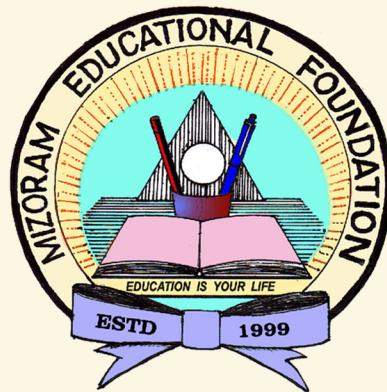


ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Journal)



Vol. IX, Issue 1, March, 2023

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ISSN 2395-731X

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Vol. IX, Issue 1, March, 2023

Annual Subscription

	Within India
Individuals	₹ 500
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Annual Subscription commences with January and ends with December every year.

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Full page	₹ 1500
Half page	₹ 800

Mizoram Educational Journal, a national refereed journal is a publication of Mizoram Educational Foundation (MEF), Mizoram, Aizawl. Mizoram Educational Foundation is a body of professionals interested in promoting the cause of education for the overall development of Mizoram in particular and of the country in general. It was started way back in 1999 when the first adhoc Executive Committee consisting of college teachers in Aizawl as well as teachers from Department of Education, NEHU, Mizoram Campus, Aizawl, was constituted. It was registered under Societies Registration Act, 1860 with registration no. S.R./MZ-64 of 2005-06 on 6th September, 2005. Apart from providing a forum by organizing seminars, conferences, symposia and other related academic activities on various educational matters, Mizoram Educational Foundation disseminates educational ideas, knowledge, experiences and research findings through its journal named Mizoram Educational Journal.

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Published by Prof. Lalbiakdiki Hnamte on behalf of the Mizoram Educational Foundation. Postal Add: B-46, Muka Section, Mission Veng, Aizawl, Mizoram 796 001. Contact No. 9862344458; Email: diki233@gmail.com

Printed at:



Lois Bet
Print & Publication
Chanmari, Aizawl
Ph : 2349250 / 2349970

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From the Desk of the Chief Editor

The Editorial Board of Mizoram Educational Journal is bringing out the first issue of volume IX of its journal. The present issue contains few selected articles which discuss significant educational issues.

The research paper on educational experiences of students from north-eastern states of India studying in higher education institutions in Delhi is a joint contribution of Nithiya Amirtham S, Rajshree Chanchal and M Apao. The study introduces the topic by discussing in general about internal migration for higher education and migration from north-eastern states of India and discusses about the methodology according to which students enrolled in various programmes at three central universities in Delhi i.e. Jawaharlal Nehru University, Delhi University and Jamia Millia Islamia are covered in the study and the sample comprises of 146 students out of which 67 are males and 79 females. The findings reveal that differences in quality of higher education between Delhi and home state are important reasons for migration of students from north-eastern states to Delhi for higher education. However, their migration are not without challenges being faced by the students. These challenges include integration into higher education institutions, language and cultural barriers, presumptions of teachers and students, inhibition between people etc. The study also finds that despite of all the challenges students are able to successfully participate in higher education in Delhi.

In their paper on experiential learning in the contemporary world, H. Malsawmdawnga and Pooja Walia highlight the theory of experiential learning and its salient features and also the need to change pedagogy from a content-based approach to an experiential -based approach. The paper discusses why experiential learning is recommended for every classroom, role of teacher during experiential learning, importance of experiential learning in the contemporary world etc. According to the paper, using an experiential learning strategy contributes to student learning outcomes and makes their learning joyful and meaningful. As a result, students are intimately involved in the learning process and can construct their knowledge based on their experiences during the learning process.

In their study on implementation of centrally sponsored scheme of teacher education in Mizoram, H. Lalhrualtuanga and Lynda Zohmingliani trace the origin and development of the scheme in the state and examine the changes that have taken place in teacher education in Mizoram since the implementation. They also examine the problems and challenges faced by the stakeholders in the implementation of the scheme. It was found that changes in teacher education were mostly physical infrastructure development and process of planning. However, structural changes and reorganization of teacher education failed to materialize during this period.

A critical analysis of NEP 2020 with reference to value-oriented education is done by Rupendra Chakma and Sweta Dvivedi. This paper highlights that NEP 2020 suggests value-oriented education for students from the earliest stages of schooling to higher levels of education. It advocates inculcating the eternal values as; truth (satya), righteous conduct (dharma), peace (shanti), love and compassion (prem), and non-violence (ahimsa) with the development of humanistic, ethical, constitutional, universal human values, citizenship values, scientific temper, as well as life skills. The policy recommends the adoption of various strategies and approaches regarding the inculcation of values in the student at various stages.

It advocates that teachers must be grounded and acquainted with Indian values, ethos, and traditions which should also include the traditions of tribal and various ethnic groups of the country.

The paper on three language formula and Hindi language in Mizoram contributed by Swati Dwivedi and Lalhmasai Chuaungo discusses the evolution of three language formula in the country by tracing different educational policies propounding the formula. It critically examines the implementation of three language formula in Mizoram where Hindi is taught as a third language. The problems faced by the state in the teaching of Hindi language are also highlighted in the paper. The paper highlights that Mizoram is facing severe shortage of qualified and motivated school teachers of language pedagogy. Large numbers of Hindi teachers are not qualified and more than half of the Hindi teachers are appointed on contractual basis. The prevailing method of teaching of Hindi is found unsatisfactory by both the teachers and the students. Based on this, the paper suggests that teachers with good competencies in Hindi language should be hired in the schools of Mizoram by the government. Qualified teacher-educators should be recruited in teacher education institutions for pedagogy of Hindi. Whosoever is recruited against the post of Hindi teacher, and not trained in pedagogy of language should be sent to teacher training institutions for special courses developed in language pedagogy.

Lalthakima and Krishna Kant Tripathi in their article on Mizo medium in English medium schools of Mizoram trace the decision making process for changing the medium of instruction in government schools to English medium instruction (EMI) and the role played by the Education Reforms Commission Mizoram (2009 - 2010) in this regard. They trace the problems in the implementation of EMI as well as the impact of EMI on government schools in the state. The study found lack of English language proficiency of the teachers was the biggest problem. Increase in number of students enrolled in government schools after the introduction of EMI was the most visible impact of EMI on school education in the state.

The Editorial Board of Mizoram Educational Journal wishes that the articles published in this journal would bring benefits to the readers in one way or the other.

Lalhmasai Chuaungo
Chief Editor

Educational Experiences of Students from North-Eastern States of India Studying in Higher Education Institutions in Delhi

Nithiya Amirtham S*
Rajshree Chanchal**
M Apao***

Abstract

Migration for higher education to Delhi has become popular phenomenon among students in the north-eastern states of India. Higher education institutions in Delhi have become obvious choice among students due to its quality. The current study investigates educational experiences of students from north-eastern states of India studying in higher education institutions in Delhi. Purposive and snowball sampling technique is used for selection of sample. Mixed methods are used in the study. Interpretivist approach is followed in analyzing the data. The findings reveal that differences in quality of higher education between Delhi and home state are important reasons for migration. The study finds that despite of all the challenges students are able to successfully participate in higher education in Delhi.

Keywords: *Delhi, Higher Education, Migration and North-Eastern States*

Introduction

Migration for higher education to metropolitan cities has become one of the important phenomena in India. In recent years, Indian metropolises are experiencing a tremendous increase in migration from small cities and rural areas from different regions in general and north-eastern region in particular. Delhi being the capital city with relatively better-quality higher education institutions and coaching centers for various competitive examinations attracts thousands of students from across the country every year. Students from north-eastern states of India migrate to Delhi in search of better educational opportunities. The national capital offers quality public institutions and has become the most favoured destination for the highest number of students from north-eastern region (Shimray & Ushadevi, 2009). The study attempts to understand the educational experiences of students migrated to Delhi for higher education.

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Internal Migration for Higher Education

Students that move from their hometowns or regions to other areas of their country to pursue higher education are referred to as internal migrants. This type of movement has grown in popularity in recent years as more students seek more educational options and access to a larger range of courses and materials. Internal migration for higher education has far-reaching implications for both people and society as a whole, including economic advantages, cultural exchange, and increased social mobility. It does, however, provide challenges such as financial constraints and social upheavals for students who move away from home. Internal migration has had a tremendous influence on the Indian higher education system. Universities and colleges are seeing an increase in demand for admissions as more students move to various states for better educational possibilities. The decision for migration is taken by students due to wage differences in employment with consideration of education in employability perspective (Rosenzweig, 2006; Bessey, 2012); to take up opportunities in different places away from home; and with an expectation of new experiences (Malamud & Wozniak, 2008). As a result, the number of colleges and universities has increased, particularly in metropolitan regions. This has, however, resulted in a scarcity of resources and facilities, with many institutions unable to handle the expanding student population.

Decision on higher education is viewed as an investment (Becker, 1964) towards monetary and non-monetary benefits. Non-monetary benefits such as recreation facilities and independent life style and monetary benefits like higher future income (Tuckman, 1971; McHugh & Morgan, 1984) are pull factors of migration for higher education. Students may experience difficulties ranging from financial restrictions to cultural adaptability during this period of change. Tuition, housing, and living expenditures are examples of financial restraints. Adapting to a new environment, developing new acquaintances, and negotiating foreign social conventions are all part of cultural adaptation. Students may also feel academic pressure as a result of the intensity of their academic programmes and the necessity to balance their academic and personal life.

Overall, internal migration for higher education necessitates students' perseverance, flexibility, and determination in order to overcome these hurdles and thrive academically. Internal migration for higher education may be a frightening experience for students as well. Financial constraints may cause challenges for students. Social and cultural issues such as family constraints and societal expectations contribute to internal migration for higher education. Students in India may find it difficult to relocate to a different place for higher education. Finding adequate lodging may be difficult and costly, particularly in major cities. It can be difficult to adjust to new surroundings, culture, and language. Managing funds and juggling academic obligations with part-time work or internships may sometimes be stressful. Homesickness is another prevalent issue for students who are leaving their family for the first time. The absence of a support structure or social network in a new place might result in feelings of isolation and loneliness. Over a period of time, these migrants develop affinity with the place of higher education and decide to continuously stay (Mixon & Hsing, 2006; Mak & Moncur, 2003). Migrating for quality higher education add strength to their profile

and makes them less dependent and interested to be employed in the home state (Kodrzyck, 2001; Groen, 2004). There are alternative ideas that say that due to migration for higher education, the migrants are able to develop required skills and would be ready to move for employment in different locations (Malamud & Wozniak, 2008). As a result, brain drain from rural to urban regions occurs by creating regional inequities in access to higher education. Within the country, Delhi NCR is observed to be the preferred choice for jobs after completing higher education with the possibility of receiving better campus placements and with the fulfillment of desire of life in a modern urban area (Kumar, 2020).

Migration from North-Eastern States of India

Migration from north-eastern states of India happens due to search for better life prospects. Ramesh (2012) suggests that migration of youth from north-eastern region of India to urban centers is quite unique and dynamic in its nature and characteristics due to differences in social and cultural norms at home and destination. Migration from north-eastern region has increased multiple times towards Delhi, Bengaluru, Kolkata and Mumbai (Marchang, 2017; Sarkar, 2014; Chyrmang, 2010; Shimray & Ushadevi, 2009). The 'push-pull' factors affecting the decision to migrate, particularly for higher education and employment, apply to a larger proportion of migrants from the north-eastern region. Migrants from north-eastern region belong to heterogeneous ethnic communities and are young, unmarried and aspire to gain access to better educational institutions (Singh, 2013). Smith and Gergan (2014) have pointed out that economic change has driven parents across India's remote mountain regions of Ladakh and states of north-east to send their children to cities like Delhi for higher education. These students' experiences in the cities are moderated by class, circumstances, and aspirations but are also profoundly shaped by the movement between their home context, ethnic and cultural background and the foreign experience of Indian city life. These migrants from north-eastern states of India often face lots of discriminatory behavior, stereotyping and prejudices in Delhi as reported in research and newspapers (Meduie-RA, 2012).

Methodology

The study covers students who migrated for higher education from all the north-eastern states of India to Delhi. Purposive sampling technique is applied along with snow ball sampling as the sample was scattered across higher education institutions in Delhi. Mixed methods approach is used in the study and sequential explanatory strategy was adopted. Mixed methods involve the collection of quantitative as well as qualitative information either simultaneously or sequentially (Creswell & Clark, 2017). Students enrolled in various programmes at three central universities in Delhi i.e. Jawaharlal Nehru University, Delhi University and Jamia Millia Islamia participated in the study and the sample includes 146 higher education students (67 male and 79 female). Questionnaire consists of fifty one questions attempting to understand the educational experiences were used for the study. The cronbach alpha reliability is 0.80 and the validity is 0.89. As it is an ongoing research study, students perception on certain statements with 'yes' or 'no' responses was chosen for the current paper. Gender wise

percentage analysis is done for the responses under different categories. Besides, semi-structured interview schedule having twenty nine questions were used to understand educational experiences of students qualitatively. Triangulation of data is done at the analysis stage and the data is interpreted.

