes.

6.9. Although the mean score of children of private schools is significantly higher than the mean score of children of government schools in Mathematics, no one both from government and private schools attained mastery level in this particular subject.

6.10. The largest group of children both from government and private schools secured marks which fell within the mark range of 30%-44%. In other words, even in private schools most children secured marks less than 45% of the total marks which can be taken as an indicator of a very poor performance.

6.11. Of the 7 different areas of MLL competencies in Mathematics, the highest percentage of children with 'zero correct responses' was found against the item on fraction both in government and private primary schools. In other word, more than half of the sample children, irrespective of types of school management, wrongly responded all the test items relating to fraction. This indicated that fraction was the most difficult area of MLL competencies in Mathematics for the children both in government and private primary schools.

6.12. Children of primary schools located in urban areas were significantly better than children of primary schools located in rural areas in the subject. In other words, urban schools were significantly better than that of rural schools in the test.

6.13. Of the 7 different areas of MLL competencies in Mathematics, a higher percentage level of attainment of mastery in urban primary schools was observed in all the 5 areas like number concept, arithmetic operation, reading clock, reading calendar, geometrical shapes. The percentage level of attainment of mastery in rural schools was higher than urban schools in the remaining 2 areas like 'daily problem in life' and 'fraction'.

6.14. Girls were significantly better than boys in Mathematics which is also, perhaps, contrary to the general existing believes. However, no one from both the two sexes attained mastery level. 32.11% of boys and 30% of girls secured marks less than 30% of the total mark. The largest groups 50.91% boys and 45% girls derived marks which fell within the mark range of 30%-44%.

7. Recommendations and Suggestions:

On the basis of the major findings given in the preceding para, following recommendations and suggestions are given:

7.1. Monitoring Learning Achievement (MLA) project (1999) in 11 African countries reported that pupils in private schools outperformed those in public schools in all the subjects measured in ten out of eleven MLA African countries, Mauritius being the exception (V.Chinapah, et al, 1999). Another study carried out by SACMEQ in southern Africa also revealed that pupil in the high socio-economic (SES) group consistently outperformed those in the low SES group (Rao, et al, 2001,p.40). Generally private schools received pupils from high SES group and government schools received pupils from low SES group. In the present study, private school children outperformed those children in government schools in the subject i.e Mathematics. Therefore, it is very natural that private school children outperformed those children in government schools in the

subject. However, the level of achievement in the subject both in the government and private schools was very much unsatisfactory which needs immediate attention of the concerned Department.

7.2. As a whole, Competency-based activity-centred or learning outcome approach should be emphasised and followed as a teaching and learning approach right from the Elementary levels. Learning outcomes and structures should be formulated to facilitate the sequential development of the concepts. In order to attain the specified competencies or mastery levels, pupils have to be active, not passive participants in learning. Rote memorization should be discarded completely at any cause as is also desired by NCF 2005 and RTE Act, 2010.

7.3. With the introduction of C.C.E as required under the recently published Right to Education Acts, MLL approach of learning should be encouraged in the State in order to raise the standard of achievement and necessary steps should also be taken up at appropriate level to implement the action plan for introduction of MLL. The SCERT in the State may be entrusted to follow up action plan which was already prepared by the MHRD, N.Delhi way back in 1990.

7.4. Mastery based learning need to be emphasized with determination. The traditional concept of '30 per cent pass mark' prevalent at the primary stage is, indeed, an impediment in creating the condition for success and raising the standard of learning. At this stage, it is absolutely essential that the mastery level of learning is aimed at. One can be sure of substantial improvement in quality without sacrificing equity, only when achieving the basic skills of reading, writing, computation, etc., as given in the MLL statements.

7.5. Teacher education, teacher training and their working conditions require special considerations to attain an Education of Quality for All. Teachers are required to train and made them acquainted with Mastery based learning approach. Hence, the syllabi of the DIET and B.Ed College should be re-examined and revised so as to cater adequately the required skills in mastery based learning method.

7.6. A relationship was found between the level of reading at age 7 and the level of achievement in examination at age 16. Reading predictor at age 7 proved to be an equally accurate predictor at age 16 (MacGilchrist, 1997). Thus, greater emphasis should be given to reading ability of children at primary stage and appropriate innovative schemes of an intervention should also be formulated and provided to help those pupils who are found weak in reading right from the primary stage. In other word, special attention must be given to the progress of pupils especially in reading ability at primary stage.

7.7. More attention should be given to curriculum planning and the provision of adequate and relevant materials for improving the teaching and learning processes. The course structure or objectives of curriculum should be reviewed so as to cater at least all the competencies or skills listed out in the MLL statement. Even if textbook may not adequately cover, Teacher should be able to take care of those competencies or skills through interaction and co-curricular activities inside and outside the classroom.

7.8. More efforts are needed in order to integrate and facilitate the teaching and learning of basic knowledge, skills, values, behaviours as well as self-learning and critical-thinking habits right from elementary stage. All these efforts must be directed and guided by systematic and continuous learning outcome assessment.

7.9. When teaching Mathematics especially at primary stage, pupil must enjoy for which activity based approach should be followed. Practical mathematics should be introduced so that every child can enjoy the subject.

7.10. At least minimum required Learning facilities must be made available in all schools for which government should take necessary appropriate steps for improvement.

7.11. Concrete measures and steps must be taken up so that percentage of teachers with professional degrees can be improved both in government and private primary schools. The State should introduce 'License for teaching' and only who hold such license should be allowed to work in private schools. Such license should be issued only to those who hold at least D.T.Ed degree from a recognised DIET for teaching in private primary schools.

7.12. The government should formulated desired or expected minimum learning facilities for all the primary schools irrespective of managements. Those schools failing to comply such minimum learning facilities should not be allowed to continue as a recognised school.

7.13. Textbook development and construction should be done properly under the initiative taken by the SCERT in the light of NCERT Guidance. The course structure and objectives must be made exactly alike between English Medium School and Mizo Medium School. Even the content of information of all the textbooks must be made exactly alike between the two types of schools. The printing and paper quality of textbook must also be made equal for the two types of school.

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A Study of Absenteeism among Teachers and Students in Elementary Schools in Aizawl District

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Introduction

Quality of learning in the classroom can be ensured with the total involvement of teachers and administrative structures. In order to provide education of satisfactory quality, an important requirement is that teachers teach whatever they are supposed to teach and students remain in the class when teaching is going on. If teachers are not present on all the working days and no teaching takes place because of the absence of teachers, either the prescribed course of any given class will not be completed or it will be completed in unsatisfactory manner. Thus teachers' absence affects the quality of education.

A major problem faced in achieving quality education is the chronic absenteeism among school children and teachers. The present study provided representative data on students' and teachers' absence, both from attendance registers and unannounced visits to the sample primary and upper primary schools in Aizawl District. A teacher was considered as absent when he did not sign the attendance register and also when the investigator could not find the teacher on the day of visit to the school.
In the same manner a student was considered as absent when he/she was marked as absent in the attendance register and also when the investigator could not find him on the day of visit to the school.

Rationale of the study:

Teacher's absenteeism and student's absenteeism have been consistently identified by educators as a major concern since 1940's (Mervilde, 1981). Limited research is available on the extent, causes and impact of teacher absenteeism on students learning. Similarly limited research is available on the extent of students absenteeism, its causes and impact of learning.

Aizawl District is the largest district in Mizoram having the highest number of teachers and students at the elementary level of education. The investigator felt that a

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study on teachers and students absenteeism and its related issues in the elementary schools of the district will throw light on the whole situation in Mizoram. Hence, the present study has been undertaken.

Objectives of the study:

1) To analyse the extent of teachers' absenteeism in elementary schools in Aizawl District.
2) To analyse the extent of students' absenteeism in elementary schools in Aizawl District.
3) To find out the difference between Government and Private Elementary School Teachers in relation to absenteeism.
4) To find out the difference between male and female teachers in elementary schools in relation to absenteeism.
5) To find out the difference between regular and contract/temporary teachers in elementary schools in relation to absenteeism.
6) To find out the difference between primary and upper primary teachers in relation to absenteeism.
7) To find out the difference between Government and Private students in elementary schools in relation to absenteeism.
8) To find out the difference between primary and upper primary students' in relation to absenteeism.
9) To find out the average number of teachers present on a typical working day.
10) To find out the average number of students present on a typical working day.
11) To find out the reasons for teachers' absenteeism.
12) To find out the reasons for students' absenteeism.
13) To examine corrective measures undertaken by schools to check absenteeism among teachers and students.

Population and Sample:

The population for the present study consisted of all teachers and students in the elementary schools of Aizawl District.

Three educational blocks were randomly selected and the sample consisted of 10% of elementary schools in these three educational blocks. Proportional

representation on the basis of category, management and locality was maintained by using Stratified Random Sampling Method.

Tools used:

The following tools were constructed by the investigator for collecting necessary information in relation to the study:

1) Questionnaire for teachers for studying the causes of their absenteeism
2) Interview schedule for students studying the causes of their absenteeism
3) Schedule for recording of teachers and students attendance
4) Questionnaire for headmaster for studying the causes of teachers and students absenteeism.

Analysis of Data:

Analysis of the collected data was done in accordance with the objectives and presented accordingly -

Absenteeism among Teachers:

1. The analysis of data collected through questionnaire, interview schedule and other relevant documents such as school attendance registers for teachers showed that all teachers were regularly attending the school (attendance % was 96.6).
2. Absenteeism among primary school teachers was slightly lower than middle school teachers (PS teachers = 3.31% MS teachers = 3.48%).
3. Temporary teachers were slightly regular than the permanent teachers (Temporary = 97.2% Regular = 95.4%)
4. Absenteeism among private school teachers was slightly lower than government school teachers (Private teachers = 3.16% Government teachers = 3.58%).
5. Absenteeism of male school teachers was slightly lower than female school teachers (Male teachers = 3.36% Female teachers = 3.44%)
6. The attendance percentage of teachers on a typical working day (the day of visit) was lower than the average percentage for an academic year (attendance % of typical working day = 85.38% whole academic year = 96.60%).
7. According to the attendance of teachers on the day of visit absenteeism of primary school teachers was higher than the middle school teachers (absenteeism % of Primary teachers = 18.68% Middle teachers = 11.57%).

8. According to the attendance of teachers on the day of visit absenteeism of government school teachers was higher than the private school teachers (absenteeism % of Government teachers = 18.85% Private teachers = 8.88%).

9. From the discussion with the headmaster it was found that the senior teachers in the school used to sign their attendance register on the day of their presence and signed it for a week or even a month. This usually happened with posting of headmasters in schools where there were teachers more senior than the headmaster in terms of length of service. Some headmaster felt that they were in a very awkward position as it was difficult to control the senior teachers who were in the school for many years. Moreover, there was no higher authority to check the attendance register of the teachers.

10. From observation and discussion it was found out that even though teachers were present in the school they used to leave the school before noon and also send the students home after MDM.

11. No government authority or SMC monitored the school by checking the attendance of the teachers and students.

Absenteeism among the Students:

1. The analysis of data collected through interview schedule and other relevant documents such as school attendance registers for students showed that all students were regularly attending the school (attendance % was 96.41%)

2. Students of private managed schools were more regular than government school students (absenteeism % of private students = 2.43%, government students = 5.07%)

3. Students of Middle Schools were more regular than Primary School students (attendance % of middle school students = 97.34% and primary students = 95.48%)

4. The attendance percentage of students on a typical working day (the day of visit) was lower than the average percentage for an academic year (attendance % on a typical working day = 86.03%, whole academic year = 96.41%)

5. According to the attendance of students on the day of visit, absenteeism of government school students was higher than the private school students (absenteeism % of government school students = 20.71%, private school students = 11.73%)

6. The attendance of students on the day of visit was lower in primary schools than the middle schools (attendance % of primary students = 84.15% middle students = 88.64%)

7. In some schools teachers were responsible for low attendance of the students because attendance of the students was not recorded due to negligence. Through observation it was found out that most of the government teachers did not take the attendance of the students regularly.

8. From the data collected it was found out that children who come from poor family and broken family were most likely to be absent.

Significance of Difference Between the Percentage of Absenteeism among Teachers

1. There is a significant difference between the percentage of absenteeism of government and private school teachers. The absenteeism percentage is higher with teachers of government schools.

2. The difference between the percentage of absenteeism of male and female teachers was significant. The percentage of absenteeism is higher with female teachers.

3. The difference between the percentage of absenteeism of temporary and permanent teachers is significant with temporary teachers having higher percentage.

4. There is significant difference between the percentage of absenteeism of primary and middle school teachers. Primary school teachers are higher in attendance percentage.

5. There is a significant difference between the average percentage of all teachers for the whole academic year and attendance on a typical working day. The percentage of attendance for the whole academic year was higher than attendance on a typical working day

6. The difference between the percentage of absenteeism of primary and middle school teachers on the day of visit is significant. The percentage of absenteeism was higher with middle school teachers.

7. The difference between the percentage of absenteeism of government and private school teachers on the day visit is significant. Absenteeism percentage was higher with government school teachers.

Significance of Difference Between the Percentage of Absenteeism among Students

1. The difference between the percentage of absenteeism of government and private school students is found to be insignificant although the percentage of absenteeism was higher in government schools.
2. The difference between the percentage of absenteeism of primary and middle school students is found to be insignificant although the percentage of absenteeism was higher in primary schools.
3. There is no significant difference between the average percentage of absenteeism of all students for the whole academic year and attendance of a typical working day.
4. The percentage of attendance for the whole academic year was higher than attendance on a typical working day. However, this difference is found to be insignificant.
5. There is no significant difference between the attendance percentage of primary and middle school students on a typical working day although the percentage was higher in middle schools.

Reasons of Absenteeism among Teachers:

1. Analysis of data collected through questionnaire shows that the main reasons for teachers absenteeism is due to ill health.
2. From the data collected we can also find out that involvement in NGOs or political parties, teacher's union is also one of the reasons for teacher absenteeism.
3. Seasonal migration, attending marriage, funeral, and other events are some of the reasons for teachers' absenteeism.
4. The main non-seasonal factors cited for teachers absences were poor management of teachers in schools, with no system for providing a substitute during these periods.
5. Teachers identified as most likely to be absent were those originating from outside the district, followed by those attending training and seminars or involved in higher education, local teachers and female teachers.
6. The main shortcomings mentioned by study respondents in addressing Government teachers absenteeism include the lack of an effective mechanism for supervising, monitoring and controlling teachers attendance, the lack of

adequate teachers positions in schools; inaccuracy of teachers attendance records; inflexibility in the development of individualized school calendars'; the inability to monitor teachers attendance in their schools; lack of accountability for head-master and teachers.

