

**A STUDY OF THE
PROGRESS OF SECONDARY EDUCATION IN
MIZORAM IN THE POST - INDEPENDENCE PERIOD :
CURRICULAR, ORGANISATIONAL AND FINANCIAL ASPECTS.**

**BY
LALSANGLIANI**



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I Ms Lalsangliani hereby declare that the subject matter of the thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the North-Eastern Hill University for the degree of Doctor of Philosophy in Education.

R. Bhattacharjee
15/10/99
Head

NEHU
Department of Education
NEHU
Kawbynron Bishing,
Tezpur, Shillong

R. Bhattacharjee
15-11-99
R. Bhattacharjee
(Supervisor)

Lalsangliani
15/10/99
Lalsangliani
Candidate

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15/10/99
Lalsangliani

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ADMINISTRATIVE
MAP OF MIZORAM



LEGEND

- INTERNATIONAL BOUNDARY 
- STATE BOUNDARY 
- DISTRICT BOUNDARY 
- STATE CAPITAL 
- DISTRICT CAPITAL 

CHAPTER I

INTRODUCTION

1. A PROFILE OF MIZORAM

1.1. The Land

Mizoram, before 1954, was known as the Lushai Hills District, which was under Assam since 1898 and till its formation into a Union Territory in 1972. Consequent upon the passing of the constitution (53rd) Amendment Bill and the state of Mizoram Bill (1986) by the Parliament on 7th August 1986, statehood was conferred on the Union Territory of Mizoram on the 20th February 1987.

Standing like a long sentinel at the north eastern corner of India, Mizoram flanked by Bangladesh and Tripura in the west, Myanmar (Burma) in the east and south, Assam and Manipur in the north – covers an area of 21,081 Sq. Km. Its maximum dimensions – north to south is 285 Km. and east to west is 115 Km. It has a 585 Km. of International boundary with Bangladesh and Myanmar.

Mizoram is a hilly area. The hills in Mizoram run from north to south. The average height of the hills is about 900 metres. The highest peak in Mizoram is the 'Phawngpui' or 'Blue Mountain' with a height of 2,157 metres. The hills in Mizoram

are very steep and are separated by rivers, which flows either to the north or to the south, creating deep gorges between the hills and ranges. The hills are covered with forests.

Mizoram is located in the north-eastern part of India with its moderate height and fairly heavy rainfall, it has a pleasant climate, being moderately warm in summer and not very cold in winter. It lies between 21°56'N to 24°31'N latitude and 92°16'E to 93°26'E longitudes with the Tropic of Cancer, i.e., 23°30'N latitude cuts across the region in Aizawl district. The temperature ranges between 11°C to 21°C in winter and 20°C to 30°C in summer, with heavy monsoon rain from May to September. The average rainfall is 250 Cm. Per year.

1.2 Administrative Set Up

After the attainment of Statehood, Mizoram was divided into three (3) districts, namely Aizawl, Lunglei and Chhimtuipui with their headquarters at Aizawl, Lunglei and Saiha respectively. However, number of districts has been increased to eight (8) recently. The names of these eight districts are Aizawl, Lunglei, Saiha, Champhai, Mamit, Kolasib, Serchhip and Lawngtlai. Aizawl is the capital of the State. The number of Sub-Divisions remains nine (9) only. Besides, there are three (3) Autonomous District Councils, namely, Lai, Mara and Chakma District Councils. Altogether there are 22 Rural Development Blocks and a number of Village Councils. There are 31 Police Stations in the State. The Administrative head of the State is Governor. The State has Legislative Assembly of 40 elected members

including a Speaker and Deputy Speaker. It has a council of Ministers of State headed by the Chief Minister.

The Secretariat is headed by the Chief Secretary and he is assisted by Secretaries and Directors. The policing are entrusted to the DGP.

1.3 Population

The population figures of 6,86,217 recorded in the year 1991 Census signifies a considerable growth in the decade 1981-91. During this ten year period, a net addition of 1,92,460 has taken place in Mizoram population.

The growth rates of three districts during the 1981-91 decade are as follows:

39.47 percent for Aizawl district

28.55 percent for Lunglei district

50.03 percent for Chhimtuipui district.