Findings of the Study

Table 1: Difference in Educational Environment in Delhi and Home State

Responses		Yes	No	Neutral
Gender	Male (%)	97.01	1.49	1.49
	Female (%)	93.67	1.27	5.06

It is observed from table 1 that a clear difference in educational environment in Delhi and home state is felt by the students. 97.01% male and 93.67% female have agreed that there exists a difference in educational environment in Delhi comparatively to their home state. 1.49% male and 5.06% female are neutral about it and the remaining has said there is no difference between the educational environment in Delhi and home state.

Students shared that the environment in Delhi is very competitive in comparison to their home town. In Delhi, everyone is handling curricular and co-curricular activities simultaneously. There is less interference by teachers in Delhi than their home town. Students have more freedom to do what they wish. Students get more exposure on different aspects and are liberal and at home town students are reserved. Students can express their ideas without any hesitation in higher education institutions of Delhi than in their home towns.

Table 2: Ability to Integrate with the Academic Culture of the Higher Education Institutions of Delhi

Responses		Yes	No	Not Sure
Gender	Male (%)	79.1	4.48	16.42
	Female (%)	75.95	3.8	20.25

Table 2 shows the responses on the ability to integrate with the academic culture of the higher education institutions in Delhi by students from north-eastern states. 79.10% male and 75.95% female students mentioned that they are able to integrate with the academic culture and 16.42% male and 20.25% female are not sure about it and the remaining are unable to integrate with the academic culture of the higher education institutions of Delhi.

Students shared that they get opportunities to meet people from across the country in higher education institutions of Delhi and these institutions become melting pot of different culture. Further it provides opportunity to integrate them academically as well.

Table 3: Teachers have Certain Expectations/Presumptions about Students from the North-Eastern States

Responses		Yes	No
Gender	Male (%)	79.1	20.9
	Female (%)	58.23	41.77

Responses of students from north-eastern states of India studying in higher education institutions of Delhi (table 3). 79.10% male and 58.23% female have said that their teachers have certain expectations/presumptions about students from the north-eastern states and 20.90% male and 41.77% female have said that their teachers have no particular expectations/presumptions about students from the north-eastern states.

Students reported that there are general perceptions about them like students from north-eastern states are not serious about their studies and come to Delhi for enjoyment. Sometimes these students are not identified as Indians even by the teachers. There is a general stereotype that these students are coming to higher education due to reservation and not due to merit.

Table 4: Inhibition between People from Different Social and Cultural Backgrounds in Interacting with Each Other

Responses		Yes	No	Sometimes
Gender	Male (%)	55.22	5.97	38.81
	Female (%)	45.57	2.53	51.9

Table 4 shows that 55.22% male and 45.57% female students from north-eastern states of India studying in higher education institutions of Delhi reported that there exists inhibitions between people from different social and cultural backgrounds in interacting with each other. 38.81% male and 51.90% female have responded that sometimes they felt inhibition towards people from different social and cultural backgrounds while interacting with them while the remaining have not felt any inhibitions in this regard.

There is certain level of inhibitions towards the students from north-eastern states of India due to their ways of dressing, speaking and eating etc. There are common mis-perceptions that the students from north-east are Chinese students.

Table 5: Language/Cultural Barriers Faced in Higher Education Institutions of Delhi

Responses		Yes	No	Not Sure
Gender	Male (%)	46.27	41.79	11.94
	Female (%)	45.57	36.71	17.72

It is observed from table 5 that 46.27% male and 45.57% female from north-eastern states of India have expressed that there are language/cultural barriers faced by them in higher education institutions of Delhi. 41.79% male and 36.71% female have responded that they

have not faced any language/cultural barriers in higher education institutions of Delhi and the remaining are not sure about it.

Many times students from north-eastern states of India studying in higher education institutions of Delhi face language barriers in the classroom and outside. It is reported that teachers teach in Hindi language that is not understood by the students from north-eastern states. Students face cultural barriers in-terms of their interaction and lifestyle.

The following figures show various issues and discriminations faced by students from north-eastern states of India studying in higher education institutions of Delhi.

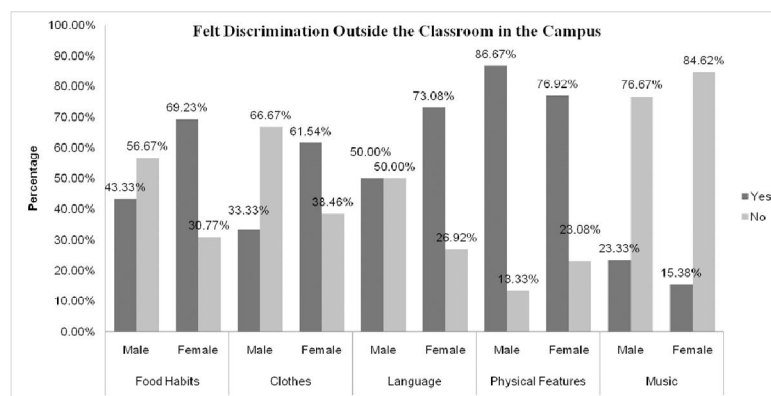


Figure 1 shows that mixed experiences of discrimination based on food habits in the campus. 43.33% male and 69.23% female felt discriminated due to their food habits. Females have felt more discrimination due to their clothing than males. The data reveals that 61.54% females and 33.33% males have experienced discriminations with regards to their clothing. Female (73.08%) have experienced more discrimination regarding language than males (50%). More males (86.67%) have experienced more discrimination based on physical features than females (76.92%). Among all the factors, the most discrimination is felt based on physical features by the students from north-eastern states of India studying in Delhi. Discrimination due to musical preference is the least experienced out of all the other factors.

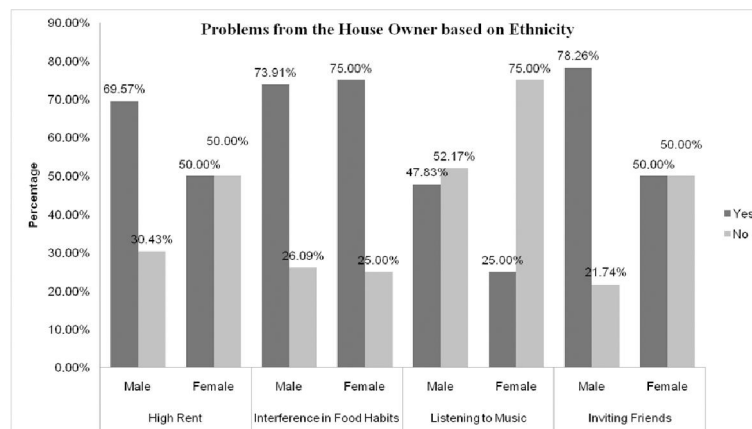


Figure 2 shows the problems from the house owner faced by the students studying in Delhi from north-eastern states of India. High rent is reported by 69.57% male and 50% female students. 73.91% male and 75% female have said that interference in food habits is a problem from the house owners. 47.83% male and 25% female have responded that house owners created problems for listening to music. More male students (78.26%) than female (50%) have reported that house owners created trouble to the students for inviting their friends to the house.

Table 6: Interested in Building Career in Delhi after Higher Education

Responses		Yes	No
Gender	Male (%)	71.64	28.36
	Female (%)	64.56	35.44

Table 6 shows that 71.64% male and 64.56% female students studying in higher education institutions of Delhi from north-eastern states of India are interested to build career in Delhi after their higher education. 28.36% male and 35.44% female are not interested to build career in Delhi after higher education. The percentage of males wishing to build a career in Delhi after higher education is higher than females.

Majority of the students have reported that the job opportunities in Delhi are more than the home state. The modern occupations due to liberalization policies in India are more in Delhi that satisfies the students' dream careers. Students also prefer to live in a city for comfortable life. Students have also expressed that they wish to bring their family to Delhi and would continue in Delhi for providing better life of future generations. However, there are some students who wish to return to home state and the reasons are not mentioned.

Discussion

Access to higher education in Delhi has been transformational for the students from north-eastern states of India. These students are able to get quality higher education in comparison to their home state. Students are able to successfully participate in higher education institutions and in shaping their career aspirations. However, these successes in participation are not without challenges being faced by the students. These challenges include integration into higher education institutions, language and cultural barriers, presumptions of teachers and students, inhibition between people etc. There is a limited knowledge about food habits, clothes, language, physical features and music of north-eastern states in Delhi. It is essential for higher education institutions to play wider role in understanding and spreading the diversity of the country among students. It will create positive and inclusive learning environment for all. Students from north-eastern states of India face challenges even outside the campus of higher education institutions. These include finding houses for rent, interference in food habits, listening to music and inviting friends. There is a dire need for sensitization about the diversity of India within the higher educational institutions and beyond the campus to create inclusive environment. Students from north-eastern states of India are interested in building

their careers in Delhi away from their home state after higher education for prospects of a better future. Higher education institutions in Delhi need to develop more policies for the integration of students and to help students for better educational experiences in higher education system. Delhi being the national capital, the union government and the government of Delhi should make policies to improve the support systems for people from north-eastern states of India.

Acknowledgement

The present research article is based on the minor research project sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi, under Mizoram University (A Central University), Aizawl, Mizoram, India.

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Experiential Learning in the Contemporary World

H. Malsawmdawnga*
Pooja Walia**

Abstract

Experiential learning is a cutting-edge approach recently received attention from the National Education Policy (NEP) 2020 in India. In this learning strategy, students are encouraged to think, reason, ask questions, make decisions, and use what they have learned in their daily activities through experiences. Additionally, it can help students to connect theory with practical application, which motivates them to retain what they have learned. The idea behind experiential learning is that learning and processing new information is primarily influenced by an individual's life experiences, education, and employment. The experiential learning approach was created by David Kolb in 1974 and published in 1984. The experiential learning cycle is the learning process whereby information is created through experience. The four stages of Kolb's experiential learning cycle are Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Using an experiential learning strategy contributes to student learning outcomes and makes their learning joyful and meaningful. As a result, students can construct their knowledge based on their experiences during the learning process. Students are intimately involved in the learning process. This paper highlights the theory of experiential learning and its salient features.

Keywords: *Experiential Learning, National Education Policy 2020, Holistic and Concrete Experience*

Introduction

Every country's economic and social progress is built on education. In several nations, scholarly attention has recently been centered on the problem of educational innovation. Thus, educators and teachers must seek a more upgraded and advanced teaching and learning method to fulfill the present demand in teaching and learning practices. There is a need to change pedagogy from a content-based approach to a competency-based one. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-

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oriented, learner-centered, discussion-based, flexible, and enjoyable (MHRD, 2020). Experiential learning is recognized in this trend as a valuable strategy that can aid in resolving issues with instructional strategies. It is a cutting-edge approach recently received attention from the National Education Policy (NEP) 2020 in India. NEP 2020 states ... “In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.” Learning designs are changed to become learner-centered rather than teacher-centered through experiential learning.

Experiential Learning

Experiential learning is an approach that involves students in first-hand experience and personal reflection in order to enhance knowledge, develop skills, clarify values, and increase their capacity to give back to the community (Rukhsana et al., 2022). Student-centered learning can be supported through the use of experiential learning. As a result, pupils can build their knowledge based on what they have learned so far (Kolb, 1984). The learning process involves students quite actively. Teachers may achieve more if they are open to new ideas and eager to embrace innovations. Students are encouraged to think, research, ask questions, make decisions, and use what they have learned in their daily activities through experiential learning (Rukhsana et al., 2022). This teaching strategy can help students connect theory to practical application, stay motivated, and retain what they have learned.

According to Fry, Ketteridge, and Marshall (2009) as well as Kolb & Kolb (2009), experiential learning is a comprehensive educational philosophy that is founded on the idea that a person’s life experiences, education, and employment all have a significant impact on how well they acquire and comprehend new information. The experiential learning approach was created by David Kolb in 1974 and published in 1984. The experiential learning cycle is the learning process whereby information is created through experience. The cycle is based on the premise that learners must interact with their environment individually and handle conflict, which connects to other concepts of personal growth and knowledge creation (Vince, 1998). The four stages of Kolb’s experiential learning cycle are Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Kolb, 1984). The cycle of learning in which experience is translated through reflection into the concept, which is then used as a guide for an active investigation. The four stages of experiential learning, according to Kolb, are as follows:

Concrete Experience: The learner has a tangible experience at the start of the first cycle, which could be either learning something entirely new or experiencing something in a new way. In this phase, pupils are given a job to complete individually or in groups. In contrast to passive learning, which requires students to read, active learning requires actively participating in team games, problem-solving activities, discussions, practical exercises, and debates.

Reflective Observation: The cycle's following phase, which is all about reflection, is crucial. After engaging in a tangible experience, the learner should reflect on what transpired or observe others engaging in the same activity. At this level, students review the assignment from the first stage and reflect on their previous work. Groups and individuals must communicate. Observations, writing reports or diaries about what happened, providing input to others, or quiet thoughts are all appropriate activities during this period.

Abstract Conceptualization: After the learner has thought about their substantial experience, it is time to make meaning of their experience and reflections (Kolb, 1984). Learners formulate a plan of action, consider their next steps toward improvement, or seek guidance from experts or authors of relevant literature. It enables them to generate fresh ideas or alter previously formed abstract concepts so that they can act later. At this stage, students must comprehend and make connections between the events by drawing analogies between what they have done and what they already know to make sense of what happened. These might come from a textbook, models they have learned, ideas from classmates, or things they have seen. Activities for this stage include presenting models and giving theories of giving facts (Linh et al., 2017).