Reasons of Absenteeism among Students:

1. Analysis of data collected through questionnaire and interview schedule shows that the highest reasons for students' absenteeism are due to medical/health problems.
2. The main seasonal migration for students absences were attending marriages, funeral, social activities, local festival and because heavy rain during the season.
3. It was perceived that students were most likely to be absent because they were helping family members with household chores.
4. Students identified as most likely to be absent were children from poor families, children from household engaged in agriculture or livestock-raising, and children living from far from school.
5. There are also children who belong to broken families and live only with their mother or their grandparents. These children are usually the one who is not attending the school properly. This type of children are found much in poor families and are found both in government and private school.
6. Lack of parental awareness on the importance of education and school located far from home making it difficult for some children to reach school especially during adverse weather condition.

Corrective measures undertaken by government schools to check absenteeism among teachers:

a) Headmaster informed the teachers regarding the importance of their work in the teachers meeting.

b) Teachers were instructed to inform the headmaster whenever they are to be absent from school.

Corrective measures undertaken by private schools to check absenteeism among teachers:

a) Proper rules and regulations had been made to check absenteeism of teachers -

b) Deduction of the salary of the teachers who were absent without proper leave.

c) Expulsion of teachers who were absent for more than one week without prior permission from school authority.

Corrective measures undertaken by government schools to check absenteeism among students:

a) Conducting parents-teachers meeting.

b) Group counseling of students on the importance of regular attendance in particular and education in general.

c) Contacting and meeting parents of those students who had been absent for a long period of time.

d) Visiting students who were absent for a long period of time.

Corrective measures undertaken by private schools to check absenteeism among students:

a) Conducting parents teachers meeting.

b) Students must bring leave letter whenever they are absent and action must be taken to those students who fail to bring the leave letter.

c) Parents of those students who have been absent for more than 3 days should inform the headmaster or the class teachers. In case if the parents fail to informed the headmaster or the class teacher students were not allow to sit in the classroom.

d) The teachers encouraged the students about the importance of their daily attendance.

Recommendations for Improving Attendance of Students and Teachers

I. Developing a strong regulatory and monitoring mechanism

Steps should be taken to improve monitoring and supervision of the education system from the ministry down to schools and teachers. A system of assessment should be introduced to review performance at each level of the education system. The post of School Inspectors should be filled, and made functional and effective. The Inspectors should be motivated with incentives and rewards, based on their performance in maintaining required school-days, instructional hours, student and teacher attendance, and students' academic performance.

II. Ensuring an adequate number of teachers in each school

There should be an adequate number of teachers in each school to run all classes smoothly.

III. Ensuring that student and teacher attendance records are properly maintained in government school:

The accuracy of student and teacher attendance records in government schools was found to be questionable. For effective management of attendance in the schools, these records need to be correct. They should be verifiable and shared with SMCs and the community. The Cluster Resource Coordinators (CRCs) during their visit to schools should collect teachers and students attendance every month and should also visit the school and check the students and teachers attendance in the school without informing them.

IV. Building capacity of SMCs to monitor attendance at their school :

SMCs should be strengthened and empowered to take greater charge of managing school affairs, including attendance of students and teachers. The SMCs may introduce giving of reward to students and teachers with outstanding attendance records to inspire others to be regular. The SMCs members should be given proper training on their roles and responsibilities as well as national educational rules and regulations. To encourage better student attendance, SMCs should be empowered and facilitated to obtain support for improving their school's physical environment and for ensuring that teaching–learning is child-friendly and enjoyable.

V. Increasing the authority and accountability of headmasters:

As the head-master is the main person responsible for management in individual schools, he/she should be the authorized to deal with management issues, including student and teacher absenteeism. Head-master should be accountable to their SMC for school affairs, with consequences for non-performance. Head-master should be a model for students and teachers; their own good attendance is critical for improving attendance of students and teachers. The SDEO should monitor the attendance and performance of head-teachers. Head-teachers should obtain approval for leave and the SDEO should also be informed.

VI. Ensuring that schools are child-friendly, with adequate physical facilities and appropriate teaching–learning methodologies and materials

It must be ensured that the physical and learning environment in schools is child-friendly, with adequate learning materials including textbooks. The curriculum

should be flexible, interesting and relevant to children's lives. Teachers should be trained in the use of child-friendly approaches and the development of joyful learning materials as well as in ways to use the curriculum flexibly so that children can engage in activity-based learning. There should be adequate provision of instructional materials to run activity-based classes.

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A Comparison of the Achievement at Matriculation Level Between Government and Private Schools in the Subject of Mathematics within Aizawl City

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Abstract

Mathematics education is an important and far-ranging subject of study and truly deserves its place in formal education from the elementary level. Since its importance is more and more pronounced each passing year, it becomes imperative to know where our students at different levels of education stand where this subject is concerned. The result may reveal whether this state is equipped with the right human resources who will be able to deal with different aspects of developmental changes in the future. The objective of this study is to make a comparison of the achievement at matriculation level between government and private schools in the subject of mathematics within Aizawl City. For this, 15 Government and 15 Private secondary schools were studied for a span of 5 years (2009-2013) based on their results in mathematics subject at matriculation level. The study revealed that Government schools had poor level of performances in mathematics subject when compared to Private schools at secondary levels within Aizawl City. Besides this, a comparison of male and female students was also made in order to have a deeper idea of the true status of mathematics education.

Introduction

Mathematics is so important and far-ranging a subject of study that the argument for its compulsory inclusion in the secondary curriculum may be made from a variety of viewpoints. It should necessarily be studied throughout the secondary school for many reasons: It is beautiful, develops the mind, underpins the study of other subjects, it is a necessary component of many jobs and is necessary to be a successful citizen; it is historically of great significance; and, finally, it is unique amongst human intellectual development. Perhaps any one of these points would be sufficient reason alone for the compulsory study of mathematics. Collectively, they make it clear that compulsory mathematics education is needed.

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In schools, mathematics has a significant role to play in developing study of a very wide range of other subjects: the sciences, IT, geography, economics, business and sport science to name a few. Children who might be very interested in such subjects might not realise the importance of mathematics in their present or future subjects of interest, particularly for the subjects, remote to an 11 year old, which will be studied at Post-16 level. To allow children to properly study their subjects of interest requires the continued study of mathematics: a solid grasp of mathematics facilitates choice, and as such mathematics is necessarily a cornerstone of compulsory secondary education right through to the age of 16.

Mathematical thinking is important for all members of a modern society as a habit of mind for its use in the workplace, business and finance; and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision-making and for participation in the knowledge economy. Mathematics equips pupils with uniquely powerful ways to describe, analyse and change the world.

Rationale of the study

Mathematics education in secondary schools is indeed a major concern till today. But only a limited research is available for studying this topic.

Mathematics is the backbone of all science and technical education. Yet, a look at colleges in the state shows more students opting for arts or other fields other than mathematics or other subjects where calculation is necessary. If students opt for these subjects, the obvious result will be that the state will accumulate more students with arts background and less students with science or technical background. This doesn't mean that arts subject is more important. But when there is no proper balance, the state will be in dire need for students with technical background and will have no choice but to select man-power from other states in order to fill the void. This will ultimately result in a lot of educated unemployed and useless citizens whose skill will not be the skill required in a developing state.

Therefore, urgent steps need to be taken in order to make mathematics a popular subject that most students can take up. For this, it is necessary to first find out the status of mathematics education at least at the matriculation level. Then suggestions may be made accordingly. Due to this the investigator considers the study of mathematics education at secondary level an important step in order to come to the crux of the matter and take meaningful steps.

Objectives of the study

1. To study the performance of students in mathematics subject at matriculation level in government and private schools within Aizawl City between 2009-2013.
2. To analyse the overall performance of students in mathematics subject at matriculation level in government and private schools within Aizawl City between 2009-2013.

Hypothesis

1. There exists a significant difference in the achievement of students of government schools in mathematics with that of private schools in HSLC examinations.
2. There exists a significant difference between male and female students in their performance in mathematics education.

Sample of the study

For the present study, 30 secondary schools, 15 Government and 15 Private secondary schools in Aizawl City were selected.

Methodology

The required data for the present study was collected from primary and secondary sources. Primary sources were information schedule for teachers and examination results. Secondary sources were office records maintained by the Directorate of School Education and Mizoram Board of School Education.

Statistical Treatment of Data:-

For analysis of collected data, the Investigator used descriptive statistics like percentage, frequency distribution and measures of central tendency. T-test was also employed to find out significance of difference.

Analysis and interpretation of data:

Analysis and interpretation of data was done in accordance with the objectives as follows:

1. To find out the performance of students in mathematics subject at matriculation level in government and private schools within Aizawl City between 2009-2013 the marks scored by students in the 30 selected schools both private and

government were divided into five class intervals according to the marks scored. The scores were analysed and presented in Table- 1 as follows:

Table -1
Performances of students in mathematics in Government and Private Secondary Schools during 2009-2013.

Year	Type of School	0-20%	20-40%	40-60%	60-80%	80-100%
2009	Government	27.3	44.36	24.45	3.52	0.29
	Private	7.97	25.87	30.14	21.12	14.9
2010	Government	43.59	46.74	8.03	1.52	0.12
	Private	16.52	32.83	24.84	14.69	11.12
2011	Government	27.26	60.35	11.15	1.06	0.18
	Private	4.69	25.8	32.59	23.09	13.83
2012	Government	20.27	55.13	19.66	4.7	0.24
	Private	4.92	22.52	26.84	21.83	23.89
2013	Government	30.22	48.1	18.43	2.71	0.54
	Private	9.33	24.52	29.73	22.32	14.1

Source: Mizoram Board of School Education, Government of Mizoram.

Throughout the five years under study, Government secondary schools had a consistently higher percentage in the lower level of performance while Private secondary schools mathematics students had consistently less percentage in the lower level of performance. Government secondary schools had less percentage in the upper level of performances whereas Private secondary schools mathematics students had high percentage in the upper level of performances throughout the years 2009-2013.

This clearly shows that Private secondary schools showed better performance in mathematics subject than Government secondary schools mathematics students. The Investigators found that Private secondary schools gave extra classes for mathematics subject while Government secondary schools did not give extra-class for mathematics subject. This may also be responsible for the better performance of private students in mathematics subject.

Table-2
Significance of differences between the Performance of Government and Private Secondary Schools Students in HSLC Examination from 2009-2013

Year	Type of School				Mean Difference	SE.D	t-value	DF	Sig. (2-tailed)
	Government		Private						
	Mean	S.D	Mean	S.D					
2009	30.9	16.1	51.1	22.3	20.22	1.01	19.77**	1549	0.01
2010	23.6	15	44	23.6	20.43	0.94	21.66**	1784	0.01
2011	28.5	12.4	52.4	20.2	23.92	0.96	25.01**	1375	0.01
2012	32.4	15.1	57	22.6	24.64	0.92	26.86**	1846	0.01
2013	28.9	15.3	50.2	22.6	21.37	0.95	22.47**	1831	0.01
Total	28.7	15.3	51	22.7	22.27	0.44	51.08**	8385	0.01

Source: Mizoram Board of School Education, Government of Mizoram.

This table clearly shows that Government secondary schools had lower mean and standard deviation than Private secondary schools. This Private schools show better performance than Government secondary schools from the comparison of this calculated table. This calculated table also shows a high mean difference between Government and Private secondary schools and the t-value is very significant at .01 level in all the five years studied. Thus it can be asserted that there exists a significant difference in the achievement of students of government schools in mathematics with that of private schools in HSLC examinations.

Discussion: It was a surprise to find that private school students showed better performance. In this regard the Investigator would like to point out that most private schools have the option of taking good students through entrance test while this is not applied in government schools of private secondary school students. Also, privately managed schools depend strongly on student enrolment. The Investigator found significance of differences between the performance of Government and Private secondary schools students at .01 level during the years 2009-2013. To encourage healthy enrolment; they need to show good results. This has acted as an incentive for private schools to perform better. On the other hand Government school mathematics teachers earn the same amount of salary irrespective of the performance of their students. To solve this problem, the Investigator suggests that Government schools introduce a

new incentive anytime where teachers may be given special rewards based on the performance of their students. This will encourage Government school teachers to perform better and strive for the best performance on the part of their students.

2. In order to find out the overall performance of students in mathematics subject at matriculation level in terms of gender within Aizawl city between 2009-2013, the marks scored by male and female students were collected and divided according to their marks in five class intervals and then analysed as reflected in Table-3:

Table-3

Overall Performance of students in mathematics subject in terms of Gender between 2009-2013.

Year	Gender	0-20%	20-40%	40-60%	60-80%	80-100%
2009	Female	16.8	34.9	27.4	12.2	8.7
	Male	16.2	33.1	27.8	14.6	8.3
2010	Female	33.9	38.5	15.9	7.6	4.1
	Male	24.8	40.7	17.7	9.2	7.6
2011	Female	13.3	38.9	23.6	15.3	8.9
	Male	14.7	41.3	24	12.5	7.5
2012	Female	11.4	38.1	23.4	13.7	13.4
	Male	12.4	36	23.9	14.7	13
2013	Female	18.4	35.2	23.4	13.6	9.4
	Male	16.9	32.6	27.3	15.4	7.8

Source: Mizoram Board of School Education, Government of Mizoram.

Table-3 clearly shows that gender did not play much role in the understanding of mathematics subject at secondary levels. Both genders have higher percentage in the lower level of performances whereas they also have less percentage in the upper level of performances. It was found that for learning mathematics subject, gender did not make any difference. Their mental levels are equal for understanding mathematics subject at secondary schools.

Table-4
Significance of difference between male and female students according to their Performances in Mathematics Subject from 2009-2013

Year	Female		Male		Mean Difference	SE.D	t-value	DF	Sig. (2-tailed)
	Mean	S.D	Mean	S.D					
2009	41.8	22.1	42.6	22.3	0.8	1.13	0.7	1549	NS
2010	31.8	21.3	36.8	23.2	5.01	1.05	4.76**	1784	0.01
2011	43.5	21.2	41.4	20.8	2.16	1.14	1.9	1375	NS
2012	46.2	23.1	45.7	23.1	0.44	1.08	0.4	1846	NS
2013	41.1	22.7	42.2	22.4	1.07	1.06	0.01	1831	NS
Total	40.9	22.7	41.7	22.6	0.86	0.5	1.73	8385	NS

Source: Mizoram Board of School Education, Government of Mizoram.

As shown in Table-4, significant t-value at .01 level was found only for the year 2010, only and no significant difference during the years 2009,2011,2012 and 2013. Therefore it was concluded that there is no significant difference in performances between the two genders in mathematics education.

Discussion: It was a pleasure to know the equal performances in mathematics in terms of gender. There was no significant difference in Gender while analysing their level of performances except in 2010 where significance difference was found at .01 level. Both male and female students had high percentage in the lower level of performances while they had less percentage in the upper level of performance. In this regard, the Investigator would like to recommend that for the advancements of mathematics education, teachers and students need to devote more time for studying mathematics subject. Furthermore, it would be wise to study the teaching strategies applied by more advanced countries and check their applicability in our state and apply it if possible, for better results in mathematics education.

Conclusion

At HSLC level where mathematics is a compulsory subject, most students have a problem in mathematics. From the calculation made through the study of five academic years, students appearing for HSLC had poor performance in mathematics subjects. For this reason, we need to give more efforts for the development of mathematics

education. Also, the state government needs to pay special attention for the advancement of mathematics education.