The significant revelation of the rising population during the year 1981-91 is the high rate of urbanisation in Mizoram. In 1981, there were altogether 1,21,814 people living in urban areas and the percentage was about 24.67 percent of the total population. While in 1991, 3,17,040 people lived in urban areas and the percentage was 46.20 percent of the total population.

1.4 Social Sex ratio is not alarming. It is nearly equal to both the sexes. At one time, there were more females than males in some areas. At present there are 924 females for every 1000 males. Aizawl district has the highest sex ratio of 929 females for every 1000 males and the lowest is in Lunglei, 910 females for every 1000 males.

The density of population, i.e., number of persons per square kilometre in Mizoram jumped up from 23 in 1981 to 33 in 1991. Amongst the districts, Aizawl has recorded a density of 38 while Lunglei and Chhimituipui have recorded density of 25 each.

Table 1.01 shows the increase in population since 1901.

Table 1.01
Growth rate of population in Mizoram during 1901-91

Year	Males	Females	Total	Decade variation	Percentage of decade variation
1901	39004	43430	82434	-	-
1911	43028	48176	91204	8770	10.64
1921	46652	51754	98406	7202	7.90
1931	59186	65218	124404	25998	26.42
1941	73855	78931	152786	28382	22.81
1951	96136	100066	196202	43416	28.42
1961	132465	133598	266063	89861	35.61
1971	170824	161566	332390	66327	24.93
1981	257239	236518	493757	161367	48.55
1991	356672	329545	686217	192460	38.98

Source: Mizoram Statistical Handbook, 1992.

1.4 Social Life of the people

The Mizos are of Mongoloid stock and are believed to have migrated into their present habitat between the 17th and 18th century from Upper Burma. Mizo is a genetic term and is used to mean all the hill-men or highlanders. As per the constitutional provision, they have been designated as Scheduled Tribe. The Mizos are divided into various tribes like Lushei, Hmar, Ralte, Pawi, Paihte, Mara, and so on. They are a close-knit society with no clan discrimination on grounds of sex or social status.

The Mizos are a distinct community and the social unit is the village, while the life and customs are almost similar. The Mizo village is usually set on the top of a hill with the Chief's house at the centre and the bachelor's dormitory called 'Zawlbuk' prominently located in the central place.

In a close-knit and gregarious Mizo society, some practical principles of self-help and co-operative have been evolved since time immemorial for the fulfilment of social obligation and responsibilities. In order to develop their village, the villagers are expected to contribute their mite. Each person enjoyed to participate and render all possible helps whenever there is a social work, an occasion of death or marriage or community feast in the village.

altogether. The Mizos are agriculturists. They practice what is known as “jhum cultivation”. They slash down the jungle and burn the trunks and leaves and cultivate the land.

to 5. With the advent of Christianity and political changes, the customs and life styles of the Mizo have been drastically changed. The changes have a tremendous impact on the social life of the Mizos. The religious dogma that is Christianity and the political changes have reflected in a way of the life of Mizo though retaining still much of the characteristic features of the ancient traditional customs and cultures. Hence, the Mizo society is undergoing an era of change, change in all respects of life manifestation.

1.5 Religion

non-M Prior to 1894, the Mizos were animist. They believed in a spirit called “Pathian” (God) who was supposed to be the creator of everything and was benevolent being. They also believed that the hills, trees, rocks and streams were inhabited by Malevolent spirits and demons who took delight in causing troubles to man in many ways. A Mizo’s life was, therefore, spent in performing a series of sacrifices to appease these spirits by way of propitiation. All these primitive practices have since been discarded and forgotten as the Mizos have embraced Christianity. They came under the influence of the British Christian Missionaries in the late 19th century. The Mizos have been enchanted to their new found faith with so much dedication and submission that their entire social life and thought process have been

altogether transformed and guided by the Christian Church organisations directly or indirectly and their sense of value has also undergone drastic change.