Active Experimentation: Experimentation that is currently underway is the final stage. It indicates that students put the knowledge they have gained from the previous stage into practice. Students benefit from this type of practice by gaining new knowledge that they can use to make predictions about what to do next or what course of action needs to be changed. Case studies, role-playing, planning, and problem-solving are all possible activities for this level. Learners can guarantee more muscular retention of information by allowing them to test their knowledge practically.

Kolb's four stages are presented as a cycle of experiential learning. The cycle is open to learners at any point. Consider a class of students who are studying how to utilize computer-aided design software. One learner might start their education by watching others using it. Another student can begin by reading up on the course. However, another student might begin right away and try out using it. According to Kolb, students naturally favor specific ways to begin the experiencing cycle. Kolb noted that our inherited tools, specific prior experiences, and the demands of our environment all contribute to developing a preferred manner of choosing (Kolb, 1984).

Experiential Learning in the Contemporary World

Students must be prepared in today's classrooms to contribute to and lead local, national, and international societies and to apply their knowledge to the realities of the contemporary world. Experiential learning is a critical component of modern classroom instruction that helps students do better academically. According to Linh et al. (2017), experiential learning is recommended for every classroom because:

- “Experiential learning gives students the freedom to explore their interests and solve difficulties as they come up in real-world settings. Experiential learning shows how math, physics, and other subjects are used in real-world situations.

- Another benefit of experiential learning is allowing children to experience “failure” in its most proper form and learn how to overcome obstacles. When students eventually figure something out, they can be proud of themselves because they discovered how to do it independently, not because someone else gave them the solution.
- Instead of using a predetermined formula to arrive at a solution, experiential learning encourages collaboration and allows students to develop their distinctive approach.
- Using play as a practice ground for real-world scenarios, children can learn assertiveness, social skills, leadership traits, and how to resolve group conflict through role-play. Learning includes developing life skills in addition to academic interests.
- It is crucial to recognize that children can teach us things as well. Children often make fascinating observations because they still learn how the world functions and where they fit in it”.

Role of Teacher during Experiential Learning

Teachers are essential in facilitating and directing the learning process during experiential learning. During experiential learning, teachers play the following essential roles:

Facilitator: The teacher plays the role of a facilitator by fostering an environment that encourages experiential learning. They prepare the environment for the experience, offer the necessary tools, and establish the parameters for inquiry and introspection.

Guide: Teachers assist students in their learning experience by giving directions, outlining goals, and providing assistance as needed. They make sure that students know the experience’s goal and assist them in drawing connections between it and the desired learning results (The Scots College, 2018).

Designer: Teachers create and organize hands-on learning activities that align with predetermined learning objectives. Through practical investigation and experimentation, they design experiences to encourage students to actively interact with the material, acquire skills, and discover new perspectives. **Observer:** Teachers closely monitor their students’ activities, behaviors, and interactions as they engage in experiential learning. They can evaluate group and individual progress, spot obstacles or misunderstandings, and give prompt comments by simply watching.

Reflective Practitioner: Reflection is a crucial part of experiential learning. Teachers guide reflection periods where students can evaluate their experiences critically, pinpoint significant lessons learned, and relate them to more general ideas or practical applications. Teachers prompt students’ thinking, promote discussion, and assist them in deriving meaning from their experiences (Wurdinger& Carlson,2010).

Motivator: Teachers encourage and inspire their charges to actively engage in experiential learning. They cultivate a welcoming and motivating environment that promotes interest, involvement, and a sense of control over the learning process. Teachers promote the importance of experiential learning by praising and rewarding student accomplishments.

Evaluator: Teachers evaluate their students' learning throughout and after the experiential learning process. They evaluate student progress and the success of the experiential learning activities using several assessment techniques, such as observations, portfolios, presentations, or written reflections(Northern Illinois University, OTC, 2011).

Overall, the teacher's role in experiential learning is to support students as they explore, reflect on, and apply the knowledge and skills they have learned through practical experiences by serving as a facilitator, mentor, and guide. By utilizing experiential learning, educators may create learning opportunities for students that are both highly engaging and pertinent, reinforcing their reputation as a teacher of choice for preparing students for the workforce of the real world. Additionally, it can assist educators in creating learning and reflection activities that let students learn according to their chosen learning styles. Experiential learning makes sure that students acquire abilities that improve their employability and maximize their prospects of success in the future.

Experiential Learning for Students

Experiential learning benefits students by allowing them to quickly apply what they have learned to real-world situations, which helps them to retain. As students are more enthusiastic about learning in practical situations, it can help increase motivation. Reflective learning is encouraged through experiencing learning, which enriches and deepens the learning process. Because experiential learning frequently involves teamwork, students can employ their preferred learning style after the experience and improve teamwork. Through authentic, meaningful real-world practice and the chance to network with peers and possible employers, experiential learning offers possibilities to prepare for future employment. Experiential learning emphasizes active participation and real-world experiences to help students gain information, skills, and understanding(Wurdinger& Carlson, 2010). For students, experiential learning provides a variety of advantages, such as:

Active involvement and engagement:By integrating students in practical activities, experiential learning promotes active participation and engagement. Their desire and interest in the material are increased by this active participation, which results in more in-depth learning and knowledge retention. Students can apply theoretical ideas in real-world situations by participating in practical experiences. It enables them to grasp how information and abilities are relevant and helpful in practical circumstances, bridging the gap between theory and practice.

Multisensory Involvement and Higher Order Thinking Skills Development: Senses, such as sight, hearing, and touch, are stimulated by experiential learning, which enhances memory and retention. Students actively engage in activities to develop stronger brain connections, enhancing information retention and recall. The development of critical thinking and problem-solving abilities is facilitated by experiential learning. Students are inspired to analyze, assess, and resolve problems in the real world through practical experiences. They gain the ability to think creatively, adapt to various circumstances, and make thoughtful decisions.

Development of Collaborative and Communication Skills: Collaboration and communication skills are developed through experiential learning activities. Students pick up skills for teamwork, communication, and listening to others to solve problems. These abilities help students prepare for future employment and are essential in professional settings.

Development of Emotional Intelligence and Empathy: Interacting with various people and situations is critical to experiential learning. Through this exposure, students improve their emotional intelligence and empathy while learning more about various viewpoints, cultures, and societal challenges. They develop greater empathy and sensitivity to the wants and struggles of others.

Self-assurance and Personal Growth: Through experiential learning, students are inspired to take chances, discover new things, and conquer obstacles. As they succeed and gain knowledge from their mistakes, their confidence increases. In addition to encouraging self-reflection and self-awareness, experiential learning fosters personal growth and development.

Career readiness: Students involved in experiential learning gain real-world knowledge and abilities that will be useful in their future employment. They receive exposure to actual workplaces, develop industry-specific competencies, and expand their network. This improves their employability and prepares them to transition smoothly from school to work.

Importance of Experiential Learning in the Contemporary World

In our contemporary environment, experiential learning is significant for the reasons listed below:-

- **Accelerates Learning:** By enabling active participation, supplying relevant circumstances, facilitating reflection and feedback, encouraging problem-solving abilities, forming emotional connections, and encouraging collaboration, experiential learning speeds up learning. Learners can better understand concepts, hone critical thinking abilities, and apply what they have learned to real-life circumstances by combining theoretical knowledge with practical experiences.
- **Ensures a Safe Learning Environment:** Active participation, risk assessment, feedback, teamwork, and real-world context are all stressed in experiential learning. Including these components encourages safety by allowing students to advance their capacity for critical thought, risk management, and environmental awareness.
- **Bridging the gap between theory and practice:** The main feature of experiential learning is “learning by doing,” which allows the students to put what they have learned into practice first-hand. It is essential to help them to remember concepts and ideas.
- **Produces Provable Mindset Changes:** There needs to be more teaching techniques that can significantly change the student’s mindset. Experiential learning can change the mindset of the students since the students learn their lessons by experiencing.

- **Increase Engagement Level:** The strong emphasis on teamwork and sharing knowledge helps the participant and raises engagement levels. On the other hand, the level of ownership of the outcome is high because the participant is directly involved in the problem-solving action or event.
- **Facilitates Personalised Learning:** Each program should allow students to move through the following stages: assessment, teaching and learning strategies, and curriculum selection. The concept of experiential learning is very effective in addressing these needs and enabling personalized learning. It represents a significant break from conventional teaching strategies and extends learning outside the classroom. The participants determine the rate of learning.
- **Utilise Competency-based Assessment:** Competency-based learning requires informal assessment. Observations, portfolios, anecdotal records, projects, and assignments are how students' learning can be assessed during experiential learning. It engages the students in the process of learning.

Conclusion

Experiential learning is a dynamic and transformative approach to education that goes beyond traditional classroom instruction. It recognizes that learning is not limited to textbooks and lectures but is best achieved through hands-on engagement and reflective thinking. It provides students a chance to experience the aspects of the concept and identify anything by experiencing it. Most schools in the nation follow the conventional teaching approach, which is inappropriate today. New teaching tactics and methodologies must be implemented in every classroom throughout the complex world to improve academic results and address fundamental issues. Research concerning the effect of experiential learning found that the experiential learning strategy is more effective than the conventional teaching approach (Shivani, 2018 & Seerat, 2014). NEP2020 advocated adopting this strategy for preparatory-stage students, which will increase their critical thinking and problem-solving ability (MHRD, 2020). Experiential learning has become increasingly relevant in a rapidly changing world that demands adaptable and skilled individuals. It nurtures a love for learning, fosters a deeper understanding of concepts, and equips learners with the knowledge, skills, and attitudes necessary to succeed in their personal and professional lives.

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Implementation of Centrally Sponsored Scheme of Teacher Education in Mizoram

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Abstract

Centrally Sponsored Scheme of Teacher Education was a resultant of the National Policy on Education, 1986 and was started in 1987 and continued till 2017 after which it was subsumed under the Samagra Shiksha scheme from 2018. Guidelines were framed by the Govt. of India for its implementation. SCERT, DIETs and IASE are supported under the scheme in Mizoram. The study aims to trace the origin and development of teacher education in Mizoram and the changes and challenges in the implementation of CSSTE in Mizoram. Descriptive Research Method and total population was used for the study. Data was collected by means of Information schedule and document analysis was done. It was found that changes in teacher education were mostly physical infrastructure development and process of planning. However, structural changes and reorganization of teacher education failed to materialize during this period.

Keywords: *Teacher Education, Mizoram, Problems, Challenges.*

Introduction:

The Centrally Sponsored Scheme of Teacher Education commonly referred to as Teacher Education Scheme or CSSTE was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986. The National Policy on Education (NPE) states that improvement in the status and professional competence of teachers is the cornerstone of educational reconstruction. It envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. In its original form, the Teacher Education scheme comprised of five components, namely (a) setting up 400 District Institutes of Education and Training (DIETs), (b) strengthening 250 Colleges of Teacher Education (CTEs), and development of 50 of them as Institutes of Advanced Studies in Education (IASEs), (c) strengthening of State Councils of Educational Research and Training (SCERTs), (d)

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orientation of five lakh school teachers every year, (e) establishment and strengthening of Departments of Education in Universities.

The Centrally Sponsored Scheme of Teacher Education continued with modifications in the 8th, 9th 10th, 11th and 12th Five Year Plan periods. The schemes were revised for the 12th Plan in order to meet the exceptional challenges of the Teacher Education system arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels and the corresponding increase in the demand for teachers. After the 12th Five Year Plan, it was subsumed under Samagra Shiksha scheme along with Sarva Shiksha Abhiyan and RashtriyaMadhyamik Shiksha Abhiyan.

Rationale

While funding for various components of the scheme was provided by the Central Government in accordance with the guidelines framed by it, the responsibility for day-to-day administration of the scheme vests in the respective states/UTs. The fact that Centrally Sponsored Scheme of Teacher Education as an independent scheme has been discontinued makes it even more important to collect pertinent facts about it to open doors for comparisons with other schemes. In Mizoram, the expansion of teacher education and the teacher education institutions have been observed within the past few years especially during the 12th Five-year plan i.e., during 2012 – 2017. The government at the centre as well as the state have invested a huge amount of money and other resources to better the quality of education through the CSSTE for teacher education. A study was carried out so that more will be understood about the implementation of the teacher education scheme. It is an attempt to disclose the plan and programme implementation under a heavily financed scheme for quality education in a comprehensive manner.

Objectives of the Study

- 1) To trace the origin and development of Centrally Sponsored Scheme of Teacher Education in Mizoram.
- 2) To examine the changes that have taken place in teacher education in Mizoram since the implementation of Centrally Sponsored Scheme of Teacher Education.
- 3) To examine the problems and challenges faced by the stakeholders in the implementation of Centrally Sponsored Scheme of Teacher Education.