In conclusion, it may be rightly asserted that as mathematics education is an important tool significant for the development of education, we indeed need to monitor even the smallest development in this subject and help students to solve their weakness in this subject. We also need to follow up these solutions and take necessary measures for better development in this subject. If we use the proper tools, there can be improvement which will show positive results in the students and our state.

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Growth and Development of Open and Distance Education in N.E. India

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Abstract

The paper examines the growth and development of open and distance education in the North East. Over the years, open and distance education witnessed rapid growth and development. It was IGNOU, New Delhi that played a significant role in the expansion process. Private sector players are also coming up. Expansion of open and distance education at the school and higher level has greatly expanded access to a large number of people hitherto remained excluded in accessing higher education in the North East.

Key words: open and distance education, IGNOU, private sector

Introduction

The North Eastern Region of India, which presently consists of Arunachal Pradesh, Assam, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, is endowed with huge natural resources especially hydropower and also rich varied cultural life. The region is home to around 200 ethnic groups speaking different dialects, exhibiting wide diversities in cultural life. The regional economy is dominated by agriculture and allied activities with a small share of secondary sector and a highly inflated tertiary sector. The North East States are classified as Special Category State in the scheme of plan financing by the Planning Commission by which these states are entitled to get 90 percent grants and 10 percent loan while devolving plan fund. Public expenditure plays a significant role in the socio-economic development of these States. The industrial sector of the region grew mainly around tea and timber in Assam; mining, handicrafts and handloom in other parts of the region. The region is known for its remarkable achievement in social sectors, especially in education over the years.

North East India: A Brief Educational Profile

The broad development indicators in educational sector of the North East are given in table 1.

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Table 1: Education in North East India

State	No.of Institution		Enrolment		Gross Enrolment Ratio		Gender Parity Index		Exp.on Education as % of GSDP
	School Edn 2010-11 (P)	Higher Edn 2011-12 (P)	School Edn 2010-11 (P)	Higher Edn 2011-12 (P)	Classes I-XII (6-17yrs)	Higher Edn (18-23yrs)	Classes I-XII (6-17yrs)	Higher Edn (18-23yrs)	
Arunachal Pradesh	3170	29	367360	51370	121.3	30.9	0.96	0.68	4.01
Assam	51898	494	5155839	521396	66.4	14.4	1	0.98	4.66
Manipur	4051	82	637349	99576	118.4	33.4	0.94	1.06	5.63
Meghalaya	9687	71	747918	57770	111.9	16.4	1.04	1.28	4.1
Mizoram	3810	32	265517	27584	115.8	20.6	0.95	0.91	7.41
Nagaland	2533	61	362664	45562	61.1	17.9	1.01	0.63	4.55
Sikkim	1178	17	135352	22506	91.3	27.9	1.04	0.78	4.92
Tripura	4393	42	768536	52182	91.5	11.6	0.98	0.65	4.44

Source: Annual Report 2013-14, Ministry of Human Resource Development, Government of India

Assam, the biggest state in terms of population, has the highest number of educational institutions at the school and higher level among the North East States. Arunachal Pradesh has the highest gross enrolment ratio among the North East states. Gross enrolment ratio is the total student enrolment in a given level of education, regardless of age expressed as percentage of the corresponding eligible official age group population in a given school year. The highest gross enrolment ratio in the higher education level is recorded by Manipur, followed by Arunachal Pradesh. Gender Parity Index (GPI) which is the ratio of Girls GER to Boys GER in a given level of education varies between 1.04 in Meghalaya and Sikkim and 0.96 in Arunachal Pradesh at the school level whereas the index for higher education ranges between 1.28 in Meghalaya and 0.65 in Tripura (Table 1).

The North East (NE) States performed consistently well in terms of literacy rates; all the States in the region showed an improvement in literacy rates during 2001-2011. While school enrolments have been increasing, they are still low in some States. For instance, enrolment in Nagaland remained low compared to national average. Increase in school enrolment, however, is dampened by dropout rates, which are higher across among the North Eastern States than the national average (apart from Manipur), and have actually increased in Meghalaya and Mizoram since 1992-93 (Annual Report, 2013-14). The Annual Report further observed that even in Mizoram, with almost 90 percent literacy, only one-fourth of the children originally enrolled complete their high schools.

The Region has nine Central Universities which are Assam University, Tezpur University, Mizoram University, North Eastern Hill University (NEHU), Manipur University, Nagaland University, Rajiv Gandhi University (Arunachal Pradesh), Tripura

University and Sikkim University. Faculty of Engineering in 5 Central Universities and Faculty of Management in 3 Central Universities have been established to provide technical & professional educational facilities in the region.

Technical education in the North Eastern Region has been strengthened and expanded significantly in recent years. Central Technical Institutions like Indian Institute of Technology (IIT), Guwahati, Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong, National Institute of Technology (NIT), Silchar, National Institute of Technology (NIT), Agartala, North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, and Central Institute of Technology (CIT), Kokrajhar, Assam etc. have been established to take care of the higher technical educational needs in the North East Region.

Besides the two existing NITs, Government of India set up 6 new NITs in North Eastern Region during the 11th Five Year Plan. These 6 new NITs are located at Arunachal Pradesh, Manipur, Meghalaya, Mizoram Nagaland and Sikkim. The first academic session was started from the academic year 2010-11 with intake of 30 students each in Computer Science & Engineering, Electrical & Computer Engineering, Electronics & Electrical Engineering. With the establishment of these new NITs, all the States in the Northern Eastern Region of the country now have NITs.

Presently, there are 103 Kendriya Vidyalayas (KVs) functioning in the North Eastern Region of India with an enrolment of 72,472 (boys 39,441 and Girls 33,031). Among103 KVs in the region, 57 are in Civil, 22 are in Defence, 17 are in Project Sector and 7 are in Institutes of Higher Learning.

Growth of Open and Distance Education at the National Level

Due to consistent efforts made under planning, India has today one of the largest educational systems in the world. The growth of educational institutions in the country during the period 1950-51 to 2005-06 is presented in Table 2.

Table 2: Growth of educational institutions in India

Level of Education	1950-51	2005-06
Primary	209671	772568
Upper Primary	13596	288493
Secondary/Higher Secondary	7416	159667
Colleges for General Education	370	11698
Colleges for Professional Education	208	5284
Universities/Deemed/Institution of National Importance	27	368
GRAND TOTAL	2,31,288	1,238,078

Source: Ministry of Human Resource Development, Government of India (2008).

As observed in the table, the number of primary schools has increased from 209671 in 1950-51 to 772568 in 2005-06, indicating an increase of 3.7 times over the period. While upper primary schools and secondary/higher secondary schools increased by a little more than 21 times during 1950-51 to 2005-06, colleges for general education rose by almost 31 times from 370 in 1950-51 to 11698 in 2005-06. Colleges for professional studies grew by 25.4 times during 1950-51 to 2005-06 from 208 in 1950-51 to 5284 in 2005-06. The number of university level institutions also increased from just 27 in 1950-51 to 368 in 2005-06- registering more than a thirteenth-fold increase over the period. Access to education, earlier restricted to a few sections of the society, is now opened to a vast majority of the population.

According to UGC (1990), open and distance education has undergone four stages of development: (i) The opening decade (1962-72), characterised by introduction of correspondence education at the undergraduate level in non-science and non-professional course; (ii) The expansion phase (1972-82), featured by rapid expansion of offering both undergraduate and post-graduate courses within the confine of conventional system; (iii) The open era beginning in 1982 marking the establishment of open universities in the states and at the centre. (iv) Diversification in programme offering which include new need-based, relevant and unconventional programme leading to Certificate, Diploma and Degree and offering programmes in Science and Engineering, Health Science, Agriculture, Management and the like.

Gupta & Garg (2008) also identified the growth of open and distance education in India into four phases: (i) the correspondence era (1962-1982); (ii) transition to open era (1982-85); (iii) Consolidation to open era (1986-2000) and (iv) Expansion of Open and distance learning system (2001-07). The number of open universities and the correspondence course institutes established in each period are shown in Table 3.

Table 3: Growth of Open and Distance Learning institutions in India

Year	Stages of development	Open university	Correspondence Course Institutes (CCIs)
1962-1981	Correspondence era	-	34
1982-1985	Transition to open era	2	4
1986-2000	Consolidation of open era	7	32
2001-2009	Expansion of the ODL system	5	67
Total	TOTAL	14	137

Source : Gupta & Garg (2008), DEC, 2010, IGNOU, New Delhi

A glance at the table shows that tremendous growth of open and distance education had been experienced in India for the last four and half decades. The distance

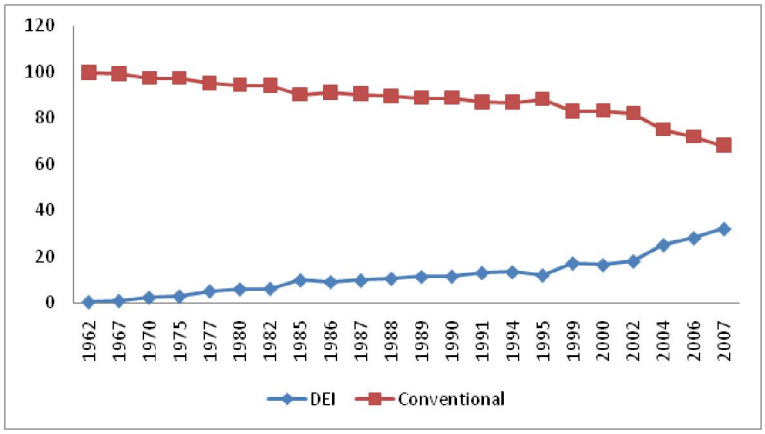
education through the correspondence course institutes were established in the early sixties. The correspondence course was increasing very fast; by 2007, India had 137 correspondence course institutes. The Open University came into existence only in the eighties during which 2 open universities started functioning. This was followed by the establishment of 7 more open universities in between 1886 to 2000 and 5 more had grown to 14 open universities in 2010.

Table 4 summarises the growth of enrolment in the conventional higher education vie-avis open and distance education. Enrolment in the distance education increased from 0.15 per cent in 1962 to 32 per cent by 2007. While the share of enrolment in the conventional higher educational institutions is consistently falling, the share of enrolment in open and distance education increased steadily.

Table 4: Enrolment in Higher Education vis-à-vis open and distance education in India

Year	Universities /Colleges		Open & Distance Learners		Total Enrolment
	Number	Percent	Number	Percent	
1962	752,095	99.85	1113	0.15	753,208
1975	2,426,109	97.42	64,210	2.58	2,490,319
1980	2,752,437	94.3	166,428	5.7	2,918,865
1990	4,425,247	88.72	562,814	11.28	4,988,061
2003	9,953,506	78	2,800,000	22	12,753,506
2007	11,939,249	68	3,820,128	32	15,759,374

Sources : Garg, Suresh & etc (2005);Manjulika & Reddy (1996);Pawar (2009)



Graph 1: Growth trend of the share of conventional & distance education Institutes (DEIs) in India, 1962-2007

Status of Open and Distance Education in the North East

IGNOU plays a significant role in the development of open and distance education in the North Eastern Region of India. IGNOU Regional Centres are instrumental in enhancing access and diversification of various educational facilities in the region through open and distance mode. This section examines the status of open and distance education under IGNOU Regional Centres. The role played by other agencies like State governments of the region and universities are also briefly discussed.

(i) IGNOU Regional Centres in the North East

The development of open and distance education in the North-East Region (NER) is the focus area of IGNOU and 10% of its Annual Plan Budget has been earmarked for this region. Nine Regional Centres including a newly established regional centre at Jorhat (Assam) are situated in the region. The University established three Institutes/Centres to identify the type of knowledge and skills necessary for the development of the region to design academic and training programmes. IGNOU is paying special attention to disadvantaged sections of the society and regions. The university has developed a number of programmes for women and special study centres were established in the backward areas and districts with low female literacy rate. These Regional Centres in each State are briefly described below:

1) The IGNOU North-Eastern Regional Centre at Shillong which became functional on 16th April 1988 was established with the consent of Meghalaya Government. The entire North East Region of the country was under the jurisdiction of this centre. In the month of March 1996, the Guwahati Regional Centre of the University was set up to look after the student support services in the states of Assam, Arunachal Pradesh and Sikkim. As a result the jurisdiction of the Shillong Regional centre was remained with five states viz. Meghalaya, Manipur, Nagaland, Mizoram and Tripura. From the year 2000-2001, under the North-East Educational Development Project (NEEDP), IGNOU Regional Centre was established in each of the north eastern states including Sikkim. Thus, IGNOU Regional Centre Shillong was left with the responsibility of looking after the Student Support Services within the state of Meghalaya only.

2) The Guwahati Regional Centre was established in 1996 with a total of 6 study centres and 35 programmes with approximately about 1100 learners. The Centre took active initiative to integrate the inaccessible areas of North East India with the overall vision to democratize education for grassroot development of India. From April 2013 in order to deal with increase in students demands, a new Regional centre was established at Jorhat in upper Assam. Regional Centre

Guwahati has 30 learner support centres, 588 academic counselors and 68 academic programmes on offer. Since establishment of Regional Centre Guwahati a cumulative total of 93429 learners have been registered with Guwahati Centre. As on January 2015 academic session, a total of 3512 learners were already registered.

3) IGNOU Regional Centre at Aizawl was formally activated in December, 2000. Its jurisdiction extends to whole of Mizoram State. The Regional Centre started functioning with 9 (nine) Study Centre after its bifurcation from Regional Centre Shillong. At present, the Aizawl Regional Centre delivers its services through 8 (eight) Regular Study Centres, four Programme Study Centres and five Special Study Centres covering all the districts. The Centre now offers 50 academic programmes and hopes to offer more academic programmes in the near future. The extension activities are generally undertaken in association with NGOs, Government Institutions and Voluntary Organistaions.

4) The Imphal Regional Centre became functional on 1st December 2000. The three IGNOU Study Centres which had been in existence since late 1980s, viz, the Manipur University SC, Churachandpur College SC and Presidency College SC, Motbung were functioning under the administrative support of the Shillong Regional Centre till they were subsequently brought under the administrative control of the Imphal Regional Centre.Within the period from 2000 to 2005, as many as five new Study Centres and one Programme Study Centre were established making the total of nine SC/PSCs . Two Study Centres at Senapati (Mt. Everest College) and Chandel (United College) respectively had been established in addition to two Programme Study Centres at Tamenglong (Tamenglong Higher Secondary School) and Churachandpur DIET specially for the Certificate in Primary Education (CPE) Programme during 2006-07. All the five hill districts of Manipur have at least one Study Centre or a Programme Study Centre each. The hill district of Tamenglong is yet to have a Study Centre although there is one Programme Study Centre at the Tamenglong Higher Secondaray School. The Senapati district has three IGNOU study centres. Of the valley districts, the Imphal East and Bishnupur districts are yet to have an IGNOU Study Centre.