In 1901, there were only 45 Christians. The number increased tremendously to 5, 91, 342 in 1991. The animists which was the most dominant group was not completely eliminated by 1991. The increase in the number of Christian was due to the wholesale conversion of the Mizos to Christianity. The Hindu population also increased from 3,373 to 35,245 during the same period due to immigration to the Chakmas and the Riangs from Bangladesh and Tripura. The Table 1.02 shows the Religion-wise population of the Mizoram State according to 1991 Census.

The religion in Mizoram is Christianity with the exception of a few cases in the Chhimituipui district where Chakmas are Hindus/Buddhists and also some other non-Mizos residing in Mizoram. And among the Christians also, there are a number of denominations like – Presbyterian Church, the biggest church, the Baptist Church, the Salvation Army, Roman Catholic, United Pentecostal Church, Isua Krista Kohhran, Seventh Adventist etc. The distribution of population, religion-wise, is given in Table 1.02.

Table 1.02
Religion-wise population of Mizoram, 1991

Sl. No.	Religion	Persons	Male	Female	Percentage of total population
1	Christian	591342	298630	292712	85.73
2	Hindu	34788	25327	9461	5.05
3	Muslim	4538	4126	412	0.66
4	Buddhist	54024	28193	25831	7.83
5	Sikhs	299	268	31	0.04
6	Jains	4	4	0	-
7	Others	1859	970	889	0.27
8	Religion not stated	2902	1460	1442	0.42

Source: Directorate of Census Operations, Aizawl, Mizoram.

1.6 Education in the Pre-British Period

Tracing back to the life of Mizos hundred years ago, there was not even a single literate person. But after sometime, one certain Mizo Chief 'Suakpuilala' used to have correspondence with the British Government, but the medium used was Bengali. This proves that among the elders of the king there were some literate persons who were believed to have adopted their literacy from the plain people under whom they were slaves before. During that time, there was no school or institutions as such but the people had a good means of learning. The king and his elders and the parents were the main source of knowledge. They imparted all the necessary knowledge through discussion in their meeting place or in the jhum. The main information imparted based on things most admired such as bravery, diligence, modesty, rituals and the life history of some brave men.

In a family, the father would tell his family what is to be done and things that are good to be followed as a member of the society. There was no fixed time or place

for learning. The process of education was personal, spontaneous, concrete and practical.

There is no doubt that education at that time aimed directly at preparing life in the tribal society. The educational activities were conducted within the family and social circles as there were no school buildings and books. As the Mizo people knew very little about outside world, the civilised life of other people were not known to them.

Its greatest contribution was the existence of 'Zawlbuk' (Bachelor's Dormitory) cannot be ignored while talking about the informal education. Every village had Zawlbuk where all unmarried young bachelors above fifteen years of age were required to sleep. It was the training centre and indeed the cradle wherein the Mizo youth was shaped into a responsible member of the society. Youngsters were given vigorous training in the art of warfare, wrestling and administration. A strict discipline was maintained and the tone of discipline in Zawlbuk was not psychologically sound, but it was mainly based on repression and fear of punishment. Zawlbuk exerted a very strong influence upon the village and tribal life as a whole as it was Zawlbuk where youngsters were taught obedience, patience, co-operation, generosity, kindness, respects for others, patriotism, other moral virtues – all of which is condensed in what the Mizo called 'Tlawmngaihna'.

Missionary education also played a significant role in the development of the Mizo code of ethics moved round 'Tlawmngaihna', a term meaning on the part of everyone to be hospitable, kind, unselfish and helpful to others. It is the

highest form of morality in the opinion of the Mizo. It is compelling moral force which finds expression in self sacrifice and it is the core of their philosophy of life. There is no single word in English which carries the same meaning. Zawlbuk was the place where the youngsters were given best training in virtues of 'Tlawmngaihna'.