Methodology:

The present study is historical as well as descriptive in nature. The general framework of the study was collecting and analyzing data related to growth and development of Teacher Education Institutions in Mizoram. The teacher educators of all the Teacher Education Institutions in Mizoram that come under the Centrally Sponsored Scheme of Teacher Education were considered as population. Information Schedule was prepared in which Opinionnaire and Checklist were prepared. Document Analysis was used in which various documents

pertaining to Centrally Sponsored Scheme of Teacher Education was collected and analysed. The following documents were analysed –

- 1) Perspective Plan of SCERT Mizoram (2012-2017)
- 2) Perspective Plan of 8 DIETs (2012-2017)
- 3) Perspective Plan of IASE (2012-2017)
- 4) Annual Work Plan (AWP) & Budget of SCERT Mizoram (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 5) Annual Work Plan (AWP) & Budget of 8 DIETs of Mizoram (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 6) Annual Work Plan (AWP) & Budget of IASE Mizoram (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 7) TEAB Meeting Minutes (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 8) Sanction letter of MHRD (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)

Analysis and discussion:

Major findings of the present study based on the research objectives is discussed in the following paragraphs.

1. Origin and development of Centrally Sponsored Scheme of Teacher Education in Mizoram.

Teacher training in Mizoram was started as early as 1901 by the British. After India gained independence the state government continued to run the teacher training institutes established in Aizawl (1953) and Lunglei (1974) which later became DIETs. The state government also set up Mizoram Institute of Education in 1975. SCERT was established as an Academic Wing under the Directorate of School Education in 1980. After Centrally Sponsored Scheme of Teacher Education was introduced in the state of Mizoram, existing Teacher Education Institutions (TEIs) were upgraded and supported and as a result, there are now 8 DIETs, 1 IASE and 1 SCERT in the state of Mizoram which are the Teacher Education Institutions funded under the scheme.

In order to gain a more organized means for delivering desired information, this objective was divided into the following dimensions:

- 1) Origin of teacher education
- 2) Establishment of Teacher education Institutions.

The above dimensions may be discussed as below:

1) Origin of teacher education:

In order to trace the origin and development of Teacher Education in Mizoram, the researcher followed a historical research method. All relevant historical documents inclusive of available literature, office records and annual reports were used as tools for primary data collection.

The following paragraphs are a summary of the same in chronological order. No attempt was made to classify the years in uniform manner. Rather attempt was made to classify each period with major emphasis on the pivotal points that happened within that period.

I. Before CSSTE

1901 – 1953: Politically and historically, Mizoram is among the youngest and least known states of India. However, Mizoram can boast of having a long history of teacher training which was initiated back in 1901. In fact, the present DIET Aizawl is the longest running professional training institute in Mizoram. The teacher training programmes run by the missionaries at Aizawl and Lunglei were later institutionalized and functional till Basic Training Centre was established by the government at Aizawl in 1953 for training Primary School Teachers.

1954 – 1987: To meet the growing need resulting out of the opening of Middle Schools in the bigger villages, one Normal Training School for training of Middle School Teachers was established by the government at Aizawl in 1970. The Basic Training Centre and the Normal Training School were amalgamated into Under Graduate Teachers Training Institute (UGTTI) in 1974 which was later on named Teachers Training Institute (TTI) to accommodate training of graduate teachers as well. In the same year i.e., 1974, another Teachers Training Institute (TTI) was opened at Lunglei. In these TTIs, training courses for Primary & Middle School Teachers ran side by side.

Another Teacher Education Institute known as Mizoram Institute of Education (MIE) was established in 1975. It later became the College of Teacher Education (CTE) in 1997, the only CTE in the State during the mentioned period.

The State Council of Educational Research and Training (SCERT) was established in 1980 as an academic wing of the Directorate of School Education.

II. CSSTE

1988 – 2004: Under the Restructuring and Reorganisation of Teacher Education in the Ninth Plan, the two TTIs were upgraded into DIETs in 1988 (Aizawl) and 1993 (Lunglei). Chhimtuipui district at that time was the only district in Mizoram which did not have a DIET of its own.

2005 – 2011: As per the provision laid down for setting up of ‘smaller sized’ or ‘Telescoped DIET’ in the guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989 and consequent to the creation of five (5) new revenue districts in Mizoram, Ministry of Human Resources Development, Govt. of India approved sanction for setting up of six (6) new Telescoped DIETs in the districts of Saiha, Lawngtlai, Serchhip, Champhai, Kolasib and Mamit in the year 2003-04. Eventually, Telescoped DIETs were established in the year 2005 in the six Districts of Mizoram where no DIETs existed. These Telescoped DIETs have been formally known as District Resource Centres (DRCs) and the main function is focused on In-Service Teacher Training of Elementary and Secondary stage and Action Research.

The District Resource Centres (DRCs) did not undertake pre-service teacher education programme even though it had been conducted by the two full-fledged DIETs of Aizawl and Lunglei. The main task of these institutions was to uplift the quality of district elementary education through in-service teacher training, on-site academic support to schools and organising workshops, seminars for teachers, headmasters, education officials, NGOs, community leaders etc.

College of Teacher Education was further upgraded to an IASE in 2005. The IASE Aizawl was performing in compliance with the MHRD notification Letter no. F43-4/2005-EE.9 Dated New Delhi 15th September 2005. Consent of the State Government to upgrade CTE into IASE taking up the dual functions to offer both B.Ed and M.Ed Courses apart from other vested functions was issued by the Govt. of Mizoram vide letter No.B.19020/1/2002-EDN dt. 26th October, 2005.

SCERT was made a separate Directorate on 22nd May 2008. It was declared the Academic Authority for the Elementary Education of the State following the enactment of the RTE Act, on 22nd Sept 2010 and it is concerned with the development of curriculum and textbooks at the elementary stage. Teacher Education and Training is one unit among its many programmes.

2012 – 2017: The Guidelines for Restructuring and Reorganisation of the Centrally Sponsored Scheme on Teacher Education June 2012 had made a provision that existing District Resource Centres (DRCs) can be upgraded into full-fledged DIETs on need based manner. Acting upon this provision, the state government proposed all six DRCs to be upgraded to DIETs and consequent to the approval by the central government all six DRC's of Mizoram was upgraded to full-fledged DIET on 15th April 2013.

The CTE after upgradation in 2005 began functioning as an IASE from the 3rd March 2012.

2) Establishment of Teacher education Institutions.

A gestalt view of the major development regarding establishment of teacher education institutions (an important aspect of the general development of teacher education) in chronological order is made in the table below.

Table 1: Establishment of Teacher Education Institutions in Mizoram

Year	AIZAWL	LUNGLEI	SAIHA	CHAMPHAI	KOLASIB	SERCHHIP	LAWNGTLAI	MAMIT
1901	Teacher training initiated by Christian Missionaries							
1953	Junior Basic Training Centre	-	-	-	-	-	-	-
1974	Junior Basic Training Centre changed to Normal Training School a.k.a Under-graduate Teacher Training Institute (UGTTI)	UGTTI	-	-	-	-	-	-
1975	Mizoram Institute of Education (MIE)							
1980	UGTTI upgraded to Teacher Training Institute (TTI)	TTI	-	-	-	-	-	-
1989	TTI upgraded to District Institute of Education and Training (DIET)	TTI	-	-	-	-	-	-
1993	DIET	DIET	-	-	-	-	-	-
1997	MIE upgraded to College of Teacher Education (CTE)							
2005	<ul style="list-style-type: none"> • DIET • CTE upgraded to Institute of Advanced Study in Education (IASE) 	DIET	Telescoped DIET/ District Resource Centre (DRC)					
2013	DIET	DIET	DRC upgraded to District Institute of Education and Training (DIET)					

Source: Office records from SCERT Mizoram

As of today, all the eight DIETs are now offering D.El.Ed course after obtaining recognition from NCTE. B.Ed courses are offered in DIET Aizawl and DIET Lunglei. B.Ed and M.Ed courses are offered by IASE and B.Ed (Special Education) is offered by SCERT Mizoram.

Table 2: TEIs in Mizoram and courses offered

Institutions	District	Course/Programme	Intake Approved
SCERT	Aizawl	2-year B.Ed (Special Edn.)	60
DIET	Aizawl	2-year D.El.Ed	120
		2-year B.Ed	50
DIET	Lunglei	2-year D.El.Ed	100
		2-year B.Ed	50
DIET	Saiha	2-year D.El.Ed	50

DIET	Champhai	2-year D.El.Ed	50
DIET	Kolasib	2-year D.El.Ed	50
DIET	Serchhip	2-year D.El.Ed	50
DIET	Lawnghlai	2-year D.El.Ed	50
DIET	Mamit	2-year D.El.Ed	50
IASE	Aizawl	2-year B.Ed	120
		2-year B.Ed (Multi mode)	200
		1-year M.Ed	35

Source: Office records from SCERT Mizoram

2. Changes that have taken place in teacher education in Mizoram since the implementation of Centrally Sponsored Scheme of Teacher Education.

Teacher Education was started long before CSSTE was implemented in Mizoram. There were only four (4) Teacher Education Institutions in Mizoram prior to CSSTE. These four TEIs were strengthened and upgraded under CSSTE and continue to progress eventually. The first and the oldest professional training institute was started in Aizawl in 1953 as a Junior Basic Training Centre which was meant for training of untrained Primary school teachers and was later amalgamated with Normal Training School which was meant to train untrained Middle school teachers and was renamed as Under-graduate Teacher Training Institute (UGTTI) in 1974. At the same year UGTTI was started in Lunglei. These UGTTIs were state run institutes meant for training of undergraduate teachers who were mostly Primary School and Middle School teachers. These UGTTIs were upgraded to Teacher Training Institute (TTI) in 1980 to accommodate training for Graduate Teachers. After CSSTE was implemented by the central government, TTI at Aizawl was upgraded to DIET in 1988 and TTI at Lunglei was upgraded to DIET in 1993. The teacher education programme/course offered by these two institutes were diploma level. However, in 2017 these two DIETs were granted recognition to run B.Ed course/programme by the National Council for Teacher Education (NCTE).

In 1975, Mizoram Institute of Education (MIE) was started at Aizawl for training of Secondary school teachers. It later became the College of Teacher Education (CTE) in 1997 after the implementation of CSSTE in Mizoram. It was further upgraded to IASE in 2005 and began functioning as an IASE from March 2012. IASE Aizawl offers both B.Ed and M.Ed courses at present, but prior to CSSTE while it was MIE, it offered graduate level teacher education programme i.e B.Ed or formerly B.T (Bachelor of Teaching).

SCERT Mizoram was established in 1980 as a state counterpart of the NCERT at the central. Apart from short course teacher training programmes it did not offer teacher education programme/course prior to CSSTE. Even after the implementation of CSSTE in Mizoram, there was no degree or diploma course run by SCERT Mizoram under the scheme but various programmes and activities were undertaken under CSSTE. However, SCERT Mizoram run B.Ed (Special Education) programme which is recognized by Rehabilitation Council of India and is not funded under CSSTE.

Apart from the four TEIs mentioned above, six (6) District Resource Centres or Telescopic DIETs were established in 2005 under CSSTE and were later upgraded to full-fledged DIET in 2013. Unlike the two aforementioned DIETs, these DIETs were not state borne institute upgraded under CSSTE but institutions purely established under CSSTE and upgraded under the same scheme to DIETs. While they function as DRCs, these institutes did not run teacher education courses but various programmes and activities including short course teacher trainings were carried out under the scheme which was funded by the central government. After they were upgraded to DIETs, these 6 DIETs were granted recognition from NCTE to run Diploma in Elementary Education (D.El.Ed) in 2016.

Thus, CSSTE has resulted in the upgradation of three (3) existing institutes (DIET Aizawl, DIET Lunglei and IASE Aizawl) and establishment and upgradation of 6 new institutes (6 DIETs viz. DIET Saiha, DIET Champhai, DIET Kolasib, DIET Serchhip, DIET Lawngtlai and DIET Mamit) and the strengthening of an existing institute at SCERT Mizoram.

Most of the physical changes as observed by the investigator happened due to the sanction received under CSSTE. SCERT Mizoram received funds for Physical Infrastructure development as a Non-Recurring Expenditure under CSSTE which was approved in 2012-13. A new building called SCERT Multipurpose building was constructed with an amount of Rs 175.68 lakhs as approved by the TEAB. Equipments to the tune of Rs 30.00 lakhs (Rupees thirty lakhs) were purchased through the State Purchase Advisory Board. Special Cells were also established in Science and Mathematics, Social Sciences and ICT.

Two existing DIETs at Aizawl and Lunglei received funds for construction of Hostel buildings as approved in 2012 by the TEAB for an amount of Rs. 198.49 lakhs (DIET Aizawl) and Rs.216.31 lakhs (DIET Lunglei). At the same time, the then six DRCs were approved for construction of their main institute buildings with an amount of Rs. 279.25 lakhs for DIET Saiha, Rs. 241.46 lakhs for DIET Champhai, Rs. 223.46 lakhs for DIET Kolasib, Rs. 233.53 lakhs for DIET Serchhip, Rs. 274.38 lakhs for DIET Lawngtlai and Rs. 233.70 lakhs for DIET Mamit. Though the types of constructions were of similar nature i.e., Hostel building in the case of DIET Aizawl and Lunglei and Institute building in the case of the 6 new DIETs, the difference in the amount of approval was due to difference in the cost index for different districts as per the Schedule of Rates of the state Public Works Department during that time. Assistance for purchase of equipments was approved by the same TEAB in 2012 to the tune of Rs 20 lakhs each for DIET Aizawl and Lunglei and Rs. 10 lakhs each for the then six DRCs.