5) The Regional Center at Gangtok was established in December 2000. It is supported by 4 Regular Study Centres, 2 Programme Study Centres and 1 Special Study Centre.

6) The Regional Centre Kohima in the State of Nagaland was established on the 14th December 2000. As a special measure for the educational development as

well as to provide wider network of learner support services to students of the North East Region and Sikkim, six new Regional Centres, in addition to Shillong and Guwahati were established with one in the capital of each state including Kohima Regional Centre. Regional Centre has eleven (11) Regular Study Centres, nine (9) Special Study Centres, and Twelve (12) Programme Study Centres under its jurisdiction. As of now, 69 (sixty nine) Academic Programmes have been activated. The Regional Centre has total accumulated student strength of 18,181 students registered for various programmes (from the year 2002 till date). Under Kohima Regional Centre 9 (nine) Study Centres has DRS Terminals facility, 6 (six) Study Centres has EDUSAT Terminals facilities and 10 (Ten) Examination Centres for Term End Exam. The Regional Centre also has two examination centres for conducting OPENMAT Exams for the Management Programme and Entrance Test for the B.Ed Programme. Total enrolment in 2001 was 32, which increased to 811 in 2002. The enrolment position over the years has gradually increased and the total enrolment in 2013 is 3502 in 69 Academic programmes with 32 LSCs spread across 11 districts.

7) IGNOU Regional Centre, Itanagar, (Arunachal Pradesh) was established in 2000. The project itself mandates establishments of study centres in the far flung areas of the north eastern part of the country to provide quality and cost effective education to the people of the region. Located at Naharlagun, in Arunachal Pradesh, about 420 km from Guwahati and 14 km from Itanagar, the Regional Centre had a very humble beginning in November 2000. The Centre began its operations from two rented rooms. Today the Regional Centre has a fully functional computer laboratory and facilities for conducting workshops and teleconferencing sessions through Sattelite Interactive Terminals.

8) The IGNOU Regional Centre, Agartala was established in 2001 under North East Educational Development Project to cater to the ever burgeoning need to develop human resources in the region. Thirty four study centres are currently in operation under the jurisdiction of the Centre. Among these, five are Study Centres (SCs), twenty eight are Programme Study Centres (PSCs) and one is Special Study Centre (SSC).These Centres conduct various study programmes offered by the university. A Tele-Learning Centre (TLC) was set up in the year 2003 at the Regional Centre to conduct BCA and MCA programmes and for coordinating CLP among the CICs of the State.

9) The Regional Centre at Jorhat in Assam started functioning from CKB Commerce College Campus, Jorhat, Assam in March 2013. The Centre has 9 (Nine) districts in the Upper Assam Division under its jurisdiction namely

Nagaon, Golaghat, Jorhat, Sivasagar, Dibrugarh, Tinsukia, Lakhimpur, Dhemaji & Sonitpur. Presently it has a total of 21 study centres in all the districts excepting Dhemaji but has plans to extend its services in the near future with its motto of providing education to the doorstep of learners, particularly the underprivileged and unreached. The Centre offers more than 60 academic programmes of the level of Certificate, Diploma, PG Diploma, Bachelors and Masters.

(ii) Krishna Kanta Handiqui State Open University (KKHSOU)

This State Open University was established under KKHSOU, Act, 2005 enacted by the Govt. of Assam and recognized by the Distance Education Council, New Delhi. The University Grants Commission also has empowered the University to award degrees under Section 22 of UGC Act, 1956. It is the fourteenth of its kind along with IGNOU and the only state Open University in the whole of NE India. The headquarters of the University is located at Guwahati. The main aim of the university is to develop and provide easily accessible modes of quality higher education and training with the use of latest educational inputs and technology. The motto of the University is 'Education Beyond Barriers' of age, academic background and geographical boundaries. The course structures of the university have been designed at par with the national curriculum. Along with the traditional programmes, the University offers various professional Certificate and Diploma programmes to enable the already enrolled students in various colleges and educational institutions of the state to pursue add-on studies simultaneously with their regular courses. The programmes of the University are so designed that it can spread education to all the learners of the region.

At present, the university offers around forty academic programmes in humanities, Science, Social sciences and professional areas, such as – Ph. D., Masters, bachelors' degree, diploma and certificate programme. Doctor of Philosophy (Ph. D.) is offered in humanities, social sciences and professional courses. The university is also offering Master's Degree Programmes in Mass Communication, Business Administration and Computer Application from this academic session. Master's programme in Humanities, Social Sciences and professional disciplines is expected to be launched from this academic year.

Bachelor's Degree Programmes were introduced in 2008. The graduate level programme include B.A., Bachelor of Business Administration, Bachelor of Mass Communication and Bachelor of Computer Application. Besides these course, the university is offering some Post Graduate Diplomas in the area of Computer Application, Business Management, Tourism and Hospitality Management Broadcast Journalism, Mass Communication and in Human Resource Management .

The under graduate Diploma programmes consist of Journalism & Mass Communication, Assamese Journalism, Tourism Management, Hotel Management, Creative writing in English and Computer Hardware Networking. To create entrepreneurship among the youth, vocational courses introduced Certificate courses in Computer Application, Mobile Phone Repairing, Maintenance and Repairing of Audio Video Equipments, Maintenance and Repairing of Electronic Domestic Appliance, Scientific Piggery Farming, Scientific Goat Rearing, Scientific Broiler Farming, Scientific Duck Farming, Scientific Layer Farming etc.

The Bachelor Preparatory Programme (BPP) is the first academic programme introduced by the university in 2008. This programme was introduced for those learners who could not pursue higher education for various reasons. The BPP course was initially of six month duration but now it has been made a one year programme, with a view to give more weitage to the programme along with better training scope to the learners to prepare themselves for degree level courses. From 4200 learners enrolled in 2008,enrollment has increased to over 24000 by the end of 2009 i.e. a period of two years only. The number of study centres under this university witnessed a giant leap to 220 from 79 at the time of its inception. Considering its social responsibility, three study centres- Central Jail of Guwahati, Jorhat and Abhayapuri Jail are run by the University. Education is provided free of cost to the jail inmates by the university. The high walls of the jail should not be the barrier to education.

The University has successfully completed two years of its radio phone-in programme recently. It first took on air through All India Radio, Guwahati on February 03, 2008 for the month of January. It provides a common platform for the general people to understand the activities of the University and also to have a direct contact with the top brass of the University, as the queries of the phone callers are answered by the key officials of the University. The main objective of the phone-in programme has been to answer the queries of the distant learners as well as the general public with regard to the University's activities and programmes. It is an innovative learner support service provided by the University.

(ii) North East Open University, Nagaland

North East Open University was established in 2002 A.D. The Central administrative Office and the Central Campus of the university are located five kilometers away from downtown Kohima in Nagaland. There are five Institutes, four Faculties, thirty eight Central Departments, four Research Centres and sixty Constituent campuses under its jurisdiction and out of them one Institute, three Faculties, 32

Departments, 3 Research Centres and two Constituent campuses are located at Kohima. The university at Kohima is spread over an area of 154.77 hectare.

(iii) The Global Open University, Nagaland

The Global Open University, Nagaland (A State University established by the Government of Nagaland) has been legislated by the Nagaland State Legislative Assembly under The Global Open University Act 2006 (Act 3 of 2006) which received the assent of the Governor of Nagaland on 30th August 2006 and was notified vide Notification number Law/Act-10/2006 on 18th September 2006. The provisions of The Global Open University Act 2006 were published in the Nagaland Official Gazette on 18th September 2006 for general information.

(iv) Centre for Distance Education, NEHU

NEHU under its Centre for Distance Education is offering B.Ed. Special Education, Post Graduate Professional Diploma in Special Education, Foundation Course of Education on Children with Disabilities, General Course in Floriculture, Certificate Course in Floriculture and Post Graduate Diploma in Entrepreneurship. The thrust area of the Centre is to offer courses in the Distance Mode to all those who for some reason or other have been deprived of formal education and are seeking higher education to enhance skill and knowledge irrespective of their age and place of residence.

(v) Open Schools in the North East

The Regional Centre, Guwahati was established in 1995. The centre started functioning full fledged manner since 2000. It operates through a network of 182 study centres (also called Accedited Institutions AIs) spread all over seven North Eastern States namely Assam, Manipur, Meghalaya, Nagaland, Tripura, Arunachal Pradesh, Mizoram. The Vocational education Programmes are offered through 9 study centres called Accredited Vocational Institutions (AVIs).The Regional Centres and Sub-Regional Centres have been established by the NIOS for the purpose of coordinating and supervising the work of the Study Centres in the respective region and to facilitate the academic and administrative support to learners. Regional Centres are also intended to act as resource centres of the NIOS in respective regions.Regional Centres are centres for training coordinators/counsellors/other functionaries and would provide a venue for the learners and the academic counsellors to express their responses with reference to a particular subject. Responsibility for Admission, Examination also lie with Regional Centres. The state-wise number of (AIs) and AVI under Regional Centre, Guwahati are as under:

Table 5: Statewise number of AIs and AVIs under the Regional Centre, Guwahati, 2015

Sl No.	State	AI	AVI
1	Assam	49	05
2	Arunachal Pradesh	22	01
3	Meghalaya	14	01
4	Manipur	35	00
5	Mizoram	16	00
6	Nagaland	22	01
7	Tripura	24	01
	Total	**182**	**9**

Sources : National Institute of Open Schools, 2015

Clearly, the table 5 shows that Assam has maximum Study Centres, followed by Manipur. Assam has 49 Study Centres while Manipur 35 Study Centres. Tripura has 24 Study Centres while Arunachal Pradesh and Nagaland, both have 22 Study Centres, respectively. Meghalaya has the least number of Study Centres. Accedited Vocational Institutions are available only in 4 States-Assam(5), Arunachal Pradesh(1), Meghalaya(1), Nagaland (1) and Tripura (1). Table 3.6 presents state-wise enrolment in open schools in North East India.

Table 6: State-wise Enrolment (All Category of Students) in Open Schools in North East India (2006-2007)

States/UTs	All Categories of Students											
	Secondary			Senior Secondary			Vocational			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Arunachal Pradesh	879	1140	2019	375	495	870	0	0	0	1254	1635	2889
Assam	831	553	1384	1010	358	1368	87	6	93	1928	917	2845
Manipur	3029	2445	5474	2235	1742	3977	0	0	0	5264	4187	9451
Meghalaya	535	820	1355	13	13	26	0	0	0	548	833	1381
Mizoram	959	1295	2254	345	214	559	0	0	0	1304	1509	2813
Nagaland	1269	1193	2462	565	483	1048	0	0	0	1834	1676	3510
Sikkim	577	776	1353	324	446	770	0	0	0	901	1222	2123
Tripura	271	130	401	194	71	265	0	0	0	465	201	666
Total	8350	8352	16702	5061	3822	8883	87	6	93	13498	12180	25678
Percent	7	16	10	6	10	7	1	0	0	6	12	8
India	117451	51540	168991	90731	38349	129080	13312	8731	22043	221494	98620	320114

Source : Ministry of Human Resource Development, Govt. of India. 2008

Among the North East States, Manipur has the highest enrolment for all categories of students, followed by Nagaland. Total enrolment for all categories of students in Manipur was 9451 in 2006-07. Enrolment is the lowest in Tripura. Total enrolment was only 666 in 2006-07. Compared to the total enrolment at the national level, the percentage of girl enrolment in the North East is higher than boys. While girls enrolment accounted 12 percent of total girl enroment, boy enrolment was only 6 percent relative to the total boy enrolment. Total enrolment in the region was 8 percent of the total enrolment at the national level. The region as a whole accounted for 10 percent of total enrolment at the secondary level, while the number for senior secondary level enrolment was only 7 percent.

Conclusion

The study revealed that North East India witnessed a significant development in the field of open and distance education over the last few decades. In this respect, IGNOU, New Delhi played a major role in the higher education sector while NIOS at the school level. A large number of students who could not get the opportunities to study in the general streams of education have been able to increase their educational qualification, thereby enhancing their prospects of getting higher jobs in the labour market.

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Jhumming Embedded in Cultural Life of Mizos- Education to Agriculture Productivity: A Study

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Abstract

Development in agriculture sector depends to a great extent on educational development. As most of the agricultural farmers are illiterate, they do not have the technical know-how to increase the productivity of agriculture per hectare of land. Education is a process of learning, training and instruction of children and young people in schools and higher institutions which are designed to give knowledge and develop skills. Education and Literacy constitute the two key factors for human development of any country. Through education learning and skill formation, people can become much more productive over a period of time which greatly contribute to the process of economic expansion and ultimately nation building. Improvement in educational attainment has invariably been accompanied by improvement in health and longevity of population and also their economic improvements. The productive benefits from education have been noticeable. The National Human Report 2001 concerning 31 countries concluded, "If a farmer had completed four years of Elementary Education, his/her productivity was higher by 8.5 percent than that of a farmer who had no education at all."

It has been observed that agriculture development is an important aspect for attaining self-reliance in food production and alleviation of poverty in the state of Mizoram as well as in the country as a whole. The so called Jhuming cultivation plays a very important role in the socio-economic and cultural life of Mizo people since known history of the tribe. A large number of populations are cultivators who are engaged in agricultural activities mostly by practicing Jhum (shifting) cultivation. Meanwhile, the share of agriculture alone in Net State Domestic Product (NSDP) was minimal as compared to service sector.

Majority of the population in Mizoram depends on the agricultural sector as it is the biggest source of livelihood for rural areas. Mixed crops pattern is prevalent in

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which various kinds of crops are grown in Mizoram. The cultivation in the state is done using Jhumming, WRC and terraced cultivation methods. Various kinds of fruits and vegetables are also grown in Mizoram. The agricultural sector contributes a little percentage to the GSDP. There is gradual increase in food production while acreage of Jhum cultivation decreases with a considerable extent.

Keywords: *Agriculture, Cultural life, Development and Growth, Festival, Bumper harvesting, Marketing facility, Mizoram, NLUP, Shifting Cultivation, GSDP.*

Historical Background

Agriculture development or shifting cultivation is embedded with the cultural life of the Mizo people since known history of the tribe. The traditional Mizo festivals were associated with the agricultural operations. Festivals in primitive economy are engine of economic growth and progression for many areas of the North East Region. The events are celebrated being considered to the completion of clearing jungle or harvesting season during the year. The events emphasize family ties and colourful rituals bless the land for the bumper harvest of food grains for the coming of agricultural season.

Among many other festivals, the Mizos have three main traditional Festivals namely: (1) Chapchar Kut or Spring Festival, (2) Mim Kut or Maize Festival, and (3) Pawl Kut or Post Harvest Festival. These festivals or *Kuts* are in one way or another associated with agricultural activities.