Mizoram

Mizo The practice of wrestling at Zawlbuk had its educational significance for it helped in their physical development as wrestling was held at Zawlbuk every night. Its greatest contribution lies in the fact that the youths were educated in the virtues of sportsmen spirit as it was done with team spirit and they learn to be defeated calmly without having any bad feeling against anyone or without feeling inferior or frustrated. But the practice of Zawlbuk had disappeared completely in the late 19th century after British came to Lushai Hills.

spread

It was against this background that the Christian Missionaries started their pioneering work of educating the Mizo people in the year 1894. Since then the Mizos had discarded all their practices embracing Christianity instead and their entire social life and thought processes had been altogether transformed.

its four

1.7 Coming of the British Missionaries

Modern Education system was first introduced in Mizoram by the Christian Missionaries who started the first educational institution in Mizoram in 1894 soon after the annexation of the land by the British Indian Government. One of the

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beneficial results of the missionary activities was the spread of education. Mizo language had no script of its own, the missionaries introduced the Roman script.

The first two missionaries were F.W. Savidge and J.H. Lorrain who came to Mizoram on 11th January 1894. These two missionaries very soon learnt to speak Mizo. The first educational institution was established on 2nd February 1894 with a few adult students.

These two missionaries left Mizoram in December 1897. Before they left Rev. David Evan Jones arrived at Aizawl on 31st August 1897 and he learnt the Mizo language from the two missionaries. The following year in 1898 (31st December) Rev. Edwin Rowlands also arrived at Aizawl and the two men worked very hard to spread education among the people.

Rev. Edwin Rowlands reopened the school which was opened but being closed again on account of some reason by the first two missionaries. The school was reopened on 15th February 1898. Since then a proper kind of education really found its foundation and the first Lower Primary Examination was held on 25th June 1903 in which twenty-seven candidates sat, out of which nineteen came out successful.

1.8 Set Up Educational Administration in Mizoram

In the year 1936 the Welsh Mission sent three personnel so as to inspect their educational fields in Mizoram and started a new school committee under the name

'Education Management Committee'. This management committee was started in each and every educational area. Among the missionaries, there were some who were given responsibilities in school management.

But from 1948 onwards the Government started taking charge of some schools and by 1964 all the schools, those owned by the Home Mission, were taken over by the Government.

In 1949, the Government created two posts of Sub-Inspector of Schools, one for the northern part and other for the southern part of Mizoram. Educational development faced a radical change as there came about the first incumbents joining duties at Aizawl and Lunglei in November 1949.

By 1952, direct responsibility for administration, supervision and inspection of Middle English and the Government assumed Primary Schools when the post of Deputy Inspector of Schools for Lushai Hills was created and the first incumbent joined duty on 1st May 1952.

There was a rapid increase in the number of schools, which led to the building up of administrative infrastructure; and as a result, another Deputy Inspector of Schools was posted at Lunglei for the south Lushai Hills in 1956.

Moreover, to strengthen the administration and supervising work of Education a post of Assistant Inspector of Schools was created in 1967. The Inspector of Schools was directly responsible to the Director of Public Instruction, Assam, for the administration and control of all schools in Mizoram. Thus, education in Mizoram came under direct control of the Government of Assam.

Mizoram continued being one of the Districts of Assam even after Independence but on 25th April 1952, a District Council was, however, formed as per the Sixth Schedule to the Constitution of India. The District Council was empowered to maintain Primary schools under its jurisdiction and then administration was handed over to it with effect from 1st July 1961.

The much-needed Directorate of Education was set up and started functioning from 1st July 1972. The Directorate was looked after by one Director, one Joint Director and three Deputy Directors. To implement various schemes, a number of State Level Officers were also appointed. Among these, mention may be made of (i) Science Promotion Officer for the promotion of science, (ii) Senior Research Officer for tribal research, (iii) Special Officer for promotion of Scouts and Guides as well as games and Sports, and (iv) State Social Education Officer for social and adult education.

The Mizo District Council Act was revoked and primary education, which had been placed under the District Council was taken over by the Government with effect from 29th April 1972, as a result of which the differences between Government and non-Government teachers had been brought together. Besides, 200 additional teachers were appointed under Fourth Five-Year Plan, which reduced the pupil-teacher ratio.