A non-recurring grant for IASE Aizawl was also approved in 2012 by the TEAB to an amount of Rs 25 lakhs for Vertical extension of the existing institute building. No Equipment grant was approved for IASE Aizawl.

The above mentioned Non-Recurring grants for SCERT, 8 DIETs and IASE Aizawl was sanctioned in two installments. The 1st installment was sanctioned in 26.02.2013 and the 2nd installment was sanctioned in 01.06.2015 after a gap of two years. No other Non-Recurring grant was received during the 12th Five year plan period i.e from 2012 to 2017.

However, upon closer scrutiny of the then TEAB minutes, it was found that an amount of Rs. 3122.29 lakhs for Civil Works of 8 DIETs and Rs 20 lakhs for Equipment of IASE Aizawl was approved in 2013. However, sanction was not given and there was no further mention of the approved non-recurring expenditure for the year 2013-14.

SCERT Mizoram was quite busy in performing various programmes and activities. During the period of study, SCERT Mizoram conducted an average of 102 different programmes and activities every year through its various departments and wings/cells. Teacher Education and Extension Services alone conducted 106 different programmes and activities which was mainly the utilization of Recurring Expenditure components of the CSSTE. This seems to be the result of the revision of the CSSTE which among other things had increased allocations of funds.

Apart from salary component DIETs and IASE received funds for Programmes and Activities every year from 2012 to 2017. These are the main regular features of funds received under Recurring component. Occasionally, funds for faculty development, technology support, computer consumables and contingency were approved and sanctioned. Thus, maintenance of these institutes and the works that they did was majorly funded under CSSTE.

One of the major changes which took place was regarding the planning process. Institutional planning was extensively used for formulating Annual Work Plan as well as Perspective Plan which was a positive change as not only SCERT but other Teacher Education Institutions like DIETs and IASE came up with plans of their own to be consolidated in the state Teacher Education plan.

On the other hand, there were other things which remained as 'status quo' against desired. The Restructuring and Reorganisation of Teacher Education as desired by the Guidelines in 2012 did not happen during this period. At the same time Teacher Education cadre was not created. Also, there were no new posts created in SCERT, Mizoram under CSSTE during 2012-2017.

In the case of IASE Aizawl, it took seven long years to start functioning as an IASE even after its upgradation from CTE in 2005 to 2012. Creation of posts and filling up of posts started late in 2016 for IASE Aizawl.

There were 99 posts created in DIETs during 2012 – 2017. However, casual vacancy was not filled for a prolonged period of time. At the onset of upgrading TTI Lunglei to DIET in 1993, only 4 Senior Lecturer posts were created as against the DIET Guidelines which mention that there should be 7 Senior Lecturer posts in a DIET. Again, when 6 DRCs were upgraded to DIETs in 2013 there were no Senior Lecturer posts created and even at the end of the CSSTE these 6 DIETs were devoid of Senior Lecturer posts. Only DIET Aizawl have the required number of Senior Lecturer posts.

Thus, the changes that have taken place in Teacher Education in Mizoram in implementation of CSSTE was mostly physical infrastructure development and process of planning. However, structural changes and reorganization failed to materialize during this period.

3. Problems and challenges faced by the stakeholders in the implementation of Centrally Sponsored Scheme of Teacher Education.

A checklist and an opinionnaire was prepared to gather data relating to problems and challenges faced by TEIs in Mizoram and administered to the stakeholders of TEIs which included officers and staffs, faculty as well as Principals and Directors. The following are the findings -

One of the difficulties mentioned was relating to planning process. At the time when planning processes are initiated, UDISE data are usually not finalized and updated, which delays finalization of plans. Since the size and population of the districts are diverse, need assessment sometimes get delayed which creates problems in the planning process. Also, funds do not get allocated for planning purposes.

One major problem TEIs faced was financial issue. There seems to be financial crunch in the state and the sanction received as a part of Central Assistance from the Govt. of India was irregular and often delayed. 2nd installment of Recurring Expenditure for 2016-17 was not received.

Although there were certain items of equipment as well as other physical infrastructure in place, there seems to be difficulty in arranging training activities as accommodation facilities are not available. Administratively, SCERT was a separate directorate and school teachers were also under a different directorate and as such communication as well as arrangement for certain things were often a problem. At the same time, lack of certain resource rooms and other facilities still left much to be desired.

There also seemed to be an inadequacy in human resources. Vacant posts remained unfilled for prolonged periods of time creating problems and difficulties in implementing various programmes and activities. Moreover, professional development seems to be a major challenge as there seems to be little convergence amongst the different departments under SCERT as well as other TEIs. Some faculty were not conversant with CSSTE and many of them were left out of the planning process.

Conclusion:

Teacher Education Scheme was a resultant of the National Policy on Education, 1986 and was started in 1987. The NPE envisaged teacher education as a continuous process and subsequently the scheme has been continued with modifications in all the plan periods after it was initiated. In the case of teacher education, the Centrally Sponsored Scheme of Teacher Education (CSSTE) has been instrumental in bringing about wholesome change in the teacher education scenario.

A small teacher training programme started in 1901 by the British Missionaries has evolved to a key teacher training institute after India gained its independence. Eventually, the government continued to run teacher training and after Centrally Sponsored Scheme of Teacher Education was introduced in the state of Mizoram, existing TEIs were upgraded and supported

and as a result, there are 8 DIETs, 1 IASE and 1 SCERT in the state of Mizoram which are the Teacher Education Institutions funded under the scheme.

Positive aspects of the CSSTE and its implementation was seen for which CSSTE can be considered instrumental in bringing about various developments and expansion of teacher education in Mizoram. However, in spite of the efforts taken by the Government of India to restructure and reorganise teacher education, the state has not done this restructuring and reorganisation as envisioned in the scheme guidelines which may perhaps also be one of the biggest challenges in the implementation of the scheme.

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A Critical Analysis of NEP 2020 with reference to Value-Oriented Education

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Abstract

Education has a very extensive role in the development of the individual's personality and helps in changing the humans and the society. One fundamental objective of education is to inculcate desirable values among the individuals to make him/her a responsible member of society. Education for the development of values among individuals has been a primary concern in the Indian education system since the beginning of formal education. This paper reviews the recommendations of the National Education Policy (NEP) 2020 for value-oriented education of the students. NEP 2020 suggests value-oriented education for students from the earliest stages of schooling to higher levels of education. It advocates inculcating the eternal values as; truth (satya), righteous conduct (dharma), peace (shanti), love and compassion (prem), and non-violence (ahimsa) with the development of humanistic, ethical, constitutional, universal human values, citizenship values, scientific temper, as well as life skills. The policy recommended the adoption of various strategies and approaches regarding the inculcation of values in the student at various stages.

Keywords: NEP 2020, Values, Value-oriented Education, Students, Principles, Strategies.

Introduction

Education has a very extensive role in the development of the individual's personality and helps in changing the humans and the society. The fundamental objective of education is to attain all-round development of the personality of an individual which includes physical, social, intellectual, moral, and spiritual development. It also aims to inculcate desirable values to the individual to make him/her a responsible member of society. India is a country of a rich heritage of ancient and eternal Indian knowledge, and the pursuit of knowledge (*jnan*), wisdom (*pragya*), and truth (*satya*) were always considered in Indian thought and philosophy as the ultimate goal of humans. However, this knowledge and values were transmitted from

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generation through religious contexts and principles. Thus, the values developed were considered religious values.

“The purpose of education is to develop good human beings - capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.”- National Education Policy 2020

Education for the development of desirable values among individuals has been a primary concern in the Indian education system since the beginning of formal education. Generally, in India, before the introduction of formal education, education provided to the students was regarded as religious education. It is because; the educational instructions and practices were based on the principles of a particular religion. During the pre-independence period, as well as after independence, several education commissions and committees suggested and recommended character education, religious education, and moral education. In 1882 the Education Commission recommended moral education over religious education and suggested to prepare moral textbooks based on the fundamental principles of natural religion. The University Education Commission (1948-49) advocated that morality is the guiding principle of the life process for the development of human beings (Gawande, 2002). The Secondary Education Commission (1952-53) emphasized on development of moral and spiritual values or virtues through prayers and biographies of great persons for the healthy development of individuals and the society at large. The Education Commission (1964-66) considered the inculcation of values as important, alongwith the advancement of modernization and emphasized on introduction of democratic values, the concept of welfare state, socialism, and comprehensiveness of religions (*to bring about religious compassion rather than the distinction between religious education*) in the school curriculum (Gawande, 2002). In the year 1986, *the National Policy on Education (NPE-1986)* broadly and precisely defined and coined moral, character, and religious education as value education. Thus, moral education, character education, and religious education are a part of value education (Gawande, 2002). **NPE 1986, Programme of Action (POA), 1992** emphasized value education as an integral part of the school curriculum in order to make education a powerful tool for the inculcation of universal and eternal values as well as for cultivation of social and moral values among the students.

Importance of Value-Oriented Education in the Modern Digital Era

The main aim of value-based education is to build character among the individuals and to create in them holistic and well-rounded development as well as to make them responsible members in the society, equipped with the 21st century's key skills. There are universal values that must be continued and transmitted to all the ages to come. But, with the changing social environment and the development in science and technology, the challenges to instill the right aspect of values among the individuals arise. For example, nowadays there is easy access to internet and therefore the population of various social media users among the youths is growing. Studies also show that there is a positive correlation between moral degradation

and the excessive use of various online social media (Bonaya, 2015; Chukwu & Onyema, 2019; Uma & Padmalosani, 2019). The excessive availability of wrong and hoax information on the internet sometimes confuses individuals to differentiate between the ethical and unethical, and between right and wrong. Thus, it is necessary to understand the suggestions of the policy to tackle various challenges which become obstacles for the development of desirable values among the students. This paper endeavors to analyze the National Education Policy (NEP) 2020 based on the context of value-oriented education. It is an attempt to know and understand the suggestions and recommendations provided by the policy for imparting or inculcating value-based education to the students at various stages of the education.

Objectives of the Study

The objectives of the study are as follows:

- I. To find out the various principles of NEP 2020 concerning value-oriented education.
- II. To articulate the recommendations of NEP 2020 on imparting value-oriented education to the students at various stages of school education.
- III. To classify the various strategies recommended by NEP 2020 on imparting value-oriented education to the students.

Method of the Study

A qualitative research approach has been adopted for the present study. For this study, the primary data includes the document of NEP 2020 collected and retrieved from the official website (www.education.gov.in) of the Ministry of Education, Government of India and the secondary data have been collected from articles, books, and websites. The document analysis of NEP-2020 has been done based on the perspectives of value-oriented education.

Results and Findings

The findings of the study have been discussed below based on the objectives of the study:

Objective - I: To find out the various principles of NEP 2020 regarding value-oriented education.

Principles of NEP 2020 on Value-Oriented Education

NEP 2020 emphasizes that the education for the development of values among the students should be based on the following fundamental principles:

- i. Education should develop universal and human values such as empathy, respect for others, cleanliness, etiquette, courtesy, non-violence, love, and compassion, etc.
- ii. It should focus on the development of Constitutional values that involves awareness of fundamental rights and develop a deep sense of respect and responsibility towards the fundamental duties among the students.

- iii. It should develop and imbibe values like democratic spirit, scientific temper, liberty, pluralism, equality, justice, respect for diversity, and respect for local context among all students from early childhood education to higher education.
- iv. It should also develop the social life skills like cooperation, teamwork, communication, and resilience among all students.

Objective - II: To articulate the recommendations of NEP 2020 on imparting value-oriented education to the students at various stages of education.

NEP 2020 on Imparting Value-Oriented Education to the Students

The report of the Subramanian committee for the evolution of New Education Policy, 2016 cited the recommendation of the Chavan Committee report of 1999 for providing education that should contribute to character and values development among the individuals. The Chavan committee recommended that Truth (*Satya*), Righteous Conduct (*Dharma*), Peace (*Shanti*), Love and compassion (*Prem*), and Non-violence (Ahimsa) are the core universal values (*Source: 81st Report on Value-Based Education presented to Rajya Sabha on 26, Para-8*). The Subramanian Committee report 2016 has emphasized the recommendations of the Chavan Committee-1999 regarding the role of education for the inculcation of values and accepted its relevance even at present. Therefore, the NEP, 2020 identified these core universal values as the foundation stone for value education in India. This Policy emphasizes that the curriculum and pedagogy of the educational institutions must develop the proper and appropriate values and skills among the students from early childhood schooling to university education. NEP 2020 suggests that specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. It also advocates incorporating evidence-based reasoning and scientific methods of inquiry throughout the school curriculum for the development of scientific temperament and evidence-based learning, which will lead the students to rational, ethical, and compassionate thinking and for making good, logical, and sound decisions throughout their lives (NEP 2020).

