

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

**BY  
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REQUIREMENT FOR THE DEGREE OF  
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**DEPARTMENT OF EDUCATION  
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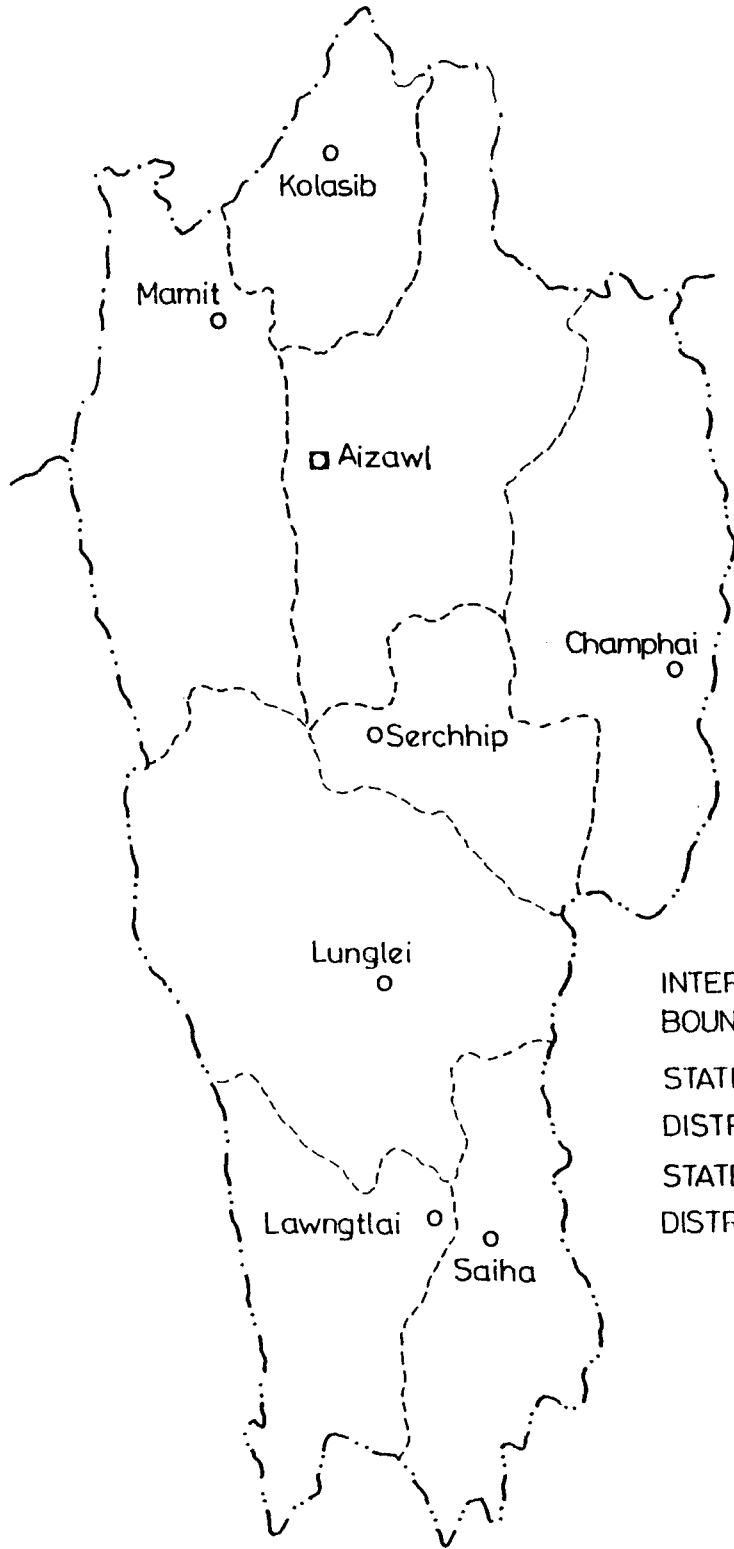
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## **CHAPTER I**

### **INTRODUCTION**

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 (53<sup>rd</sup>) Amendment Bill and the state of Mizoram Bill (1986) by the Parliament on 7<sup>th</sup> August 1986, statehood was conferred on the Union Territory of Mizoram on the 20<sup>th</sup> 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 Chhimituipui 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 Chhimituipui 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.