These Festivals may be analyzed as they are linked with agricultural activities as follow:

1. *Chapchar Kut or Spring Festival* is the most popular festival celebrated after completion of their most odious task of jungle clearing for Jhum operations. Jungle clearance operations for paddy etc. for cultivation on hill slopes are started from the month of January to February of the year. It is very difficult to clear the dark, thick and dense forest trees and bamboos the task of which is likened a fierce fighting with the enemies. On this day of festival, people of all ages, young and old, men and women dressed with their respective colourful costumes and head-gears, assembled and performed various folk dances, sing traditional songs accompanied by the beating sound of drums, gongs and cymbals by drumming with a stick or a pair of them are struck together.

2. *Mim Kut or Maize Festival* with the name signifying the event that we have come across the maize crops are grown in the past as a secondary food item. The festival is

celebrated during the months of August and September after the harvest of maize crops. The event is celebrated with great fanfare by drinking rice-beer, singing, dancing and feasting. Sample of the year's harvests are blessed and consecrated to the departed souls of the community.

3. *Pawl Kut or Post Harvesting Festival* is celebrated after completion of the year's paddy and other food crops harvest. The event is celebrated during the lean period of the year and abandoned the cultivated land.

Introduction

Gradually standard and quality of the life of Mizos improved into better state of living and thinking with the advance of western education. Education has comparatively fared in our society much better than the other tribal community. In 1948 when Lunglei High School was started Mr. Liandala composed a song in which he visioned, "*A lai hawlah matric lo ni vel se, graduate lengte awm nual ila*".[1] Now his vision has come true that the Mizos started taking up education to attain better quality improvement of life for all round development.

The North Eastern Hills Region of India consists of the eight states including Sikkim namely, Assam, Arunachal Pradesh, Meghalaya, Manipur, Nagaland, Mizoram, and Tripura. The North Eastern Reorganization Act 1972 came into being by an Act of Parliament creating the Mizoram State as the 23rd State of the Union. The land of the North Eastern Hills Region is mountain forest, valley complex with moderate to low thickness of soil, which is acidic nature and is deficient in essential nutrients. The overall economic development of the state of the north-east is found to be very low by any set of indicators as compared to other states of the country mainly due to the inadequate infrastructure. Poor infrastructure facilities also retarded the process of industrialization of the region. As a result, the pressure of population on land has increased substantially both in hill and plain areas. In hill areas shifting (jhum) cultivation is practiced and the jhum cycle has been reduced from 15 years to 3-4 years during the last two decades, resulting ecological and environmental problems.[2] In plain areas also the disguised unemployment problem has taken a serious turn leading to socio-economic and political consequences including the insurgency problem. For example, 50 percent (i.e. about 22 lakhs) of the total agricultural workers in Assam are disguised unemployed of which they are unaware of and in addition to 18 lakhs unemployed registered in various employment exchanges of the state. Unemployed situation in all states of the region is more or less same. This is reflected in the poverty ratio of different states of the region as presented in Table-1.

Table-1: Poverty ratio of different states in North East India, 1973-74 to 1999-2000

States	1973-74	1993-94	1999-2000
Arunachal Pradesh	51.93	39.35	33.47
Assam	51.21	40.86	36.09
Manipur	49.56	33.78	28.54
Meghalaya	50.2	37.92	33.87
Mizoram	50.32	25.66	19.47
Nagaland	50.81	37.92	32.67
Tripura	51	39.01	34.44
All India	54.88	35.97	26.1

Source: Rural Credit Scenario in North East India, Kurukshetra, Vol. 52 No.4 February 2004, pp.39

Table-1 shows that 30 years back poverty ratios in all the states of Northeast India were below the national average of 54.88 with a marginal difference only in 1999-2000 poverty ratio show that all the states of the region (except Mizoram) are above the national average and that also larger variation with the national average of 26.10. The poverty ratio is found to be highest in Assam with 36.09 during 1999-2000 and the lowest in Mizoram with poverty ratio of 19.47 which is much lower than the national average. Thus except Mizoram (19.47) and Manipur (28.54), all other states of the region have poverty ratio with ranges from 32.67 to 34.44 which are much higher than the national average.

The hills of Mizoram are steep and separated by rivers which flow either in the north or south direction with cut deep gorges between the hill ranges. Mizoram has pleasant climate, it is neither very hot nor very cold throughout the year. The temperature varies from 190C to 240C during winter and 240C to 300C during summer. The climate is humid tropical characterized by short dry winter and a long summer with heavy rainfall.

The entire state of Mizoram is under direct influence of monsoon and the annual precipitation varies from 1700mm to 3900mm. Rainfall is generally less in

the northern part of Mizoram and it is found to be heavy in the south. Rainy season usually begins to come during the month of April or May reaching its peak period in the month of June and July which tapers off to a scanty and occasional rainfall towards the end of October.

Indian agriculture employs 75% of rural population directly or indirectly. It contributes 29 percent to the national income.3 The country has attained self-sufficiency in food grains and many of the industries get raw materials from the agriculture, namely raw cotton to cotton textile, raw jute to jute industry, sugarcane to sugar industry and oil seeds to oil mills. In fact the agriculture provides livelihood to about 65 percent of the population and contributes about 24 percent to the Gross Domestic Product (GDP).4 The agricultural sector has successfully kept pace with the rising demand for food and raw materials. It is a matter of satisfaction that at the turn of the 21st Century the food grain production was more than four times the production during the early 1950s. From 50 million tons it went up to 212 million tons in 2001-2002. Rapid agricultural growth continues to be the key to poverty elevation and over-all economic development. The national policy on agriculture aims at a growth rate 4 percent per year in the agricultural sector. It is evident that agriculture occupies an important place in Indian economy; nearly two-third of the population is dependent on agriculture for livelihood.

The remarkable contribution of the tertiary or service sector is registered at 58% of the total GDP; this clearly reveals that the sector is the engine of growth of the economy of Mizoram. The small scale industry sector contributed 26% while agriculture and allied sector 16% of the total GSDP during 2013-2014.

Education as a means to agricultural productivity

It is generally assumed that education (general, as well as specific agricultural education and training) is a factor which has an impact on agricultural productivity. On the one hand, farmers with some years of basic schooling are more likely to adopt and correctly apply agricultural innovations. On the other hand, training offered at various agricultural service institutions requires that applicants have an appropriate background in formal education to be efficient. "

The literacy rate of Mizoram which excluded children in the age group 0-6 years has been recorded at 91.58% in 2011 census and this being the second highest in India only next to Kerala. During 2011 census the literacy of male population (93.72%) was found to be higher than that of the female population (89.40%) of the state. The literacy of Aizawl district the state capital ((98.50%) is found to be the highest having (99.01%) male and (98.00%) female literates. The lowest literacy i.e. 66.41% had been recorded in Lawngtlai District having (74.68%) male and (57.62%) female literates. This may be attributed to the fact that majority of the population of this

district is formed by the Chakmas and the Brus who had migrated from Bangladesh. The literacy rate of Mizoram is shown in the following Table-2.

Table-2 : Literacy Rate in Percentage 1951-2011

Sl. No.	Year	Persons	Male	Female
1	1951	31.14	46.15	16.7
2	1961	44.01	53.4	34.69
3	1971	53.8	60.48	46.7
4	1981	59.88	64.45	54.91
5	1991	82.26	85.6	78.6
6	2001	88.49	90.96	86.13
7	2011	91.58	93.72	89.4

Source: 1. Socio-Economic Review Mizoram 2000-2001 pp.16
2. Statistical Hand Book Mizoram 2012, p.3

Table-2 has revealed that the literacy rate of female education (16.7%) in 1951 census tremendously progresses to 89.40% in 2011 Census. This indicates that there has not been any discrimination in the Mizo society in terms of caste, colour, religion, sex etc. The table also shows that literacy rate has increased from 31.14% to 91.58% during the same period. This is a historic event indeed and the achievement of the Mizoram education department so far.

The primitive method of agriculture is still the main source of occupation of the people; in the meantime shifting cultivation is being practiced by 60% of the population for their livelihood. Generally, the agricultural families are earning meager income, even though parents invest their ancillary income in education which is the long gestation period of investment for their school going children. The people inculcated the state of thinking that Education provides the foundation of human resource development. There are a large number of schools, colleges and universities in the North East. We need to recognize the crucial role of education as an essential input in development planning in agricultural production and in allied fields. The state needs more agricultural graduates and shall be working in the field. The people of the state experienced that there has been a big shortage of food grain production over

time. One of the primary reasons for this is the failure of manpower planning in agricultural sectors apart from social and economic constraints.

Share of Agriculture in NSDP

In Mizoram, agriculture still occupies a very important place in the economic life of the Mizo people for their livelihood. The so called Jhuming cultivation plays a very important role in the socio-economic and cultural life of Mizo people since known history of the tribe. In the economic classification of workers in accordance with the specification of 1991 census 61.37 percent population are cultivators who are engaged in agricultural activities mostly by practicing Jhum (shifting) cultivation.[5] Meanwhile, the share of agriculture alone in Net State Domestic Product (NSDP) is merely 27.3 percent at current prices during1998-99. According to agricultural census 1990-91 the number of operational holdings was 61,030 with the area estimated at 83,577 hectares as against 81,751.77 hectares in 1985-86 agricultural censuses. Majority of the population, more than 60% of the total population in Mizoram depends on the agricultural sector as it is the biggest source of livelihood for rural areas. Various kinds of crops grown in Mizoram are rice, maize, pulses, and oilseeds. The cultivation in the state is done using Jhumming, WRC and terraced cultivation methods. Various kinds of fruits and vegetables such as pineapple, orange, mangoes, lemons, carrot, lady‘s finger, cabbage, and pea are also grown in Mizoram. The agricultural sector contributed a little more than 14% to the GSDP, (Economic Survey, Mizoram 2014-2015).Mizoram economy has observed that its growth rate is recorded at 10.37 percent in real terms in 2013-2014 over the previous year against the national growth rate of five percent, according to the economic survey presented in the Assembly by the state Finance Minister Mr. H. Liansailova. The Economic survey reveals that the GSDP for 2012-13 was Rs. 8,091crore and the growth of the state at current prices was estimated to be 16.74 percent over the previous year. The per capita income of the state for 2011-2012 was estimated at Rs.54,689 while the national per capita income during the same period was estimated at Rs.61,564. The service sector remained the dominating sector in the states’ economy contributing 61.04 percent income while the industry and agriculture sector contributed 20.29 percent and 18.68 percent respectively even as around 60 percent of the population depended on agriculture and allied sectors. The economic survey also pointed out that 32 percent of the cultivated area was under Jhum cultivation and only 20 percent of the demand for rice the staple food of the Mizos could be met within the state.

The State Government Policy

In order to solve the food problem and to wean away from primitive and unproductive method of shifting cultivation the state government has introduced various

schemes of farming and the trade from the beginning of the fifth plan. Garden Colony Scheme, Jhum Control Scheme,[6] and presently the on-going project so-called 'New Land Use Policy' (NLUP) was launched by the state government to control Jhum cultivation (shifting cultivation), in 2011, and the state government continued the policy of NLUP in Mizoram in 2014. [7] Since the inception of the programme in 1984 the scheme has been received favorably by the farmers and as a result, the area of land used for jhum cultivation declined from 55,264 hectares in 1980-81 to 38,349 hectares in 1989-90. On the other hand, the area land put under permanent farm land increased from 7,486 hectares in 1984-85 to 14,620 hectares. 1989-90. After more than two decades now the production of food grains steadily increased, in the meantime, due to ever increasing in population the requirement of food staff increased corresponding to the increase in the rate of growth of population. The shortage of food supply in relation to demand is acute problem to tackle by the state government in Mizoram. The requirement of food is imported from the neighbouring states and distributed at subsidised rate through Public Distribution System (PDS). The following table shows the Sectorial share to GSDP during 2013-14.

Table 3: Sectoral share to GSDP during 2013-14 Projected Figure

SL. No.	Sector	% share to GSDP
1	Agriculture (Animal & Crop Husbandry	12.01
2	Forestry	3.59
3	Fishing	0.66
4	Mining & Quarrying	0.11
5	Mfg. (regd. & not regd.)	0.97
6	Construction	21.91
7	Gas, Electricity, Water supply	3.05
8	Transport, Storage & Communication	2.43
9	Trade, Hotel & Restaurant	8.66
10	Banking & Insurance	1.88
11	Real Estate & Business Services	14.55
12	Public Administration	9.06
13	Other Services	11.72

Source: Economic Survey Mizoram 2014-2015

Table 3 reveals that agriculture sector alone contributes 12.01 % to GSDP during 2013-2014.

SL. No	NAME OF CROPS	2010-2011			2011-2012		
		AREA (Ha)	Prodn (MT)	Yield (MT/Ha.)	AREA (Ha)	Prodn (MT)	Yield (MT/Ha.)
1	Paddy						
-1	Jhum	28,562	37,854	1.325	25826	38,064	1.474
-2	WRC Kharif	12,123	29,567	2.439	12700	36,149	2.846
-3	WRC Rabi	7	8	1.143	450	13,53	3.007
	TOTAL	**40,692**	**67,429**	**1.657**	**38,976**	**75,566**	**1.939**
2	Maize	9,005	13,499	1.499	6,905	8,397	1.216
3	Pulses	3,957	6,065	1.533	3,836	5,331	1.339
4	Oilseeds	3,140	3727	1.187	2,382	2,474	0.963
5	Sugarcane	1,418	7,900	5.5711	463	7,456	5.096
6	Potato	431	3,699	8,582	409	2,868	7.012
	TOTAL	**17951**	**34840**	**1.94**	**13,995**	**26526**	**1.89**

Table 4 : Area, Pruction and Yield of Principal Crops in Mizoram (2010-2011)

Source: Statistical Hand Book Mizoram 2012, p.8

It is found from Table 4 that paddy area and production of principal crops decreased from 40,692 hectares in 2010-11 to 38,976 hectares in 2011-12. The study reveals that the area is on declining trend which registered at 4.21 percent during this period. This may be attributed to the introduction of NLUP in Mizoram by the state government since 1984 and 2014. It has observed that it is a matter of satisfaction that production increased from 67,429 MT to 75,566 MT and the yield of production raised from 1.657 to 1.939 per hectare which is recorded at 17.50 percent. Since the introduction of NLUP in 1984 and 2014 the total number of beneficiaries was 1.3 lakh farmers.[8] The farmers selected trade options according to the nature of activities out of 58 trade options. Apparently, the NLUP beneficiaries begin with permanent cultivation and trades under this ongoing state government flagship project and the funds received was invested as working capital. In that way, the land used for Jhuming declines while the overall production of principal crops emerged as a raising trend during the same period. The productivity of land recorded is far below the national average per hectare. Agriculturally, Mizoram could not attain self-sufficiency in food production. The agricultural policy newly evolved by the state government aims at farm mechanisation

to boost up agricultural production and pitting more acreage under cultivation. This partial success in the implementation of the new policy is due to cultural attachment of the tribal people to jhum life and the lack of will on the part of the state government. There has not been concerted effort to introduce advance technology along with institutional reforms that will encourage improved land use system being enforced in Mizoram.