The NEP 2020 has been reviewed and analyzed based on the inculcation of different kinds of values among the students by following the new and restructured curriculum of school education, i.e. 5+3+3+4 structure of school education. The modified curricular and pedagogical structure consists of the 5 years Foundation Stage (3 years pre-school and 2 years Grade 1-2, covering 3 – 8 years age), 3 years Preparatory Stage (Grade 3-5, covering 8-11 years age), 3 years Middle Stage (Grade 6-8, covering 11-14 years age) and 4 years Secondary Stage (Grade 9-12 in two phases, 9 and 10 in lower secondary or secondary, and 11 and 12 in senior or higher secondary, covering 14-18 age) (Draft NEP 2019, Chapter IV, Para -6 & NEP 2020, Part 1, Para 1).

Imparting Values Education at the Foundation Stage

NEP 2020 expressed the importance of the physical and health development of children at all stages of school education. The awareness of the importance of physical and health

development is very much essential at this stage. NEP 2020 recommended the incorporation of physical activities in the form of games and sports in the curriculum. At this stage the children are playful and the learning atmosphere for the children must be based on activity-oriented curriculum for the development of all kinds of values. Similarly, for the development of aesthetic values, art and music should be introduced and incorporated into the curriculum at this stage. NEP 2020 emphasizes that the children should be given an introduction to art and music, which also includes local folk music and art, about the note, scale, rages, and rhythms through the vocal exercise, singing, clapping, and performing as well. At this stage, the children should also be given exposure to both vocal and instrumental music by using simple and inexpensive hand instruments like shakers and xylophones to make them learn and experience music which also helps for the development of social and moral values among children.

Imparting Values Education at the Preparatory Stage

NEP 2020 recommended that students will be taught at a young age about the importance of “doing what’s right”, and will be introduced to logical dilemma for making ethical decisions. In later years, this would then be expanded along with themes of honesty, non-violence, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral and ethical values in conducting one’s life. At this stage, physical activity and exercise, including sports, games, yoga, martial arts, dance, gardening, and more, should be incorporated in the curriculum in accordance with local availability of teachers and facilities for the development of mind and body wellness as well as for the development of health values among children. Many studies prove that art and music are not only important for the development of aesthetic values but are also extremely beneficial for the development of creativity and innovation in children’s personalities. India has extremely rich traditions in the arts, and especially in music. Thus, NEP 2020 emphasizes that every student at every level must have the opportunity to partake in these creative activities for character-building as well.

Imparting Values Education at the Middle Stage

NEP 2020 recommended that the basic training in health, including preventative health, nutrition, personal and public hygiene, and first-aid should be incorporated in the curriculum at this stage of school education to make the children health-conscious about themselves as well as the surrounding environment. The children must also be given the opportunity to experience music and arts including theatre, poetry, painting, drawing, sculpture, and vocational arts such as carpentry, embroidery, sewing, clothes-making, etc. NEP 2020 recommended the introduction of a course on ethical and moral reasoning at this stage for all students, sometime in Grades 6-8 as suggested in NEP-2019 (Draft), where the subject of ethics and moral reasoning will be discussed in more detail and sophisticated manner. At this stage, the curriculum should also include desired values such as service (*Seva*), cleanliness (*Swacchata*), non-violence, respect and safety for women, honesty, helpfulness, tolerance, equality, fraternity, etc.

Imparting Values Education at the Secondary Stage

NEP 2020 recommended that curriculum for the development of personal and health values among the students at this stage will be the same as the middle stage, with the inclusion of proper and scientific clarification of the harmful and damaging effects of abusing alcohol, tobacco, and other drugs. At this stage, NEP 2020 also recommended the introduction of sex education regarding the significance of consent, respect and safety for women, family planning, and sexually transmitted diseases (STD) prevention as well as about gender sensitivity in society. It has also been recommended that students interested in music and art should be strongly encouraged for experimenting and learning the course of music and arts as a subject curriculum through the instrument, singing, sculpting, drawing and painting, including vocational crafts. Experiences in arts not only develop aesthetic values but also develop creativity, emotions, and innovation regardless of the specialization of the subject that they take up for study. At this stage, NEP 2020 recommended that the curriculum must include the study of more advanced semester courses on philosophy, ethics, and moral reasoning *along with the development of humanistic, constitutional, universal human values, citizenship values, scientific temper, as well as life skills for the student in order to become a productive member in the society.* This policy also discusses providing instructions and awareness on natural environments such as climate change, waste management, sanitation, conservation and management of natural resources and biodiversity, forest and wildlife conservation, and sustainable development of human beings without harming nature.

Imparting Values Education at the Higher Education Stage

As mentioned earlier, regarding the inclusion of arts and music as subjects of study at the secondary stage, NEP 2020 also recommended that the liberal arts education will not only develop the creative or artistic side and the analytic side of the students but can also greatly enhance one's scientific capabilities of aesthetic, social, and moral values. NEP 2020 recommends the inclusion of service (*Seva*) as a part of liberal education for which the universities and colleges will be the center of using multi-disciplinary repository knowledge and research to address various issues in the society such as clean water crises in urban areas, environmental protection measures, energy-saving and sustainable livelihood projects and programmes in the society. NEP 2020 recommends that all undergraduate programmes should emphasize and encourage music, visual arts, performing arts, and sports as full-fledged programmes and courses of study and should also include Yoga as an integral part of the curriculum at the higher education level. *It has also mentioned providing Global Citizenship Education (GCED) to the students of higher institutions for responding to the contemporary global challenges and should promote peace, tolerance, inclusion, security, and sustainable societies.* NEP 2020 recommended that the curricula for legal studies must include evidence-based content about the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately according to the socio-cultural contexts of the region and the country. NEP 2020 also emphasizes that students of higher education institutions must be informed and illuminated with Constitutional values.

These include the inclusion of content about justice - social, economic, and political; democratic spirit; unity in diversity; rule of law; fundamental rights and duties in the curriculum for the development of constitutional values among all students at this stage.

Objective – III: To specify the various strategies recommended by NEP 2020 on imparting value-oriented education among the students.

Strategies for Inculcation of Values

NEP 2020 directs the NCERT to identify required values and skills, and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education. The various strategies recommended by NEP 2020 on imparting value-oriented education are as follows:

1. NEP 2020 has recommended inclusion of various games, stories, songs, poetry as well as art in the curriculum at the Early Childhood Care and Education (ECCE) level of education for inculcating desirable values among children.
2. For delivering and developing the aesthetic values to the students, the teachers can use modern technology to bring the music and arts to more students by using professionally recorded classes/demonstrations by great, famous artists of the country could be played on video screens or projectors. Further, trained art and music teachers and professional artists/musicians, as well as the local artists and crafts-persons, could be hired for developing desired values and skills at various stages of school education.
3. NEP 2020 recommends that various joint sports activities and competitions could be conducted between schools within the school complex for fostering and encouraging physical health, mind-and-body wellness of the students at various stages of school education.
4. For the development of social, ethical, and moral values, NEP 2020 recommended that there should be activities, discussions, and readings in the classrooms specifically designed to address ethical and moral awareness and reasoning directly to the students. It can also be delivered indirectly through the contents of languages, literature, and the social sciences subjects which are particularly aimed at dealing with ethical and moral principles and values.
5. Further, NEP 2020 also recommended that to provide a course (*one period per week, for one session*) to the students of Grades 7 and 8 on critical and current issues of the environment such as climate change, sanitation, clean water scarcity, *Swachh Bharat* programme, etc.

Conclusion

From the analysis of the document of NEP 2020, it has been observed that the importance of providing value-oriented education has been emphasized for the holistic development of

the students from the early stage of schooling to higher education. It was also observed that NEP 2020 has suggested and recommended various strategies which the schools and teachers should follow for the inculcation of values among the students. *This policy directs to set up subject-wise implementation committees of experts in cooperation and consultation with relevant ministries at both Central and State levels to develop detailed implantation plans for each aspect of the policy.* The suggestions and recommendations of the policy on imparting value-oriented education could be achieved through the active participation and involvement of teachers at the institutional and instructional levels. Therefore, it is the teacher who makes real implementation of these suggestions at the instructional level. Thus, NEP 2020 advocates that teachers must be grounded and acquainted with Indian values, ethos, and traditions which should also include the traditions of tribal and various ethnic groups of the country. This policy also acknowledges the significance of teachers for nation-building and character development of the students. Thus, it suggests providing required opportunities for their continuous professional development which will help them to learn the innovative practices and pedagogical approaches of their professions and help them to do their jobs as effectively as possible. Further, the role of parents, informal institutions, and various social organizations has also been accepted as crucial stakeholders by the policy for the inculcation of values in the students.

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Three Language Formula and Hindi Language in Mizoram

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Abstract

Language is the core of education processes. It affects our cognitive capacity not only as a means of education but also as a component of our thought process. The more languages, the more diversified the tools of thinking. Through NCF 2005 and later documents, the policy of three language formula has been reiterated and vindicated with new evidences from researches in sciences and social sciences. The historical policy of teaching three languages which was initiated in India in 1961 for the sake of national integration presently has been grounded deeper because exposure to multiple languages brings better dividends to the academic achievement of students. The present paper attempts to justify the demand of quality language education with special reference to Hindi teaching in Mizoram. Besides justifying the three language formulae in the country as well as in Mizoram, the paper analysed the status of teaching Hindi as a third language in the state. The paper suggests that teachers with good competencies in Hindi language should be hired in the schools of Mizoram by the government. Qualified teacher-educators should be recruited in teacher education institutions for pedagogy of Hindi. Whosoever is recruited against the post of Hindi teacher, and not trained in pedagogy of language should be sent to teacher training institutions for special courses developed in language pedagogy.

Key Words: *Language, Three-Language Formula, Hindi Language*

Introduction

Language is a life itself (Juluri, 2019). It has great impact on human mind. It is not only a means of communication, but it influences our intelligence, personality, social status, educational achievements and many other areas of our identity and social survival. Language is a cultural entity and a very powerful socio-political identity. Language and culture are intermingled. It is the most complex and abstract system of communication (Dua, 2008) and

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our everyday familiarity with it can make it difficult to appreciate the complexity of the skills we have learned (Crystal, 2010).

India is well-known as a multilingual nation. There are a number of languages, dialects, mother tongues and speech varieties spoken in the country. For multilingual society, it is essential to preserve its multilingual characteristic and ensure the development of all languages and cultures (Dua, 2008). According to the census 2001, the total number of languages was counted to be 122 (in which 22 were scheduled). Nonetheless, after independence, the states are formed on the basis of language. The multilingual and pluri-cultural nature of our society makes it clear that we need more than one language for national cohesion, cultural integration and social area mobility (Ramaswamy & Sethi 2017).

Languages of India

There are 22 scheduled languages and 99 non-scheduled languages in India (Census 2011). The 121 scheduled and non-scheduled languages of India have their roots in these five language families: Indo-European, Dravidian, Tibeto-Burman, Austro-Asiatic, and Semito-Hamitic (census 2011). The table 1 shows the language families and their speakers in India.

Table 1
Language families and its Speakers in India

S.no.	Language Family	Sub family	Number of Languages	Number of Speakers	Percent of Speakers
1	Indo-European	Indo-Aryan	21	94,50,52,555	78.05%
		Iranian	1	21,677	0.00%
		Germanic	1	2,59,678	0.02%
2	Dravidian		17	23,78,40,116	19.64%
3	Astro-Asiatic		14	1,34,93,080	1.11%
4	Tibeto- Burmese		66	1,22,57,382	1.01%
5	Semito-Hamitic		1	54,947	0.00%
Total			121	1,20,89,79,435	99.85%

Source: Census of India 2011

The majority of Indian language speakers are from the Indo-European and Dravidian groups. Approximately 98% speakers are from these two families (Indo-European and Dravidian groups). The remaining language speakers are from Astro-Asiatic, Tibeto-Burmese and Semito-Hamitic families.

Three language formula

It can be said that India is the land of languages. In order to encourage multilingualism and facilitate language acquisition throughout the nation, a policy which fulfills the need of

the multilingual nation is needed. The Three Language Formula was such that it was implemented as a national educational policy in India in the 1960s. This policy has been reinforced and supported by many commissions and committees, including the Kothari Commission (1964-66), the National Policy on Education (NPE) 1968 and NPE1986 (as modified in 1992), and the National Education Policy 2020. The Three-Language Formula emphasized the importance of teaching at least three languages at the school level, as well as the need for sufficient language proficiency for students passing from the secondary schools. The Three Language Formula encourages students to study three languages, consisting of:

1. The mother tongue or the regional language.
2. The nation's official language or its associate official language, if either exists (Hindi is the official language, and English is its associate official language).
3. A modern Indian language or a foreign language that is not listed in items 1 and 2 above and is not being used as a medium of instruction.

The three language formula is an effort to handle the potential and limitations of India's linguistic environment. The primary aim of the formula is to promote multilingualism and national harmony (Ramaswamy & Sethi 2017). In the first decade of the twenty first century, National Curriculum Framework (NCF), 2005 emphasised again on three language formula, but the reasons this time, were different. Whereas the three-language formula was started and implemented with principal motive of national integration; NCF 2005 marked a shift in ideology to cognitive development, social tolerance, divergent thinking and scholastic achievement (NCERT, 2005).