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 Chhimtuipui 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 17<sup>th</sup> and 18<sup>th</sup> 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.

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.

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**

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 19<sup>th</sup> 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 Chhimtuipui 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.

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.

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'.

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'.

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 19<sup>th</sup> century after British came to Lushai Hills.

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.

### **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

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 11<sup>th</sup> January 1894. These two missionaries very soon learnt to speak Mizo. The first educational institution was established on 2<sup>nd</sup> 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 31<sup>st</sup> August 1897 and he learnt the Mizo language from the two missionaries. The following year in 1898 (31<sup>st</sup> 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 15<sup>th</sup> February 1898. Since then a proper kind of education really found its foundation and the first Lower Primary Examination was held on 25<sup>th</sup> 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 1<sup>st</sup> 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 25<sup>th</sup> 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 1<sup>st</sup> July 1961.

The much-needed Directorate of Education was set up and started functioning from 1<sup>st</sup> 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.

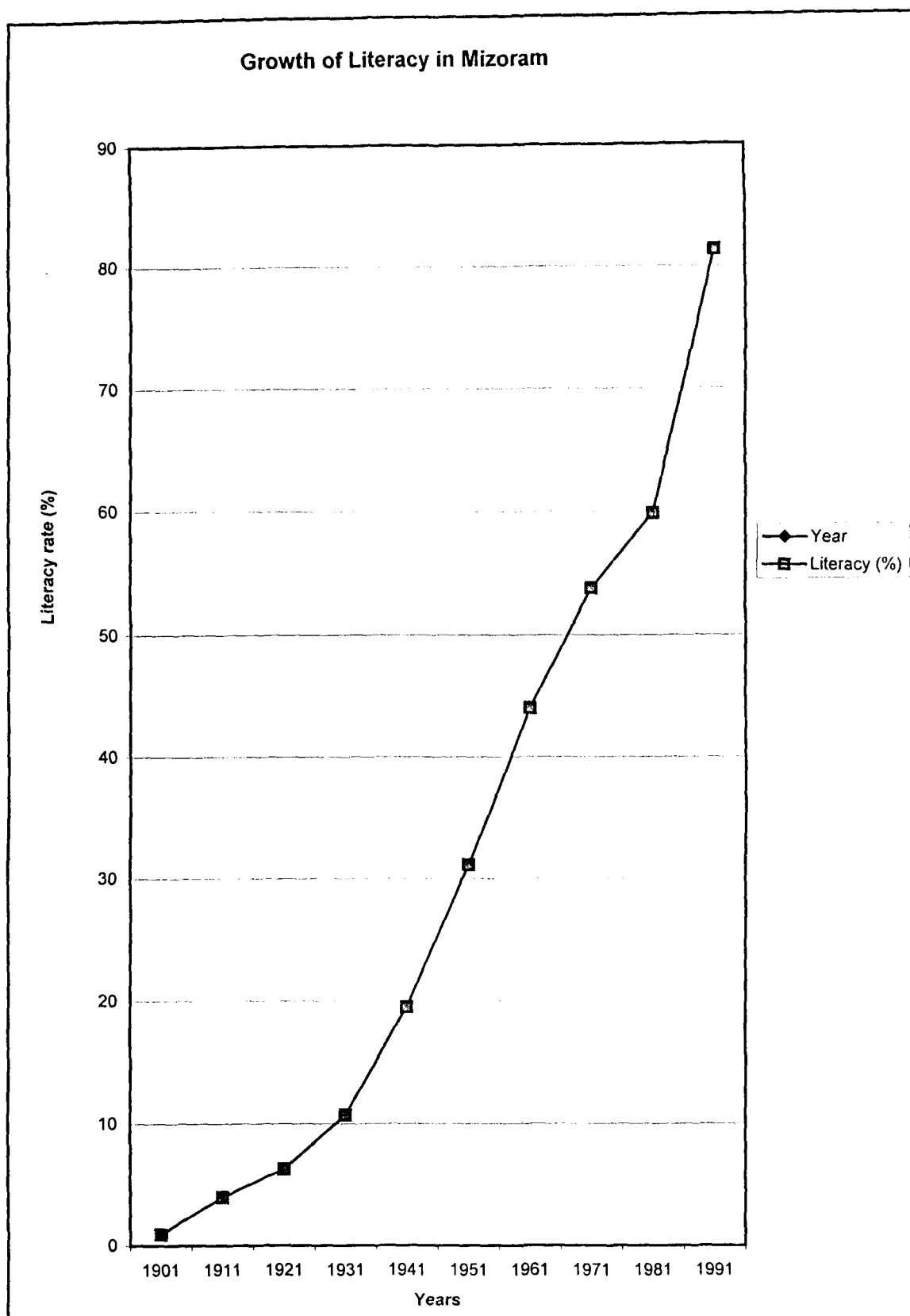
The Mizo District Council Act was revoked and primary education, which had been placed under the District Council was taken over by the Government with effect from 29<sup>th</sup> April 1972, as a result of which the differences between Government and non-Government teachers had been brought together.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