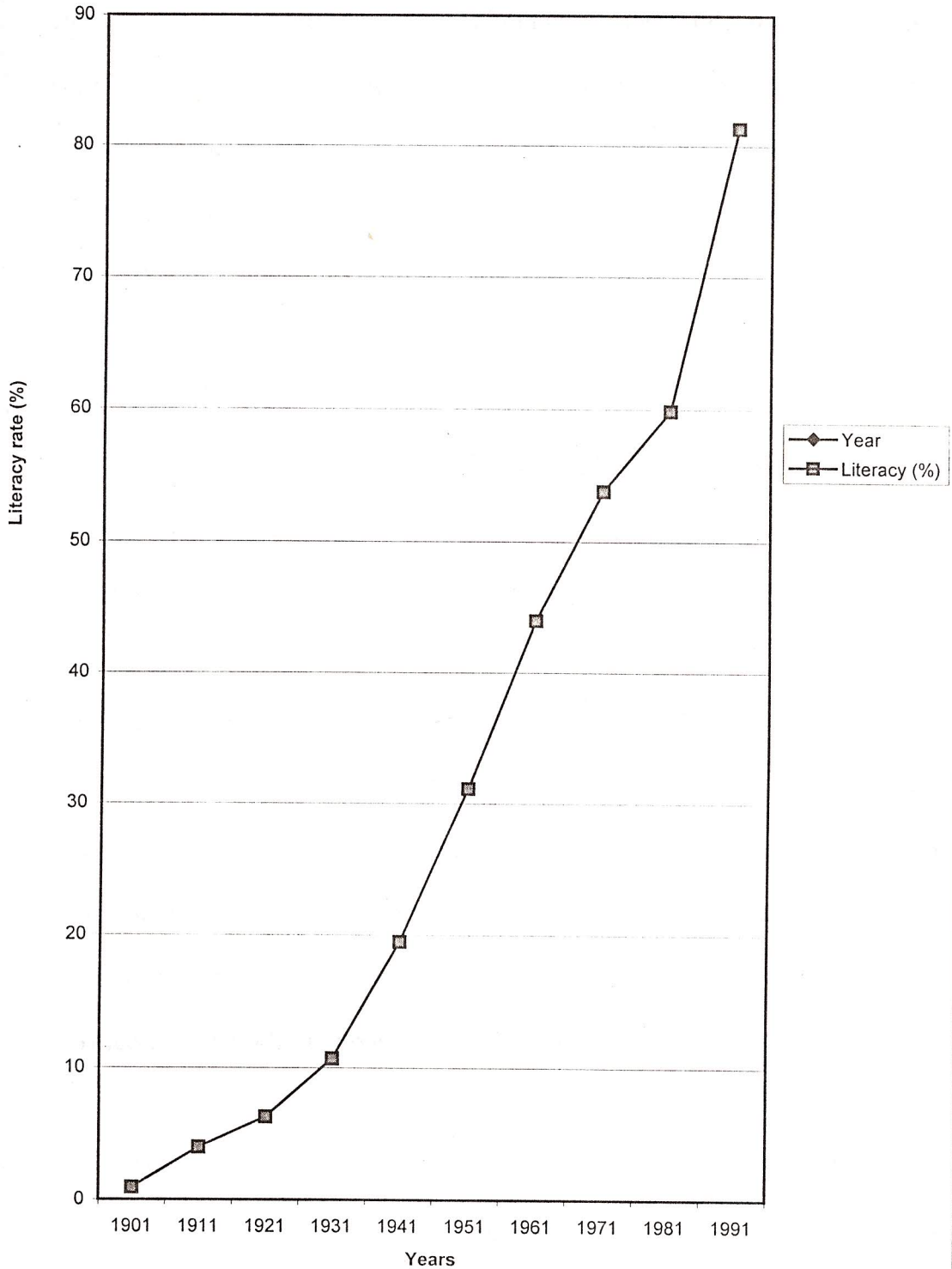
The literacy percentage of Mizoram according to 1991 census was 81.32 per cent (2nd position in all India level). In 1997, the state has achieved a literacy percentage of 95 per cent according to Adult Education Wing, Directorate of School Education, Government of Mizoram. The growth of literacy rate from 1901-1991 census given in Table 1.03.

Table 1.03
Growth of Literacy in Mizoram

Year	Population	Literacy Percentage
1901	82,434	0.93
1911	91,204	3.98
1921	98,406	6.28
1931	124,404	10.70
1941	158,768	19.48
1951	196,202	31.13
1961	266,063	44.00
1971	322,360	53.79
1981	499,757	59.88
1991	686,217	81.32

Source : Directorate of Census Operations, Aizawl, Mizoram.