While the three-language formula is a well-known policy intervention in language education, it has not been free of political disagreements and conflicts. The three-language formula has not been implemented adequately throughout the country. The political parties of southern states strongly opposed this formula. The continuation of three language formula with add-on features was proposed in the Draft NPE, 2019. With the declaration of the draft only, battle ground for political words was prepared. Some quotes are given as below. Following the words of chief minister of Karnataka, Siddaramaiah, the ex-chief minister and ex-cabinet minister said,

"Nothing should be done against our opinion. There is no need for three languages. English and Kannada are there... they are enough. Kannada is our mother tongue, so primacy should be given to Kannada," (Business-Standards, 2019).

Tamil Nadu says it would adhere to its current policy of two languages and has rejected the NEP 2020 proposal for three languages (Jesudasan, 2020). Owing to such apprehensions, the Government of India had to make a declaration that Hindi would not be imposed (The Times of India, 2019). While other states, particularly those in the north, adopted this formula without providing south Indian languages a place in the curriculum, it became four language formula in some states (Ratti, 2015). NEP 2020 advocates that the three-language formula should be implemented throughout the country with the spirit to promote multilingual communicative abilities for a multilingual country.

Importance of Hindi

The question is, why is so much importance given to Hindi, inspite of there being a huge number of languages in India? The resistance of Hindi as a national language gives a sound platform to English indirectly. There is no Navodaya Vidyalaya in Tamilnadu because it is based on three-language formula. The English language, though made into an associate official language in 1967, has not been included in the schedule (Sarangi, 2015). Would it be OK to make English a national language when it is not the language of India? Undoubtedly, English is the language of the world and knowledge, but it cannot be the language of the nation. During the debate on the Official Language Amendment Bill, 1967, a member of parliament pointed out that ‘the languages in the schedule should be the language of the country (proceedings of the Official Languages Amendment Bill 1967, page 6092; as cited in Sarangi 2015, page 27). The question of national language, its recognition and representation over and above the colonial language and other regional languages has remained central to the national policy in independent India (Dua, 1993). Regarding the issue of the national language, if it is not Hindi, then what should it be? The ability to unite the whole country lies in Hindi. Hindi (41.03 percent) is the language that is most often spoken in India, followed by Bengali (8.11 percent), Telugu (7.19 percent), Marathi (6.99 percent), and other Indian languages. The majority of the population speaks Hindi; based on this, Hindi can be a language of the Indian community as a whole. It is a language of national integration. According to Sridhar (1989), three language formula is; the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English). Setting aside all the controversy and debates, it cannot be denied that the more languages, the more cognitive capacities (Marian & Shook, 2012); and undoubtedly Hindi occupies a prominent space in the educational curriculum and finds full support at the national level. Therefore, third language teaching should not be for namesake only or because of political commitment, but it should be developed at the higher level so that students can use it as effective cognitive tool. Hindi is the official language of the union and the only scheduled language that the state must promote (Kidwai, 2020). Hindi is not a national language but we cannot deny that it is the language of national importance. As one of the two official languages of the Indian government, along with English, Devanagari-written Hindi is designated in Article 343 of the Constitution. Hindi is scheduled language along with 21 other languages. Propagation and implementation of Hindi language across the national territories is a constitutional responsibility of the central government (Article, 351). On account of market forces and substantial migration of Hindi speaking people to various countries, Hindi is also getting recognition as an international language too. As per one estimate, it is the third most spoken language in the world. According to J. P. Nautiyal (2015), Hindi is the firstmost spoken language in the world. In the northeast region of the country, Hindi has started getting recognition. Outside the country (India), Hindi has been an official language in Fiji since the year 1997, as around four lakh people in Fiji speak Hindi, which is known as Fiji Hindi. Also, Madhesi community of Nepal uses this language. Besides, large numbers of people in other Asian countries like Bangladesh, Pakistan, Mauritius, Surinam etc. also use this language. As per the census of the United States, Hindi is the largest spoken Indian language in US (The Economics Times, 2015)

Hindi in Mizoram

Mizoram is also teaching three languages at elementary level. Learning three languages (Mizo, English, Hindi) creates heavy demand in educational processes. It is required to make teaching more meaningful and relevant not only for mental, cognitive and socio-cultural development but also to help cope with the heavy demand of language learning by the children of minority linguistic groups (Dua,2008). For the development of Hindi, English and regional language as a second or third language, there are three points which must be taken into consideration: first, to characterise the nature and scope of the language; second, to develop suitable curriculum at various stages of school education, and third, to establish links between the mother tongue and education in the case of linguistic minorities (Dua, 2008). English is a predominant second language for higher education and socio-economic mobility and it is valued by the minority language speakers. Besides English, minority speakers are also required to acquire other languages of national importance for socio-political participation and occupational mobility. Hindi is that 'other language' of national importance. Hindi is a compulsory subject from class III to class VIII and seven Higher secondary schools are also providing Hindi as a school subject (Lalmachhuani, 2019). Besides this, MICE (Mizoram Institute of Comprehensive Education) affiliated to Central Board of Secondary Education, New Delhi was established by the state government for the promotion of Hindi language. At undergraduate level, two-degree colleges i.e., Government Aizawl College, Aizawl and Government Kamla Nagar College, Chakma Autonomous District Council (CADC), Lawngtlai are offering Hindi as a subject. Post graduate degree is being provided by the only university of the state; Mizoram University, Aizawl. But natural skills of Hindi language are less visible among the youngsters of the state. Moreover, native languages of the states also belong to language families which are different from Hindi language. However, the same students also sometimes happen to be good in English, although English is also different in nature.

Owing to its accountability towards Hindi and special status of the state, more than one thousand Hindi teachers were recruited in the state whose salaries were paid by the central government. The Government of Mizoram also created a Hindi teacher training institute in 1975, which is associated with the Central Hindi Institute in Agra. Hindi Shikshan Parangat, Hindi Shikshan Praveen, and Hindi Shikshak Diploma were the three courses that the college offered, all of which were under the administrative jurisdiction of the Directorate of Higher and Technical Education. Another institution which offers courses in Hindi up to B.A.(Hindi) is Mizoram Hindi Prachar Sabha established in 1971. There is also a Hindi wing established in 1973-74 under the Directorate of School Education.

Hence a lot of works for the development of Hindi language have been done in Mizoram. But the success of the propagation and promotion of Hindi (as a language or a subject) depends mainly on the teachers. The educational and professional qualification of the teachers plays an important role towards the betterment of the education system. For the development of Hindi in Mizoram, a highly proficient Hindi teacher with good communication skills is required. Mizoram is facing severe shortage of qualified and motivated school teachers of language pedagogy. National Curriculum Framework for Teacher Education 2009 (NCFTE,

2009) pointed that training of pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most of the states. According to Lalmachhuani (2019), there are large numbers of Hindi teachers (41.63%) who are not qualified and more than half of the Hindi teachers (54.54%) are appointed on contractual basis. It also reveals that the prevailing method of teaching of Hindi is found unsatisfactory by both the teachers and the students. The only training college in Mizoram that offers pre-service and in-service training for Hindi teachers is Mizoram Hindi Training College. Though the one programme which seems more popular in the state run by the college is not fulfilling NCTE norms and not recognised by NCTE. Hence, their validity is doubted outside of the Mizoram and before national level teacher recruitment agencies.

Suggestions

It is recommended that teachers with good competencies in Hindi language should be hired in the schools of Mizoram by the government (Central/State). It would be better if the number of teachers who are native speakers of Hindi language be given weightage in the recruitment of teachers of Hindi language. The suggestion of recruitment of native speaker of Hindi language is conforming to the ideology of communicative approaches of language teaching and constructivist approach to teaching-learning in general. NEP 2020 also emphasises the investment in language teachers by both the Central and State governments in all regional languages. There is also an urgent requirement of qualified teacher-educators in teacher education institutions since all the teacher education institutions excluding Hindi Training College are running without teacher educator for pedagogy of Hindi. Whosoever is recruited against the post of Hindi teacher, and not trained in pedagogy of language should be sent to teacher training institutions for special courses developed in language pedagogy. But such facility is not available in the state. Hindi teacher training college also focuses on pre-service teacher education only. The provision of any in-service training programmes being offered by the teacher training colleges is not known by the authors. Recently, Faculty Development Centre, Mizoram University has started short term training programmes for Hindi teachers in Mizoram. As per the ongoing research work by the authors, there is urgent need to upgrade the pedagogical skills of Hindi teachers in the state.

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Mizo Medium in English Medium Schools of Mizoram

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Abstract

An English medium education system is one that uses English as the primary medium of instruction - particularly where English is not the mother tongue of the students especially in the British ex-colonial countries of the world. Even in India, a symbol of people's aspirations for quality in education and a fuller participation in national and international life is their knowledge of English. In order to respond to people's aspirations and to check the gradual decline in the students enrolment in Government vernacular schools, and in the hope to improve the quality of education in the state, the Government of Mizoram started converting government run vernacular schools into English medium schools. However, the instruction in the Government English Medium schools in Mizoram is still in Mizo. This paper attempts to explore the problems of English Medium Instruction (EMI) in government English medium schools and the impact of EMI on the school education in Mizoram. The study found lack of English language proficiency of the teachers was the biggest problem. Increase in number of students enrolled in government schools after the introduction of EMI was the most visible impact of EMI on school education in the state.

Keywords: *English as a Second Language (ESL), Medium of Instruction, English Language, First Language (L1), Second Language (L2), Third Language (L3).*

Introduction

An English medium education system is one that uses English as the primary medium of instruction - particularly where English is not the mother tongue of the students. There is an expeditious worldwide shift towards using English as a medium of instruction (EMI) for academic subjects such as mathematics, science, architecture, medicine and geography etc. EMI is increasingly being used in universities, secondary schools and even in primary schools (Dearden, 2014) in many countries especially in the British ex-colonial countries of the world.

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English in India is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible indicator of this presence of English is that today its teaching is being demanded by many to be taught at the very initial stage of schooling. Moreover, it can be observed in mushrooming private English medium schools and the early introduction of English in State schools (Dutta, 2012). It is a matter of common observation that students' learning is greatly facilitated if the students and their teachers have enough mastery over the language being used as the medium of instruction in the school (ERCM 2009-2010 p.81). Therefore, English as a second language (ESL) has also become the preferred medium of instruction in Mizoram. As such private English Medium Schools have been flourishing in the state for the last 15-20 years while there is a gradual decline in the enrollment of students in the Government Mizo medium schools in Mizoram. In fact, it is the pull of English medium which attracts students towards private English medium fee-charging schools. Evidently, the increasing popularity of the private schools is due to the use of English medium which is perceived to be the means of social and economic empowerment and upward mobility.

Therefore, in order to respond to people's aspirations and to check the gradual decline in the enrolment in government Mizo medium schools and to motivate parents to choose to send their children to government run schools; the Government of Mizoram started giving permission to government Mizo medium schools for shifting the medium of instruction to English. During 2002 – 2017, a total of 144 Government Mizo medium schools (87 primary schools and 57 upper primary (middle) schools) had been converted into English medium schools adding the total number of English medium schools to 1373 which contributed about 58.4% from the total number of elementary schools in Mizoram.

Moreover, the Government of Mizoram had issued a Notification (*Vide No.B.12011/1/2012-EDN(SC) Dated Aizawl, the 27th July, 2016*) stating,

“On the recommendation of The Education Reforms Commission, Mizoram and in the interest of public service, the Governor of Mizoram is pleased to order the use of English as a Medium of Instruction from Class-VI onwards in all the Government Schools and Government-Aided Schools commencing from the academic session of 2017-2018.”

Though the government made a decision in switching over the medium of instruction from Mizo to English in all the government and a government aided schools in a massive scale to cover the whole of Mizoram from class VI, there are doubts regarding the success of the EMI in the government schools including the 144 converted Government English Medium Schools. Therefore, this paper discusses policy regarding the use of English medium in government schools in Mizoram and how different stakeholders perceive the use of Mizo versus English language as the medium of instruction in schools. The paper also attempts to explore the factors that motivate government schools to shift to English medium and the possible impact that EMI might have on the school education in Mizoram in general, and on the Mizo students in particular.

Overview of Language Policy in School Education

India stands as a testimony for language policies on many counts. A nation, which does not have a national language in view of its ethnic and linguistic diversity, is also a nation which has transformed the colonial language – English, into a link and library language, and an associate official language initially, now perceived as a language of upward mobility (NCERT, 2005a; Graddol, 2010). English continues to dominate higher education and high level offices of administration and judiciary of the national government. Moreover, English as a dominant medium of instruction in higher education has its wash back effect on school education. English language also finds its place as a link language between Hindi speaking and non-Hindi speaking states.