In addition to this, the ever increasing population has led to a decline in the Jhum cycle which in turn, has reduced the production and productivity of land. In 1991 there were a total of 689,756 population in Mizoram which increased to 10,91,014 population in 2011 censuses respectively. The decadal variation of population in the state is 22.78 percent.[9] The population projection for the next decade will come to 12,93,455 population in Mizoram. The ever increasing population will be a serious setback and retarding factor of economic development.

Lack of Marketing Facilities

Lack of agricultural marketing system has greatly discouraged the farmers to produce commercial crops which can be produced even on less fertile lands. A key element in the success of agricultural development is the marketing infrastructure, which effects the basic economic function of production, distribution and consumption. Improved marketing infrastructure and appropriate organisation of marketing are essential, if full advantage is to be taken of favourable production opportunities.

The increased surplus available for market calls for a rapid improvement in the marketing system.[10] Besides this, absence of concerted effort on the part of the state government as well as private entrepreneurs to facilitate organised marketing of products is a retarding factor of the agricultural development in the state. Proper marketing strategy is the need of this hour not to fall the farmers to the hands of marketing intermediaries which would be incurred rupees losses to agricultural farmers.

It has been observed that the ginger farmers have experienced the marketing problem in the state almost every year which led to inevitable losses and so as to force them back to square one position i.e. cultivation of rice. One of the common fallacies of economic thinking in the tribal community is lack of cooperation among the individual farmers having common interest to work together to achieve a common interest for their own benefits. It has been argued that '...unless the number of individuals in a group is quite small, or unless there is coercion or some other special device to make individuals act in their common interest, rational, self-interested individuals will not act to achieve their common or group interest.[11] Just as a state cannot support itself by voluntary contributions, neither can cooperative support themselves entirely

without coercing their members to pay for the collective good that they provide for them or without some attraction or incentive that will motivate the members to contribute to the establishment and survival of cooperative. Thus, the cooperative societies play a very important role in the process of agricultural and allied sector development among the rural community.

Conclusion

"The goal of education is the empowerment of self and that of the nation," said the HRD Minister Mrs. Irani. It is obvious that the education is the key to all round development and as such agricultural education is required to increase the agricultural productivity. Looking at literacy rate of Mizoram which stood at 91.58 percent is very high in comparison with other parts of the country. This is a landmark achievement although the requirement of the state is technical graduates like agricultural graduates. The agricultural Graduates will work in the field for which the agricultural productivity be increased so as to attain self-reliance in food production.

Today's need is to improve agricultural productivity in the state of Mizoram. There was a steady improvement of agriculture sector productivity per hectare but at a slower rate. This is mainly due to practice of shifting cultivation till today. This method of agriculture is unproductive in terms of productivity per hectare in comparison with other parts of the country where settled cultivation is predominant. Under the shifting cultivation the introduction of technologies to increase the productivity is virtually impossible. In the meantime, the agricultural productivity has stagnated while the consumption of agricultural products has steadily increased with the increase of the income levels and population growth. The need of the hour is to cultivate agricultural land extensively to boost the agricultural farmers' productivity that will no doubt mitigate food scarcity and will further contribute to sustainable production efficiencies.

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An Overview on the Growth and Development of Education in Mizoram

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Abstract

The paper attempts to present an overview on the growth and development of education in Mizoram. It highlights significance of Christian missionaries not only to lay down the foundation of Mizoram education but also providing all important materials for reading and writings. It also states that since its inception of education till 1952 Mizoram education was entirely in the hands of the Christian missionaries. The widespread and rapid development of education signified the opening of large quantity educational institutions including schools from Primary level to Higher Secondary level; but also colleges all over the state. Establishment of other institutes like technical educations run by the ministry of Government of India, and the opening of Central University i.e. Mizoram University are also highlighted in the paper.

Key words: Education, Christian Missionaries, opened, schools and institutes.

Introduction

Mizoram had been an isolate land from the modern world development before the advent of the civilized western people of the British. In those days, the life styles of the Mizo people were a characteristic of tribal culture. As there was no school for formal education, no Mizo knew how to read and write, all of them were illiterate. For the Mizo young men the institution of Zawlbuk was a learning centre in a village, and for the girls Home was a training institution in which mother was her best Home tutor. With the coming of the Christian Missionaries great change had taken place in Mizoram, they gradually transformed the whole Mizo world view and life. The two pioneer Christian missionaries from England-Rev. F. W. Savidge (Sap Upa) and Rev. J.H. Lorrain (Pu Buanga) who had reduced the Mizo language to writing taught the people how to read and write and laid down the foundation of Mizoram education. They introduced the Mizo Alphabet – A, Aw, B. They devised a system to reduce the Mizo

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language to writing by using the Roman Script. This was a providential departure from the earlier attempt to use the Bengali script to decipher the Lushai language.

Rev. J.H. Lorrain has pointed out: 'It therefore fell to our lot to reduce the language to writing in such a way that our system could be readily adopted by the people themselves. For this purpose we chose the simple Roman Script with a phonetic form of spelling based on the well-known Hunterian System.'

1.1 Soon after Rev. F.W. Savidge and Rev. J.H. Lorrain settled in Aizawl, they interacted with the Mizo people, learned the phonetic, the sound and meaning of the Mizo language. They examined the vocabularies, and also studied the pronunciation of the Mizo language. And therefore, within three months since they reached Mizoram they framed and introduced the Mizo Alphabet on March, 1894[1]. They opened the first school (for the Mizo people) on the 1st April, 1894 at Bawlhmun in Thingpui Huan Tlang which was very close to the residence of Rev. F.W. Savidge and Rev. J.H. Lorrain. The school building was as small as 12 square feet only and was attended by two students only in the beginning[2]. After the school was running smoothly for nearly four years, it was necessary to close down on the 31st December, 1897 as the two missionaries had to leave Mizoram. The school was then shifted to the residence of Rev. D.E. Jones (Zosaphluia) at Mission veng, Aizawl on the 15th February, 1898. The two missionaries on their return to Mizoram continued their literary works: 'A Grammar and Dictionary of the Lushai language', which became one of the most important foundations of education in Mizoram.

1.2 It may be said that the first school in Mizoram was opened in November, 1893. This school was established by the Government, and hence it was only for the children of the military and was not opened for the Mizo people. It was a Hindi medium institution, taught by one Havildar of Military police. In 1894, another two government schools were also opened in Lunglei and Demagiri[3].

1.3 The first Government School for the Mizo people was opened by Major Shakespeare, a political Officer of Mizoram at near Aijal Fort on the 21st August, 1897. Mr. Kalijoy Kavyatirtha, Mizo language trained teacher of Bengali fellow was the first teacher employed in the school. As recorded on the 5th April, 1898, the total number of Mizo students enrolled in the school was 68[4].

1.4 In the first census, 1901, the total population of Mizoram was 82,434. There were 761 literate who knew how to read and write, of whom 736 were male and 25 were female.

Table-1. Number of Literate in Mizoram in 1901[5].

Population	No. of Literate male	No. of Literate female	TOTAL	Percent
82,434	736	25	761	0.92

Table-2. Number of School in 1903[6].

Sl. No.	Category	N. Mizoram	S. Mizoram	Total
1	Government School	1	2	3
2	Mission School	15	1	16
3	TOTAL	16	3	19

1.5 In February, 1904, Sir Bonfyld Fuller, Chief Commisioner of Assam visited Aizawl and inspected the schools run by the Missionaries, he was so impressed and make a decision on the spot that the three Government schools for the children of military established in 1893 and 1894 should be handed over to the Christian Missionaries with effect from the 1st April, 1904. He then appointed Rev. Edwin Rolands, as the first Honorary inspector of Schools for the Lushai Hills. From 1904, onwards, till the taking over of the schools by the government of Assam and subsequently by the District Council of the Lushai Hills, the Christian Missions were the Official agencies of education in Mizoram for about 50 years, i.e, from 1904 to 1952.

1.6 In 1944, the golden jubilee of Gospel to Mizoram the Christian Missions opened Middle Anglo Vernacular School at Sialsuk village. In 1945, such schools were opened at Champhai, Sialhawk, Saitual, Bukpui and Reiek villages.

1.7 In February, 1944, the first High School in Mizoram was opened at Aizawl called Mizo High School. Rev. D.E. Jones, the then honorary Inspector of Schools was the first Headmaster. The school was under the management and control of the Christian Mission. The first batch of 27 students appeared for the Matriculation examination under the Guwahati University in 1948, of whom 20 passed. In 1950, the school was taken over by the government of Assam and it was located at Thingpui Huan Tlang, the hill is now called Mc Donald hill.

Table –3.The total number of schools in 1952[7].

Sl. No	Category	N. Mizoram	S.Mizoram	Total
1	Govt. High School	1	-	1
2	Govt. Aided High School	1	1	2
3	Private High School	2	-	2
4	Govt. M.E. School	9	6	15
5	Govt. Aided M.E. School	8	5	13
6	Private M.E. School	26	1	27
7	Govt. L.P. School	35	42	77
8	Govt. L.P. Aided School	68	78	146
9	Private L.P. School	16	11	27
10	Mission Aided M.E. School	3	2	5
11	Mission L.P. School	89	27	116
TOTAL		**258**	**173**	**431**

1.8 In 1952, all the responsibilities of Primary and Middle Schools was taken by the government of Assam. Deputy Inspector of School (DIS) exercised academic control over those institutions. In 1961, the responsibility of Primary Schools was discharged through Education Officer appointed by the Mizo District Council. This brought about direct intervention of government in the field of education through appointment of Primary School teachers. Hence the Christian Mission / Church authority resolved to hand over all their primary schools to Mizoram District Council in 1964. Several numbers of Primary, Middle and High Schools were increased with the initiative of the public at the villages of Mizoram. Not only schools, college was also established. The first college of Mizoram named Pachhunga Memorial College was opened at Aizawl in 1958 under the Principalship of a Roman Catholic Missionary, Brother Godfrey. And, in 1963, the second college named, Lunglei College was also opened at Lunglei in the southern Mizoram. In the eastern side of Mizoram, the third college named Champhai College was opened 1971. In 1971, there were 673 educational institutions in Mizoram as indicated.

Table-4. Education Institutions in 1971[8].

Sl. No	Category	Government & Non-Government
1	Primary School	390
2	Middle School	190
3	High School	80
4	College	3
	TOTAL	**673**

2.1 Mizoram was placed to Union Territory (UT) status in February, 1972. This opened a very important new chapter in the history of Education in Mizoram. The District Council Act was revoked and all the Primary Schools controlled by the Mizo District Council were taken by the Government with effect from the 29th April, 1972. The first ministry of the Government of the Union Territory of Mizoram was formed in 1972 with Mr. Ch. Chhunga as Chief Minister and Mr. Vaivenga as Education Minister. The ministry appointed Dr. G.N. Chatterjee as the first Director of Education in Mizoram. It was noticed that some new Departments of Education were introduced under Mizoram U.T. administration.

2.2 In 1973, Mizoram Institute of Education (MIE) was opened for B.Ed programme, and also opened Teachers' Training Institute (TTI) for under-graduate training. In 1980, the State Council of Educational Research and Training (SCERT) was also established. The Mizoram Board of School Education (MBSE) was established on 23rd December, 1976. The North-Eastern Hills University (NEHU) opened a Mizoram Campus with an Officer on Special Duty (OSD) at Aizawl on the 11th April, 1979. Pachhunga Memorial Government College was upgraded as a constituent college of the NEHU on the 19th April, 1979. And, in 1981, Mizoram Polytechnic at Lunglei was established with the recognition of the All India Council for Technical Education (AICTE) for a three year Diploma Course in Civil Engineering. It had been upgraded to have three year Diploma Courses in Electrical Engineering, Computer Science & Engineering.

3.0 After Mizoram attained the status of the full-fledged state of the Indian Union on the 20th February, 1987, significant development took place in the Education of Mizoram.

3.1 In 1988, the first study centre of the Indira Gandhi National Open University (IGNOU) was opened at Aizawl. It was upgraded by opening the Regional Centre on the 19th December, 2001. Undergraduate Courses offered are: B.A,

B.Com, and B.Sc. Post-Graduate courses offered are: English, Pol. Science, History, Sociology. Further studies like M.Phil and Ph.D can also be pursued. Their eligibility is confirmed from the IGNOU headquarters, New Delhi. The Mizoram State Council for Technical Education was also established in the same year as a statutory body to look after Technical Education and to conduct examinations and Award Diplomas for courses being taught at the Department of Electronic Accreditation of Computer Courses (RIPANS).

3.2 In 1989, the Directorate of Education was bifurcated into three directorates namely (i) Directorate of School Education for elementary and secondary education, Physical Education, Hindi Propagation, SCERT, DIET, etc. (ii) Directorate of Higher & Technical Education – College and University Education, Polytechnic, CTE, Distance Education, etc. (iii) Directorate of Art & Culture – included Tribal Research Institute, State Archive, State Museum, State Library, Institue of Music and Fine Arts, etc.

3.3 In 1996, the Regional Institute of Paramedical and Nursing Sciences (RIPANS) was opened at Zemabawk. The management of the institute has been taken over by the Ministry of Health & Family Welfare, Govt. of India with effect from 1st April, 2007 from the Ministry of Development of North – Eastern Region (DONER). And, the first academic session 1997 – 1998 of the College of Veterinary Sciences and Animal Husbandry at Selesih was started. It is a constituent college of the Central Agricultural University, Imphal which is under the Department of Agriculture Research and Education, Ministry of Agriculture, Government of India.

3.4 In 1998, Women Polytechnic was opened at Aizawl. It was approved by the AICTE for three years Diploma courses in (i) Electronics & Telecommunication Engineering, (ii) Modern Office Practice. It was added the three years Diploma course in Beauty Culture & Cosmetology. The total number of students accommodated in this Women Polytechnic, Aizawl is about 300.

3.5 In 2000, an Act was passed by the Indian Parliament for the establishment of the Mizoram University. The University campus is located in Tanhril having about 900 acres of land. At present, 27 colleges in Mizoram are affiliated to Mizoram University. In 2001, the Department of Electronic Accreditation of Computer Courses (DOEACC) was opened at Thuampui area. It is under the Ministry of Communications and Information Technology, Govt. of India. The graduate and Post-Graduate courses in BCA and MCA are under the Mizoram University, and the certificate and Diploma Courses run by DOEACC are under the Mizoram State Council of Technical Education. In 2006, the Institute of

Chartered Financial Analysts of India (ICFAI) University Mizoram Act was passed by the Mizoram Legislative Assembly. At the initial stage, it functioned in rented houses at Chaltlang. At present, it has it own campus on the outskirts of Durtlang.

3.6 In the last Annual publication 2014 – 2015 of the Directorate of School Education Department, Aizawl Mizoram the number of Educational Institutions in the state and enrolment therein are large enough. This means that not only Primary and Middle Schools but also high school have been opened nearly at every village. All over in Mizoram, there are 1,946 Primary Schools with a number of 1,57,646 students, Middle School – 1,514 with 94,077 students, High School – 610 wiwth 40,711 students and Higher Secondary School – 132 with 22,562 students[9]. There are 27 colleges and two Universities, namely, The Mizoram University, Tanhril and the ICFAI University, Durtlang.