Growth of Literacy in Mizoram





The first College was opened in Mizoram to cater the needs of the public in 1958. It was provincialised in 1965. Within a very short time, the college was able to produce a number of graduates. After the formation of Union Territory in 1972, new Colleges came up. At present there are 1 University College, 8 Government Colleges, 10 Deficit Colleges, 10 Private Colleges and 5 Training Institutes including 1 Private Law College in Mizoram. There is one University Campus under North-Eastern Hill University with Pro-Vice Chancellor and supporting staff.

Another remarkable change in the field of education was the opening of Teacher's Training College named Mizoram Institute of Education in the year 1975 for B.Ed Course and creation of a separate Board of School Education in 1976.

1.9 Need and Importance of the Study

Education is said to be the main instrument of change. If this 'change on a grand scale' is to be achieved without violent revolution, the national system of education is the only instrument that can be used. However, this is a difficult instrument, whose effective use requires strength of will, dedicated work and sacrifice with the fullest opportunity to develop children's potentialities.

The report of Education Commission 1964-66 starts its first chapter with the sentence "The destiny of India is now being shaped in her classroom". This indicates

how important the school along with the teaching personnel is to the progress and development of the nation.

It is often said that “the progress of any country can be best measured by the quantity and the quality of its secondary schools”.¹ The secondary stage is the most vital one in the education of the child. The child during this period is neither a child nor an adult. He passes through psychological and emotional strains and there is an increasing differentiation in his aptitudes and interests.

It is also the stage of completion of education for the majority of children. It is secondary education that provides us with teachers for our primary schools and is the stage that forms the bases of education for those who are to enter the colleges and universities for higher learning.² Therefore, we have to bear in mind the fact that secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the students should be in a position to enter on the responsibilities of life and take up some useful vocation.

The age at which the child is to begin his secondary education and the age upto which it should be continued is therefore a matter of considerable importance. It is now generally recognised that the period of secondary education covers the age group of about 13 to 16 years. Properly planned education covering about 3 years should enable the school to give a thorough training in the courses of study taken up

¹ Mathur, V.S., *Wither Secondary Education: Training and In-Service Education*, New Delhi: Oxford IBH Pub. Company, 1973, p. 190.

² Saiyidan, K.G.; P. Veda and N. Prem, *Secondary Education, The Fourth Indian YearBook of Education*, New Delhi: 1973, p. 143.

the by the student and also help him to obtain a responsible degree of maturity in
tren knowledge, understanding and judgement, which would stand him in good stead in
nee later life.³

As a stage, Secondary Education stands for what comes next to elementary education; as a type it stands for something that though related to a certain intelligible classification of things to be learnt and is constantly being modified and enlarged but the fundamental of which can be expressed only by a still more elusive name, humanism or liberal education; as a standard it aims at that measures of education of which universities take cognisance. The part of secondary education has played an element in the natural system has depended largely upon these measures in which these three things have been brought into harmonious relation with one another.⁴

The secondary stage is a stage, which may be called as a reservoir from which various agencies are drawing their future manpower. About 80 percent of the people who are in the services and in the various professions come out of the secondary schools amongst the masses.

A teacher plays a very important role in the life of students as well as the society to lay firm foundations for future useful citizenship. In modern times due to

³ Government of India, Ministry of Education, Report of Secondary Education Commission 1952-53. The Manager of Publications, 1954, p. 37.

⁴ Mukherjee, S.N., *Education in India: Today and Tomorrow*, Acharya Book Depot, 1960.

the explosion of knowledge and expectations the role of the school has undergone tremendous transformation. It is well said that "as in the school, so is the nation", it needs no elaboration that the school position has changed tremendously.

In India, we are still backward with regard to the conditions of our secondary schools. The present sociological conditions with high incidence of population, increase in the enrolment in the schools, with provisions for the diversification of courses and with an over all demand for better educational facilities, it is imperative to re-organise and plan the material equipment for the secondary schools to guarantee the right type of education to the students.