Since independence the language policy debate in India has been a political question rather than an academic one. This can be noticed even in the recent curricular revision, the National Curriculum Framework – 2005 which states, “The level of introduction of English has now become a matter of political response to people’s aspirations rendering almost irrelevant an academic debate on the merits of very early introduction” (Position Paper Teaching of English (NCERT, 2005c:1)

The National Policy on Education (NEP) 1986/1992 emphasizes 3-Language Formula, implying mother tongue as the first language (L1), which will continue from the primary up to the secondary stage, that is, from classes I to X, and the second language (L2) will be Hindi (in the non-Hindi speaking States like Mizoram) and the third language (L3) will be English, both to be introduced from the upper primary stage, that is from class VI. The second and third languages are expected to be studied upto the secondary stage of school education with a view to removing inequalities among the languages of India and to promote national integration among school children. The scope of the 3-Language Formula is to be introduced from class VI up to the secondary level of education. However, the school system in the country introduces three languages in some form from the primary stage onwards and this is also true in the case of Mizoram. In Mizoram, the study of Mizo language (L1) and English (L2) begins right from class I and the study of Hindi as L3 begins from class III. Despite the policy formulation of commencing the study of L2 from class VI onwards, the study of L1 and L2 is begun simultaneously from class I. Obviously this policy has been adopted to meet the societal aspirations of preparing the Mizo students to be able to use English not only as medium of communication but also to use it as medium of learning at the secondary and tertiary level of education.

Medium of Instruction

The ‘medium of instruction and learning’ in schools has tremendous impact on the quality of student’s learning. It is a common observation that students’ learning is greatly facilitated if the students and their teachers have enough mastery over the language being used as the medium of instruction in the school. In Mizoram, the Mizo language (Mother tongue is conveniently taken as synonymous with the language of the state or the regional

language) is used as the medium of instruction in Government primary schools (class I to class V), and thereafter, English should be the medium of instruction as well as the medium for examination, except with the Mizo and Hindi subjects. However, with regard to medium of instruction, 'The Education Policy of Mizoram 2013' stated that '...importance of English for communication and for the purpose of quality education at the secondary and tertiary levels cannot be minimized or overemphasized. Learning in one's mother tongue at Primary level of elementary education and *in English at the upper primary, secondary and tertiary levels would enhance the quality of education in the State* (Education Policy of Mizoram 2013 p.17).

Though efforts have been made towards the development and enrichment of Mizo language in the state, it is unlikely that it shall become a language of technology, business, education, medicine, judiciary, industry and international relations etc. in the near future. English is, in fact, a medium of learning and it forms an indispensable part of children's intellectual, social and emotional growth and is very crucial for their future studies and career. The higher they study, the more important it is bound to become. The Mizo students will not face difficulty in the use of English in the higher education and professional education programmes, if they start using English medium from at least the upper primary level of education onwards. Currently, all the Government Secondary Schools use Mizo as the medium of instruction though English is very much the medium of learning on paper (Education Reforms Commission, Mizoram 2009-2010). Unfortunately, this is true to some extent in many of the Government English medium schools of Mizoram.

The Decision Making Process for Changing to EMI

The Education Reforms Commission (2009 – 2010) Report and The Group of Expert (2010-2011) Report, a major policy and programme document to improve the quality of education and reform the education system in Mizoram, have made it clear that *considering the Mizo people's positive attitude towards English (as medium of instruction), it would be advisable to switch over from Mizo medium to English medium, at least from class VI*. This can be implemented immediately (GoE 2010-2011, page 17). This policy seems to be operating, as the parents interviewed reported that during the study, they wanted their children to study in English medium. Generally, only those parents who could not afford to send their children to private schools chose government schools and the shift to EMI helps them to feel that their children have access to greater opportunities in life. One parent stated: "I cannot pay the fees of the private schools for my child but the school has helped poor people like me to educate our children in English medium". Another commented: "I am not in a good financial state and therefore I cannot send my children to private schools. Other parents like me asked the school to start English medium instruction here and they listened to our voices. Now my children get the opportunity to study in English and this has given me hope that they will be able to improve their English. I can provide them with good education at a minimum cost now". The school's authorities also thought that teaching in English would improve the reputation of the school. Not all stakeholders were unequivocally supportive of the decision,

however. Teachers, who had the greatest role in implementing EMI, seem to be worried about how they would cope with the change, and were not confident that they could teach in English medium because they were so used to teaching in Mizo medium.

The students seemed to have a positive attitude towards the decision made by the schools to shift to English. For example, a student studying in class VII regretted that he could not receive his own education in English because the school started EMI one batch after his admission to the school: "If I had had a chance to study in English medium, I would have done far better than now. Other students who got enrolled one batch after me are lucky because they can study in English medium in a government school." This reveals that students studying in the same school – with the same resources and the same teachers – think that those who study in English medium have an advantage over the ones studying in Mizo. This shows that students seem to share the widespread perception that they can do better if they are educated in English medium. They are not totally wrong, because, today English is a link language among different semi-educated and educated linguistic groups in India, a window to the world. It is the language of opportunities. Most jobs require knowledge of English. In most of the interviews a candidate is questioned as in English language, he might be required to work anywhere in a multilingual India or could even be posted abroad. Moreover, international trade, conferences and reports of scientific and technological discoveries, communication, computers and diplomacy are mostly in English or are with the help of English interpreter. Most of the scientific research is reported or translated into English. Almost all the computer languages and programmes are in English. Internet also speaks, writes and prints in English. One student said: "If we had studied in English medium, we could have improved our English language and this would help us get better jobs later". Indicating the possible benefits of English language proficiency, another student added: "Those who know English well can get good jobs; therefore, we like studying in English medium schools". These stakeholders' views revealed the collective decision making process being used in schools to take the decision to shift the medium of instruction to English.

Problems in the implementation of EMI

Lack of English language proficiency of the teachers seems to be the biggest problem as well as challenge the government schools are facing to implement EMI because most of the teachers in government English medium schools have *never studied in English themselves and were never trained to teach in English and have been used to teaching through the medium of Mizo for years*. In a context in which the pedagogy for Mizo medium instruction itself is generally regarded as flawed and has not been able to deliver good results, *use of a second language for instruction may compound the difficulties for both students and teachers. For teachers who are not able to deliver the curriculum effectively in their mother tongue, using English to teach the same content is almost guaranteed to do more harm than good*. The students are unlikely to understand the content taught in English by teachers who do not have appropriate proficiency to explain concepts in an intelligible way. With respect to these challenges, the views of the teachers, parents and head teacher in this study were found to be

contradictory. One of the parents said “teachers should not have any problem teaching in English to the children as they know more English than the young ones”, perpetuating a myth that only limited English is needed to teach at lower levels of schooling. In contrast, data in this study reveals that *the teachers themselves face difficulties in explaining subject matter in English confidently and, therefore, they frequently make use of Mizo in the classroom*. One teacher stated, *“It is difficult for us to teach in English because we have forgotten the English language and have been used to teaching in Mizo for years”*. This is the reason behind the maximum use of Mizo as a medium of instruction in the Government English medium schools.

The head teacher acknowledged teachers’ initial difficulties but argued they had now become accustomed to teaching in English saying, *“They didn’t feel comfortable to teach in English in the beginning, but now most of them report that they have developed proficiency and confidence to use EMI”*. Interestingly, the head teacher’s views did not match with students’ experience. One student, when asked whether the teachers teach exclusively in English or use Mizo as well in the class, expressed: *“Teachers use Mizo to explain the content and allow us to ask questions in Mizo but we have to write our answers only in English because the teachers tell us that we are studying in English medium school and the examinations will be conducted in English medium.”* Use of Mizo is also partly a response to students’ needs, as one of the teachers said *“The students don’t understand the content if it is not explained in Mizo as well as in English”*. The students and teachers thus seem to have developed a practice in which *studying in English medium means reading books and writing answers in English but explaining content in Mizo*. Proficiency of the teachers appears, then, to be a major problem and challenge to implement EMI in government schools while use of EMI from the early grades is also difficult due to the low entry levels of English proficiency of the students.

The Impact of EMI

The use of English has had great impacts on government schools in Mizoram. One of the major changes is visible in the *increase in number of students enrolled in these schools after the introduction of EMI* (Republica, 2016). Not surprisingly, the schools themselves take an increase in the number of students as a significant achievement, as the head teacher of the school under study commented: *After the introduction of EMI in our school, some of the parents have brought their children to our school from (English medium) private schools*. This is a great achievement as we have gained the trust of the parents. The number of students seeking admission in some of the model English medium schools is increasing every year. *However, when asked about the academic achievement of the students, the head teacher and the teachers did not seem to have a very clear idea about their levels*. One of the teachers mentioned *“the students have better English language proficiency and the overall result of the school has improved”* but did not give specific details. Parents were also happy about the impact of EMI. One of them shared her view that she feels *“happy as the children can speak English to some extent after getting enrolled in this school”*. All the participants in the study agreed that both the local community and the students have developed a positive attitude

towards the whole school after the introduction of EMI. Though the increase in enrolment is positive, the impact of EMI on students' academic achievement is still not clear as no research comparing achievement levels pre- and post-EMI in individual schools in Mizoram has been found.

There is a notion that using L2 as the medium of instruction carries the danger of putting the Mizo identity and educational achievement of the children at risk; students may also end up not knowing either Mizo or English, especially in situations where the teachers themselves weren't fluent in the language delivery. There is a possibility that the language used to deliver the school curriculum pulls down the educational performance of many of those who do not use it at home, particularly those who do not have regular access to it outside school. However, there is a chance to improve the quality of education through EMI in Mizoram, if implemented successfully. It could have tremendous impact on the education system of the state. Learning through English medium is crucial for Mizo students in acquiring proficiency in English language – the tools required for their future higher studies and for their future career as proficiency in the language is a pre-requisite for effective communication and knowledge acquisition.

Suggestions and Conclusion

It is clear from the study that the schools have shifted to EMI to ensure their continued existence and the decision has nothing to do with delivery of quality education. Teachers are not prepared to teach in English medium, neither psychologically nor in terms of their English language proficiency. It is interesting to note that teachers of the government English medium schools feel more comfortable using Mizo during the teaching learning process in the school even after conversion of the school to English medium. It is the teacher who is responsible for the realization of educational objectives not only through effective transaction of the prescribed curriculum but also through experience-based interventions in curriculum development and also by maximizing the utilization of available instructional and infrastructural facilities. The teacher's role in improving the quality of education assumes added significance in the context of Mizoram due to the presence of a large proportion of professionally unqualified teachers in the school systems, which is obviously due to non-availability of professionally qualified teachers because of weak and inadequate system of teacher education in the state. Poorly trained teachers impart poor language skills. Therefore, the invigoration of the teacher education system is suggested for revamping school education.

Moreover, Government elementary schools should not be in a hurry to shift their medium to English without the required preparation such as providing English language and pedagogy training to the teachers or arranging materials to teach in English medium prior to making the change to EMI. The twin demands of expecting the teachers to become fluent and then deliver quality education in a second language in a government schools without proper planning is a very unrealistic dream. Even policy makers and regulatory bodies should monitor the preparation and progress of the schools before and after the implementation of EMI so that once a programme begins, it can be implemented smoothly and successfully.

The government should also carefully examine applications received from the schools to convert from Mizo medium to English medium schools with due care and consideration taking into account the availability of professionally qualified teachers and necessary resources for the successful implementation of EMI; it is also necessary to have broader discussions with all stakeholders and experts regarding the rationale, procedures, challenges and potential impacts of the introduction of EMI before any programme is launched so that it can actually bring about the desired changes in the education system.

Finally, EMI will have huge impact in the education system of the state in a positive way, and increase students' enrolment, if it is implemented successfully. It would also improve the quality of education as desired by the education policy document of the state. Some research evidence also suggests that 80% of a human brain developed within the first 3 years of life. This means that by the time most children hit school age, they have already passed some of the most important years in terms of learning, in whatever language their environment allows. In view of the nation-wide trend of teaching L1 and L2 from class I onwards and to equip the Mizo students to acquire sufficient proficiency in the English language, both written and oral, there is no harm in continuing the study of L1 and L2 from class I. Therefore, if the Mizo students are well versed with the L2 and have proficiency in English language they will not face difficulty in the use of English in the higher education or in acquiring information and knowledge, if they start using English medium at least from the upper primary stage of education as envisaged in the Education Policy of Mizoram 2013. However, unfortunately EMI is not yet successfully implemented in the state. Therefore, the state government has tremendous responsibility to ensure the success of EMI in the state by organising and providing requisite professional training to enhance the teachers' English language skills, equipping the schools with necessary resources like the language laboratory, and other teaching aids etc., in order to produce a large number of professionally qualified teachers capable and competent enough to impart education through English medium. Those teachers will create favourable environment conducive for learning and acquiring the necessary English language skills at school– the tools requisite for their higher education and for their future career. Eventually, EMI will become successfully implemented in the state and will definitely have great impact in the school education system by improving the quality of education in the state as advocated by the state education policy. The quality education will ultimately produce large numbers of human resources for the state and for the people of Mizoram.

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**Registered with the Registrar of Newspapers of India
Registration No. MIZMIZ00939/2010**

Declaration

Name of the Journal : Mizoram Educational Journal
Nature of Journal : A National Refereed Journal
Periodicity : March, June, September & December
ISSN : 2395-731X
Publisher : Prof. Lalbiakdiki Hnamte
Chief Editor : Prof. Lalhmasai Chuaungo
Address for Communication : B-4/8, Upper Republic, Aizawl - 796-001, Mizoram
Or
Department of Education, Mizoram University, Aizawl,
Mizoram – 796 004 Email : mefjournal@yahoo.com

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