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Role of Educational Institutions in the 'Modernism - Intellectualism' Disparity in Mizo Society

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Abstract

It is perhaps unnecessary to state that academicians should not be making generalisations in their work. Therefore it becomes imperative that logical and empirical data must follow if one were to make the statement that there exists in Mizo society, a disparity between the growths of intellectualism and modernity. For the same, Bourdieu's theories of cultural capital, habitus and cultural reproduction especially in education at the school level, along with ground data, are needed to back such a claim.

Keywords: Modernism, Intellectualism, Pierre Bourdieu, Cultural Capital, Habitus, Cultural Reproduction, Dominant Discourse, Education System.

Introduction

Today, Christianity in Mizoram is probably the single most important link to a globalised Mizoram. Visits from international level heads of sects are broadcasted on local channels including live broadcasting of their special church services. Awareness and participation in Western as well as Korean cultures in terms of fashion, TV, food and music, are a normal sight today. Mizoram's global ties are further exemplified in the fact that international rock bands especially famous in the South East Asian circuit like Firehouse, Smokie and Grammy winners Petra have all held concerts in Mizoram in the last decade or so. In 2009, rock legends and Grammy nominated Mr. Big who pulled out at the last moment due to finance issues after touring Nagaland. Considering the country's statistics of the number of concerts held by internationally acclaimed musicians ("Why is India", 2011) vis-à-vis Mizoram's participation and recognition in the cultures of the mainland, it is substantial. But is the Mizo society an example of a modernised society?

Can there be globalisation without modernity? Ever since man started exploring the globe and in the process, bridging cultural, political, economic, religious systems,

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it has always been made possible through the backing of modern tools – physical and intellectual. For instance, the wheel and cartography; ships and nautical knowledge; personal computers and internet discussion forums etc. all go on to show the intimate link between globalisation and modernity. It is my understanding that growth of modernity has always entailed growth of intellect, which at some point in its growth must tackle the issue of self actualisation. Modernity must therefore subject every aspect of life and life choices to critique; and this is the only route to intellectual growth. But such simple a connection is not applicable to the Mizos. In order to back this claim, let us understand the applicability of Bourdieu's thoughts with reference to the Mizoram educational system and society.

I. Pierre Bourdieu

Bourdieu's concepts *explain the ways in which relationships of social inequality were reproduced through the education system. He says,* 'The point of my work is to show that culture and education aren't simply hobbies or minor influences' (Bourdieu 2001).

Cultural Capital

Firstly, let's make it clear that Bourdieu has extended the Marxian understanding of class (1979) by making a distinction between cultural capital and economic capital. While the latter is specific to the Marxian understanding of wealth, the former is composite of non-financial cultural knowledge which one gains as a member of society i.e. norms, etiquettes, style of speech and dress, and even physical appearance. However, the two categories are not completely segregated; as Bourdieu also says that the possession of cultural capital can be translated into wealth when it interacts with the education system. In the paper we shall see how the commoner Mizo strives for cultural capital only in parts, especially the outward and physical appearance aspect; and in the process misconstrues and downplays the importance of intellectualism.

Habitus

Habitus, according to Bourdieu, is a "...system of acquired dispositions functioning on the practical level as categories of perception and assessment or as classificatory principles as well as being the organizing principles of action." (1990a: 12-13) He gives another definition of habitus as a, '…systems of durable, transposable dispositions, structured structures predisposed to function as structuring structures, that is, as principles which generate and organize practices and representations…' (1990b: 53). For the Mizos, thus, the prevalent habitus is an amalgamation of the history of insurgency (Downs 1992) and contemporary problems of racism ("Booklet for", 2007) and ignorance ("People", 2012); which in turn produces certain organised

principles and practices. The past, the present and the future are thus incorporated into the idea of habits: 'the habitus - embodied history, internalized as a second nature and so forgotten as history - is the active presence of the whole past of which it is the product'ý (Bourdieu 1990b: 56).We shall see in this paper that the Mizos' habitus encouraged by educational systems highlights the society's modernism-intellectualism disparity.

Cultural Reproduction and Education System

Most importantly, Bourdieu believes that cultural reproduction happens due to the education system. He says that dominant groups use their cultural capital to secure educational advantages, in order to maintain their status and economic position from generation to generation. These groups have the power to not only impose meanings but to impose them as legitimate.

Likewise, in education systems, the culture of the dominant classes gets projected as the 'goal' to be adulated by even the lower classes; and the success of the student is measured by how close he/she is to this 'goal'. These 'goals' include not only the ability to learn the curriculum and what is taught by teachers, but also to achieve the characteristics of the upper classes like clean uniforms, manner of speech, confidence, class participation etc. In Mizo society, this can generally be attributed to the urban and affluent population who are also gifted with biological pedigree. For example, a rural based short and dark person with a stubby nose who speaks English in a heavy Mizo accent is colloquially called '*zo lutuk*' i.e. 'very Mizo'. Bourdieu (1990c) says that this is an unfair situation because by the time the children of the dominant classes (or the urban affluent students in Mizoram) enter school, they are already normalised into what is to be expected of them in the school. In short, they are already equipped with cultural capital. This puts them in an unfair hierarchy where the working-class children experience schooling culturally challenging, and an alien social environment. As a result, most are 'turned-off' by school, and underachieve; and moreover, develop the complex that they do not possess necessary talents and abilities. However, the urban affluent Mizo student is not the dominant group to my understanding; as he/she is just an intermediary to the epitomic goal. *Let us see now who the dominant groups/ discourses are for the Mizos.*

II. The Dominant Discourse for the Mizos

'*Changkang*' Hierarchy: White West – *Vais* – Affluent Mizos

In my opinion, instead of 'class', the term '*changkang'* is better suited as the reference point to understand Mizo society. Mizos give importance to establishing

themselves as *changkang* - a word that translates to an amalgamation of the Weberian (2010) concepts of class, status and political positioning. Being *changkang* is synonymous with being, apart from others, modern and being in touch with latest modernising trends. Similar to the Weberian concepts of status and political positioning, the term '*changkang'* also does not necessarily entail the recognition of wealth, but more often than naught, wealth does become an accompanying factor.

Bourdieu explains how the 'social order is progressively inscribed in people's minds', through 'cultural products' including systems of education, language, judgements, values, methods of classification and activities of everyday life (1986: 471). For the Mizos, the social order as expected to exist cannot be devoid of the political dynamics with mainland India, and cultural dynamics in the context of globalisation. These all lead to an unconscious acceptance of social differences and hierarchies, to 'a sense of one's place' and to behaviours of self-exclusion (1986: 141). If we apply another of Bourdieu's ideas of differential distribution of cultural capital, we can see that the Mizo psyche also makes a hierarchical distinction of what is to be ascribed. Bourdieu's idea of differential distribution of cultural capital states that value judgements occur based on the amount of cultural capital possessed. For example, middle-class students have higher success rates than working-class students because of middle class subculture are closer to the dominant culture. Thus, for the Mizo psyche, there exists a hierarchical arrangement namely: the Christian white West of America and Europe (and its incarnation in the 'cool' and 'trendy' Korean culture) as the epitome; followed by the affluent mainland Indians or *vais;* and finally the affluent classes that reside within the state.

Some Empirical Observations in Mizoram

Social capital is, 'the aggregate of the actual or potential resources which are linked to the possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition' (Bourdieu 1986. 248).

During the boom of the Maruti 800s in the 90's, Mizoram dealers faced a familiar pattern of sale. First, there would be bargaining for a better price like one would while buying vegetables at the local market. Then after the purchase, the buyers would ask for some cash back so that they could buy some petrol to reach home. Now, realising the Mizos' penchant for exaggerations for the sake of humour, this information should be taken with a pinch of salt. For one, Mizoram being a hilly area is not conducive for high automobile mileage. Add to this the fact that there couldn't have been more than one dealer in the whole state, many buyers would have had to travel long distances to get home. Still, one could say that the Maruti 800 boom showed how much the Mizos

wanted to own items that are way beyond prudent financial management. And this is concerning items that *are* available for purchase in the market.

Royal Enfield motorcycles (or colloquially called Bullets) are a respected brand the ownership of which puts one in a *changkang* status group. The Aizawl Thunders based in Aizawl is the oldest biker club in India ("Aizawl Thunders" 2013) and was started in the late 90's, one of the prerequisites for membership being the owning of a "Bullet". The Aizawl Thunders are a popular and famous popular culture group in the heart of Mizoram and every now and then make themselves loudly visible through demonstrations, charities, exhibitions and rallies. If one takes this fact in consideration with another fact that a Royal Enfield dealership was started only as late 2012, one can start to wonder how such a club came into existence. Moreover, not all "Bullet" owners in the state are members of Aizawl Thunders, so in reality, there are more bikes than club members in the state. Such high numbers of owners of a commodity unavailable in the market is explained through the presence of black marketeering.

Before the start of the official company dealership in Mizoram, buyers purchased the bikes from other states. In a nutshell, one would travel all the way to say, Guwahati or Silchar in Assam, and then ride the purchased bike home. Some would do this as a business i.e. sell the purchased bike at an inflated price in Mizoram. The official dealer 'Lawma Enfield' in Aizawl had started as a 'sub dealership' as back as 2002 when they transported bikes from Chennai 'if it was sure that the potential buyer was trustful'. Here we see an example of how the craving to be *changkang,* and thus to be in a status group overshadowed the need to intellectually scrutinise the purchase of a luxury item that is a substantially costly affair. This process eliminated the choices of test drives and models; and as was in the case of the origins of Lawma Enfield, a substantial amount of trust based on face-to-face exchange. In the case of a black marketer, one would approach him and buy *whatever* model he had managed to acquire.

The discussion above was related to the commodities market and interpersonal relationships. Let us now discuss 'modernisation' in terms of physical personal images. As with current fashion trends, the trends of punk and Emo have come and gone in Mizoram. Emo is a style of rock music, and, just like punk, is accompanied by a certain 'look'. With the success of internationally famous bands like Jimmy Eat World and Dashboard Confessional in the early 2000s, many Mizo local bands popularised its accompanying look - skintight jeans and t-shirts, wrist bands, studded belts, large black ear studs, thick horn rimmed glasses (without power), flat, dyed and smooth hairstyle with bangs which cover up one side of the face, eyes lined with *kajal* (both sexes) etc.

However, this loud presentation of the self was not accompanied by the intellectual bases of the origin of this style i.e. political, expressive and confessional lyrical styling. Bailey (2005: 1) says, 'Emo, short for "emotional music", is an evolving and complex American youth subculture that listens to a specific genre of music, which is characterized by feelings of vulnerability and a willingness to express heart-felt confessions about adolescence.' It can be claimed that the Mizo youth who *did* go through this trend focused solely on the look of the fashion and none of the self-exploration and intelligence involved. It is a fact that the lyrical composition of popular music in Mizoram is strictly one of the three - Christian/Gospel, *Ram Leh Hnam Hla* (songs about land and race), and Love Songs. This structuration (Giddens 1984) has not undergone any change even during the Emo trend.

Why does there exist such a demarcation between intellectualism and modernism in Mizoram? Why the cultural capital is only strived for in parts and not in totality, can be explained through the situation of modern educational system in Mizoram.

III. The Mizoram Education System

Bourdieu explains cultural reproduction in schools form a two-way perspective. Firstly, the student is penalised for deviating from the cultural capital. Lower working class children, he says, do not 'bring to their school work either the keenness of lower middle class children or the cultural capital of upper class children', and, consequently, often 'take refuge in a kind of negative withdrawal which upset teachers' (Bourdieu 1974:. 41). Secondly, such penalisation is a result of the inability to grasp the range of meanings that are embedded in the grammar, accent, tone, delivery of the teachers. Teachers thus are equally responsible as they use 'bourgeois parlance', as opposed to 'common parlance'. However, the stance of teachers in Mizoram is a little more complex than the simple use of 'bourgeois parlance'. They are not only expected to possess such bourgeois skills, but they are also expected to do so in competition with the performance of the mainland *vais*.

As explained before, the Mizo penchant for being *changkang* and reaching the epitome of the white West has to first overcome the gap in progress and development with the mainland Indians. The *vai* standard is thus the current dominant discourse even within Mizoram. The performance of the *vais* in terms of scoring marks in exams is the new benchmark that dictates how well one has succeeded in achieving cultural capital. As Bourdieu (1990c) says, the role of schools in <u>social reproduction</u> is concealed by a meritocratic ideology, which equates educational success with individual merit. Scoring of marks, in Mizoram educational system, is thus misconstrued not only as academic success but a reflection of ability as well.

The contribution of schools thus increases the Mizo modernism-intellectual gap. My experience as a guest faculty member in Mizoram University has shown me that students at post graduation level still have problems forming English sentences with basic grammar even though their erstwhile training has always been in English medium schools. Post graduate students in Mizoram still expect to be given notes rather than lectures which they can then mug up to regurgitate in exams. There is thus a complete lack of training which would encourage critical and intellectual thinking. Moreover, while the intellectual level of the common Mizo stands at a status quo, the purchasing power in the commodities market keeps increasing due to opportunities presented by need-to-be-filled government jobs, central government initiatives and the Reservation policy in general.

Conclusion

The Mizo habitus which accounts for its turbulent history and contemporary symbolic conflicts vis-à-vis the mainland is that of reflexive competition. However, this reflexive competition which is further encouraged by educational systems exists only at face value and outward presentations. Bourdieu situates the school as the central generative site of the distinctive habitus of the culture, and says, 'it may be assumed that every individual owes to the type of schooling he has received a set of basic, deeply interiorised master patterns' (1971: 192-193); and that these patterns, 'organise reality by directing and organising thinking about reality and makes what he thinks thinkable for him as such and in the particular form in which it is thought" (ibid: 194-195).

In Giddens' (1991) terminology, 'reflexive modernity' involves a phase of self-awareness where, post reflection, a society becomes reflexive - which is to say there no longer can be a demarcation between cause and effect. In application to Mizo society, this becomes extremely tricky. 'The reflexivity of modern social life consists in the fact that social practices are constantly examined and reformed in the light of incoming information about those very practices, thus constitutively altering their character' (ibid: 38). Accordingly, every assumption and practice is constantly being reevaluated and changed. And yet, in the social cauldron of the church, NGOs, indigenous inhabitants and immigrants, there is still an absence of such reflexivity. Status quo may be disrupted time and again but the eventual principles of social relations still stay the same.