The school's aim is not only the intellectual development of the child, but also his physical, social, moral and spiritual development. With the advancement of the society, the child has to be aware of new development taking place in the scientific and technical areas. The role of the school is to prepare the child in these new areas of development. In view of these facts, there has to be an increase in the facilities made available to the students. Teaching is now to be supplemented by usage of teaching aids, audio-visual aids, computer etc., so as to prepare the child about progress made in the world today. Being the linkage to higher education, it is very important that the schools should provide the facilities that will give them some idea about the different educational advancements that are taking place in the world today.

India is now a developing country and advancements are rapidly taking place in all areas. Educational Institutions are the main agents to aid in this progress. Different facilities provided to the students will help them in their overall development, which will affect the progress of the nation. It is realised that with the shift of emphasis, the role of the school for aiding in students' welfare, the authorities have to recognise and re-structure the educational system to meet the challenges of the present world.

Quantitative progress in secondary education has been automatic in our country merely because of the expanding numbers. Our statistics are very impressive indeed in this regard. However, the same thing cannot be said about quality. Quality in education calls for quality in thinking and quality in effort. We perhaps are deficient in both. Concrete efforts have to be put for qualitative improvement of our secondary schools.

According to Kohli, "Our secondary education remains the weakest link in our educational machinery and needs urgent reform". It was perhaps due to the vital importance of secondary education and the other stages on either side of it is the weakest, and that something should be done about it, otherwise it will do colossal harm to the nation.

The present system of education designed to meet the needs of the Imperial Administration with the limitations set by a feudal and traditional society, will need social changes if it is to meet the purposes of modernising our democratic and socialistic society, changes in objectives, in content, in teaching methods, in programmes, in the size and composition, in the involvement of other agencies like family, social and religious group may be required. All schools being an important social agency cannot keep itself aloof even from social conflict, otherwise intimate relationship between the society and the school cannot be developed. As democracy is a dynamic concept, these educational processes have to be very flexible to satisfy the needs of the changing demands and values.⁵

Social order and educational processes are interlinked. Education is the activity concerned both with individual and the society. The educational system is a means to train and bring up the youth so as to enable them to become efficient members of their community. On the other hand, the only way to civilise the people and to establish good social customs is through the medium of education.

For years in the organisational set up of our schools, instead of the merits of western education, the defects of the system have dominated, schools have thus failed to discharge their functions adequately. The system is still rigid and static. The final examinations have failed to test the total development of the child's personality.

⁵ Mathur, V.S., *Wither Secondary Education: Training and In-Service Education*, New Delhi: Oxford IBH Pub. Company, 1973, p. 4.

The whole appeal is to the memory and not the reasoning power of the child. Though efforts have been made to reconstruct our secondary education, to reshape its aims, its ideology, its technique, its organisation and management and its system of assessment, yet the output and the overall results are not encouraging. We are not yet successful in directing the creative energies of the youth into constructive channels. Individual differences are ignored, the whole emphasis is on bookish knowledge. The promotion of creative activities is lacking.

The ordinary Indian school, as we know it today has only been imparting information and some knowledge. It has failed to develop those mental and physical habits in our children, which help them to keep into the new social order. There is no doubt that our so-called system of education neither cultivates natural gifts of our youth nor quenches their thirst for discovery. The school times even curbs the originality of the child.

After the attainment of the Independence and the establishment of the Planning Commission planned industrial expansion has become an integral part of the national policy. Now the time is ripe for diverting a large number of students to vocational and technical education, so that the increasing demand for trained technical personnel for the country's growing economy could be adequately met.

The Secondary Education Commission recommended a large scale expansion of facilities for vocational and technical education. It favoured re-orientation of

secondary education by providing diversified courses to help or develop practical skills among students intending to receive training for the different vocations according to their interests and capabilities.⁶

The commission sought to enrich the curriculum by inclusion of art, music, craft, and physical education, which are helpful for the growth of all important aspects of child's personality – intellectual, physical and emotional, aesthetic and spiritual. A broad based and general curriculum at the middle stage would help to create an appropriate environment for the child to explore and gradually discover his own tastes and talents.⁷ The same spirit has been maintained in the Report of the Indian Education Commission.

Realising the importance of the role of the teacher, the policy document (1986) reiterates that 'no people can rise above the level of its teachers'. This is a challenge. It certainly is a great responsibility. The teachers must accept the challenge and rise to the occasion. It is in this context that the teacher educators have to shoulder a greater responsibility, namely, educating the teachers, their responsibility becomes onerous and twofold. They may have to loosen or change some of the attitudes and values already acquired from the society or the general system of education, which is considered undesirable.

⁶ Report of Secondary Education Commission (1952-53), Government of India, Ministry of Education. Reprint, Delhi, The Manager of Publication, 1954, p. 24.

⁷ Report of the Education Commission, Education and National Development (1964-66), Government of India, Ministry of Education. Reprint, Delhi, The Manager of Publication, 1966, p. 29.

The need for investigating the area on the progress of secondary education in Mizoram was felt because of certain reasons:

Educational facilities have been expanded all over the country ever since Independence. However, the pattern of growth is not same everywhere. It is different from one state to another. Hence the state level studies on the development of education at various levels are needed.

Some studies related to the development of Primary and Higher Education in Mizoram were carried out by earlier researchers. But no study on the progress of Secondary Education with reference to curricular, organisational and financial aspects in Mizoram has been conducted.

The findings of the present study will give a full picture of the progress of Secondary Education in Mizoram with reference to curricular, organisational and financial aspects and the findings will help all concerned for bringing about qualitative changes in secondary education in Mizoram.

1.10 Statement of the Problem

The problem under investigation is stated as - **A Study of the Progress of Secondary Education in Mizoram in the Post-Independence Period: Curricular, Organisational and financial Aspects.**

1.11 Definition of the Terms Used in the Present Study

The key terms used in the present study are defined as follows:

Secondary Education

Secondary Education has been defined as any schooling roughly between ages between 14 to 16. It has also been defined as schooling of the adolescents. Any definition based on a purely age grouping may not be acceptable to many because of disagreement as to what ages to include under secondary education and the latter does not clearly define secondary education because adolescence is not a sharply divided period with fixed age limits. A complete definition must include in addition to a reference to the age groups and the stage of growth, a statement of aims, functions, services provided and subject taught. The elementary schools gives instruction in the fundamental skills which are essential for citizenship and everyday living. While in secondary education, the students explore various fields of knowledge and acquire tools for the solution of problems or as preparation for advanced and specialised study in the field of science and arts.

In the present Study Secondary Education means High School Education consisting of classes VIII to X. And the term high school means a school or department of the school giving instruction in school education and preparing for Matriculation or HSLC (High School Leaving Certificate) Examination.

Curricular Aspects

The curricular aspects include syllabus, text books, curriculum revision, co-curricular activities, examination, results and other instructional materials, methods of teaching and evaluation.

Organisational Aspects

The organisational aspects include management of the school, classes, timetable, teacher's appointment, teacher's qualification, workload, training, service conditions, enrolment of students, inspection, infrastructural facilities like – building, furniture, teaching aids, playgrounds, games and sports, library, laboratory, drinking water, sanitation, etc.

Financial Aspects

The financial aspects include the sources of revenue, conditions of grants-in-aid, types of grants, payment and withdrawal of grants, income and expenditure, fees, fines, donations, procedure and evaluation of finance, salary of teaching and non-teaching staff, maintenance of the school education, scholarship of the students.

1.12 Objectives of the Study

Following were the main objectives of the present study:

1. To trace the development of education in Mizoram before Independence.

2. To study the progress of Secondary Education since Independence with reference to the following aspects:
 - (a) Curricular, (b) Organisational and (c) Financial.
3. To study the problems of secondary education with reference to
 - (a) Curricular, (b) Organisational and (c) Financial.
4. To suggest measures for improving education at the Secondary Stage in Mizoram.

1.13 Delimitation of the Study

1. The present study was delimited to some specific aspects like – curricular, organisational and financial only.
2. The study was restricted to the selected government officials, heads and teachers from different types of high schools in Mizoram.
3. The study was delimited to the Secondary/High School Education.