The habitus of the Mizo therefore does not accommodate reflexive modernity. I believe that this is a dangerous situation for Mizo society as the nature of habitus includes future actions as well. 'The habitus, a product of history, produces individual and collective practices - more history - in accordance with the schemes generated by history. It ensures the active presence of past experiences, which, deposited in each organism in the form of schemes of perception, thought and action, tend to guarantee the 'correctness' of practices and their constancy over time, more reliably than all

formal rules and explicit norms' (Bourdieu 1990b: 54). There is thus an immediate need for educational institutions in Mizoram to realise that they are currently encouraging a habitus which will only seek to increase the divide between modernism and intellectualism. Any number of rational empirical observations (apart from the one I have provided) will testify that Mizoram is increasingly getting globalised and its economy is improving with increasing purchasing power in the commodities market; however, this does not make the Mizo society any more modern than it has been for the last decade or so. Over emphasis on scoring of marks in exams which is a direct result of a competition with the mainland *vais* (on the route to become more like the white West), is the death of the growth of critical, rational and scientific intellectualism in the face of over emphasised notions of modernity.

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Orality to Written: Aftermath of Tea Party and Emergence of Pre Independence Mizo Literature as a Predecessor of Education in Mizoram

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Abstract

In this paper an attempt will be made on how emergence of Mizo literature paves the way for the rise of formal education in Mizoram. When we talk about Mizo literature, it begins with oral literature. Generally, Mizo oral literature is a story or tale handed down by oral tradition from mouth to ear among the Mizo from our ancestor. Such stories were orally passed down through the generations and make special display of morals or lesions. Fortunately, today all the Mizo oral literature have been preserved in a print form. Tea party and the aftermath by the Mizo and arrival of Welsh missionaries also vehemently pave the way for development of education in Mizoram. Therefore, the main focus of this paper will be how pre Independence Mizo literature is one of the important tools for development of education in Mizoram.

Pre independence Mizo literature can be divided into two groups- oral and written literature. Today all the Mizo oral literature have been preserved in a print form. This is mainly due to the Tea party and the aftermath by the Mizo. The Mizo history indicates that *Sailo* chiefs were very good ruler and able administrators. They extended their supremacy over their neighbouring tribes and often invaded them. Lalrimawia has said, "The Sailo chiefs descended from Sailova came into prominence last, and successfully crushed all their rivals. They had developed such a talent for governing that they held undisputed way over representatives of all sorts of clans, and covered nearly the whole of the present Mizoram" (Lalrimawia 15). They had been an incessant attack on the neighboring areas and the British territories like Cachar, Arakan hills and Syhlet. As per the Office records of Office of the Deputy Commissioner "The first raid of the Mizos on the British India territory occurred in 1826 near Shimla river in Sylhet on a party of wood cutter" (7). In this connection AG Mc Call also recorded about the raid, "In 1842 a series of raids on inhabitants of the British India district of Arakan in the south and Sylhet in the north compelled counter action by the British Government. In the north the Lushais had cut up some Sylhet woodcutters on the grounds they had withheld from the Lushais tribute due on timber extraction. The

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authorities in Sylhet sent up three intermediaries to investigate the matter. The Lushais detained two of these and, after torturing him by leading him up to the gruesome relics of the decapitated remains of the murdered victims, the remaining intermediary was released to negotiate a substantial ransom which was later in fact paid to the Lushais" (McCall 38). After two years, other raids occur on 16th April 1844 at Kuchabari near Partabghar, within Manipur territory. In the same year of December, Captain Blackwood led an expedition of some men of the Sylhet Light Infantry into the Hills.

In 1849 Lalngura Sailo son of Lallianvunga raided one particular village near Silchar and killed almost thirty people and took around forty two persons as captives. In retaliation, Colonel Lister with two hundred and twenty nine sepoys attacks Lalngura's village sometime in the month of January in 1850. In 1860, Rothangpuia one of the Sailo chief attacked Tripura mentioning to a heavy loss of live numbering 186 peoples with heavy casualties. "The British Government then dispatched an expedition under Captain Roban to teach Rothangpuia a lesson. Meanwhile Rothangpuia made himself set fire to his own village before the arrival of British soldiers. Then he played a trick in the form of a compromise with the British. As a result, Rothangpuia earned two-fold benefits: The British did not take action against him on the one hand, and he got safeguard by the British from the powerful Lakhers' attack on him on the other" (Nag 86). Up to 1870, the Lushais made number of attacks to the British in India. The most remarkable and worst attack happened in the year 1871. According to Reid, "On 23rd January 1871, Alexandrapore tea garden was attacked by the Howlongs and they killed Mr. Winchester and his daughter Mary Winchester a little girl of six, carried off by the Howlongs. On the same day, the adjoining garden of Katli Chura was attacked, but the assailants were driven off... They also attacked the Ainakhal in Western Cachar, twenty five killed, thirty seven taken captive and the house burned...The outrage continued occurring in Sylhet, Tipperah and Manipur until well on in March" (Reid 10). Thus, in order to stop the atrocious attacks and frequent raids on the British Indian territories, the British adopted a new policy of annexation. As per pre-ordained plan, the first Lushai expedition of 1871 - 1872 was launched under the leadership of Brig-Gen G. Bouchier and Brig Gen C Brownlow. Under this first Lushai expedition or what the Lushais called it *Vailian vawi khatna*, Mary Winchester or Zoluti was recovered safely. After the expedition, more or less peace was restored in the Lushai land. Unexpectedly, Hausata and his companion attacked Lieutenant Steward and killed him with some of his body guard. Besides this, on 13th December 1888, the three chiefs- Kairuma, Nikama and Lungliana attacked one village of the British territory near Demagiri. They killed the Rani and captured fifteen persons. Worse than that, they raid Chengri valley on 8th to 10th January 1889 and killed 101 persons. Then, the Government sent another expedition in January 1889 under Colonel

V.W Tregear and the expedition lasted till 11th March 1889. But it was not a fruitful expedition and as a result another expedition led by Brig V.W Tregear was sent in the winter of 1889 - 1890. "… British people ceased after the operation of Captain Shakespeare in the winter of 1892-1893. It was then that Mizoram came under the administration of the British India Government finally in 1893 and ever since then there appeared no serious conflict and chaos until the last political struggle that broke out under the leadership of late Laldenga in 1966" (Nag 97).

Finally, due to an incessant attack on the neighboring areas and the British territories by the Mizo, Mizoram came under the administration of the British India Government in 1893. The administration of the land was in fact centralized with its headquarters at Aizawl. On the other hand, the tea party and the aftermath were important tools for raising and development of Mizo literature and emergence of education in particular. Fortunately, the Britisher who hold important position in the Lushai administration were very much interest in Mizo literature. Apart from their duty, they learnt Mizo language and translated oral literature and put it in a print form. Therefore, it will be useful to pursue an idea of those people who put Mizo folktales in the written form. Of course, the first Lushai Superintendent, T.H Lewin whom the Mizo called Thangliana was the first who started Mizo language or oral literature into a print form. In his book *Progressive Colloquial Exercises in the Lushai Dialect of the Dzo or Kuki Language*, published in 1874, he recorded and included three popular Mizo folktales such as *Chemtatrawta*, *Kungawrhi* and *Lalruanga* in an effort to record and preserve Mizo oral literature. T.H Lewin was followed by J. Shakespeare who included ten Mizo folktales in his book entitled *Mizo and Non Mizo Tales* in the year 1898. At the same time, Mizo folktales have been translated into English by a small section of scholars. The first one was J. Shakespeare who translated some Mizo folktales into English and included them in his book *The Lushei Kuki Clan* in 1912. Knowing the importance of Mizo folktales, F.J Sandy, a Welsh Missionary also translated twenty three Mizo folktales and published in 1919 under the title of *A legend of old Lushai*. In 1949, McCall also translated some folktales into English and put it in his book *Lushai Chrysalis.* S.N Barkataki also included twenty four Mizo folktales in his book entitled *Tribal folktales of Assam (Hills*) which was published in 1970. Publication of folktales in Mizo language also gradually increased. In 1926, Welsh Mission also collected twenty three Mizo folktales and published in 1926 called *Mizo Thawnthu* in Mizo language. In 1940, Nuchhungi Renthlei collected and included thirty eight Mizo folktales in her book *Serkawn Graded Readers* which was basically designed for elementary level. Now almost all the Mizo folktales have been put in a print form.

The aftermath of tea party is somehow a blessing for the foundation of Education in the land. After observing the situation of Mizoram, Arthington Mission in London

realised the need for preaching gospel in Mizoram. On 11th January 1894, they sent two pioneer missionaries Pu Buanga (James Herbert Lorrain) leh Sap Upa (Fred W. Savidge) for preaching the gospel in Mizoram. During their stay in the land, they produced number of good books which were the first in their respective areas. The first known book they published in Mizo language in the year 1895 was *Mizo zirtir bu* (A Lushai premier). This book was especially designed for school text book and after one year, they prepared *Zawhna leh Chhanna* (Question and Answer) book. These books were helpful for the beginners who started their efforts to learn how to read and write. Besides these, they put their best effort to the translation of Bible. On 21st August 1895, they started with the Gospel of St Luke which was followed by the Gospel of St John and the Book of Acts. In 1897, JH Lorrain and Savigde published *Grammar and Dictionary of the Lushai Language* and that marked a new chapter in Mizoram Education. Besides these, they published many books in Mizo language such as I*sua chanchin* (1905), *Isua hnehah lo kal rawh* (1905) and *Thu inchhang* (1908). Then, with the help of Challiana, Savidge also published some books called *Pathian Robawm* (1909), *Pastor nupui* (1909) and *Pathian lehkhabu chanchin* (1909). When the two Missionaries left the land, their tasks were continued by two Welsh Missionaries Rev DE Jones and Rev Edwin Rowlands. Both of them were good academicians and during a short period of time, they were able to produce number of text books, theology, literature and religion. Even Rev Edwin Rowlands alone produced 26 works for Mizo. Some of them are 1. *Mizo leh sâp ṭawng hma-bu mizo sap shaim = A Lushai-English primer* (1903). 2. *Note on St. Luke's parables in Lushai* (1906). *3. Marka Evangel* (1906). *4. History of India: in Lushai* (1907). *5. English first reader: Lushai translation* (1907). *6. Pawla tân lai* (translation of the Epistles of Paul (1907). *7. English primer: Lushai translation* (1907). *8. First reader: Lushai annotations, with explanations and additional notes* (1907). *9. Third reader: Lushai annotations* (1908). *10. Middle reader I* (1908) (Zoramdinthara 4). Besides these remarkable works, we cannot leave out the works of Frederic Joseph Sandy (1884-1926) who wrote *Mizo grammar for English speakers* and voluminous writer Rev John Meirion Lloyd(1944-1964) who also wrote History of the Church in Mizoram (English & Welsh) and Nine Missionaries (English &Welsh).

Simultaneously, traditional Mizo poetry, secular poetry and Christian poetry flourished during 1915 - 1930. During these periods, Thanga and Awithang pa started composing secular poems. They were soon followed by Liangkhaia and Patea who introduced Christian poetry in Mizo literature. According to RL Thanmawia, "By his first song, *Ka ropuina tur leh ka himna hmun*, Patea(1894-1950) opened a new chapter in the history of Mizo Christian poetry in 1920" (Thanmawia 79). Patea was soon followed by C.Z Huala (1902-1994) and R.L Kamlala (1902-1965). In no time, they

were supported by other poets like Saihnuna (1896-1949), Laithangpuia (1885-1937), Siamliana (1885-1965), R. Thanghuta (1894-1954), Thanherha (1894-1978), Zasiama (1900-1952) and so on. At the same time, secular poetry also flourished during this period. Prior to 1920, *Puma zai* was reignited in 1908 and within a very short period of time, *Puma zai* covered the whole Mizoram. Later *Puma zai* was called *Tlanglam zai* because the whole community danced together while it was sung. Besides these traditional poems, there were other traditional poems like *Awithangpa zai*, *Hrangchhawni zai*, *Lengzem zai*, *Mutelen zai*, *Chalmar zai*, *Ramthar zai*, *German run zai* and *Kaihlek zai* which were the most popular poems of the era. Then, Awithangpa (1887-1965) and Hrawva 1893-1956) also added secular poems during this period. Similarly, Mizo drama also began to sprout with the celebration of Christmas in the land. In this connection Lianhmingthanga said, "In 1912, Christmas day was celebrated in most of the villages with a grand feast. The Christmas Day 25 December 1912 will always be remembered in the history of Mizo drama, because in the evening of this very day, the first ever dramatic performance was held in a small thatched roofed theater of Thakthing veng, Aizawl. With the initiative of the missionaries, the most successful function of variety entertainment was shown to the people for the first time" (Khiangte, *Mizo Drama* 33). In this dramatic performance, they acted like *Sap Mikhual leh tawng let lingtu*, *Krismas hria leh hre lo*, *Kristian leh Kristian lo in biak na*, *Mosolman putar lem in biak na* and *Borsap lem, leh thu chhia nei tu 2 leh rasi lem chang be*.

This dramatic performance was soon followed by Ch Pasena (1893-1961) who just arrived from London in 1925 obtaining a Diploma in Education and then he made a fresh start of Mizo drama. "Between 1925-1933, Pasena prepared and directed six extempore dramatic performances, which were staged in Sikulpui Hall, the popular name for Boys' Middle English School at Mission veng, Aizawl. All these dramas were enacted not only for entertainment but also for moral lessons. His first dramatic show- *Heroda Chawimawina* (King Herod's Glory), a tragedy was staged in 1925 at Sikulpui Hall by the actors of Mission veng" (ibid 37). He was then followed by dramatist Lalkailuaia who dramatised two Mizo folktales *Tualvungi leh Zawlpala*, staged in 1935 and *Liandova te unau* which was staged in 1935 at Assam Rifles Drill Shed. In the same year, Chawngzika also dramatized *Krista Palai* (Ambassador for Christ) which was translated into Mizo by Challiana. After three years, he also dramatized the translated works of *Kristiana Vanranram Kawng zawh* (The Pilgrims Progress by John Bunyan). In short, a cursory survey of the beginning of Mizo literature shows that before the birth of Mizo fiction, Mizo poetry and drama already flourished and was well acquainted in Mizoram. Before the arrival of Christianity in Mizoram, the Mizo did not know drama, secular and Christian poetry. But, when they reached

the land, the Welsh missionaries used poetry and drama as one of the important tools for the spread of Christianity in Mizoram. In this way, the missionaries prepared grounds for the growth of poetry and drama. However, the period between 1936 - 1946 may be one of the most significant periods in the literary history of Mizo literature and it marked the beginning of a new era for Mizo fiction. During these periods, there were three Mizo fiction writers namely - L.Biakliana, Kaphleia and Lalzuithanga. In their works, the varied interests of the time were well represented in fiction. As they did in English literature, B. Lalthangliana called these three pioneer writers the "Three wheels of Mizo Novel" (Lalthangliana, *Ka* 207). In other words, it is rare indeed that these three geniuses - Biakliana, Kaphleia, and Lalzuithanga brought this new genre into Mizo literature.

Thus, the above analysis of development of Mizo literature clearly indicates that development of oral to written literature of Mizo paves the way for development of education in Mizoram. This emerged after the realization that till date some of the Mizo text books from the elementary level to higher secondary level are drawn from the books which were published during pre Independence period. Therefore, we can say that Pre Independence Mizo literature is one of the basic foundations for the predecessor of Education in Mizoram.

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