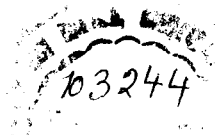
The literacy percentage of Mizoram according to 1991 census was 81.32 per cent (2<sup>nd</sup> position in all India level). In 1997, the state has achieved a literacy percentage of 95 per cent according to Adult Education Wing, Directorate of School Education, Government of Mizoram. The growth of literacy 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.





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”.<sup>1</sup> 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.<sup>2</sup> 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

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

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

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

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.<sup>4</sup>

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

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

<sup>4</sup> 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.<sup>5</sup>

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.

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<sup>5</sup> 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.<sup>6</sup>

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.<sup>7</sup> 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.

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

<sup>7</sup> 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.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

2.0 A number of studies have been conducted in the area of Secondary Education in India and abroad and there is enormous literature on analysis of secondary education system. A review of related studies conducted earlier gives a theoretical orientation to the empirical study. The investigator has made an attempt to review as many related studies as possible. The review is presented in the following pages.

#### 2.1 Studies in India

Khanolkar (1960)<sup>1</sup> in his study on secondary school organisation revealed that

- (i) Multipurpose schools were not new to the secondary schools system, as practised courses were introduced in some form or another even earlier,
- (ii) The Indian secondary school instead of being able to influence society, had itself remained under a class and caste dominated Indian society,

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<sup>1</sup> Khanolkar, D.S., *A critical Study of Secondary School Organisation in India with Special Reference to Multipurpose School*, Bombay University, 1960.

(iii) The multipurpose school appeared to have a western pattern but was found in practice to suffer from many deficiencies, in addition to those inherent in the Indian Secondary School system in general.

Adaval's (1961)<sup>2</sup> study on causes of failure in high school examination revealed that the majority of students were below average in intelligence. The majority of students were introverts. They had withdrawn themselves due to unhappy and traumatic experiences in the environment. According to the principals and teachers, following reasons were responsible for the high rate of failure, the practice of double promotion, abolition of Maths at the high school level and its reintroduction, defective curriculum, defective system of education, lack of devotion, guardian's indifference to the proper education of their wards, ill-equipped libraries, and laboratories, students' poverty, lack of interest and attention in the class, promotion of weak students from class to class and financial difficulty.

Desai (1966)<sup>3</sup> while evaluating secondary schools in Gujarat Saurashtra and Kutch observed that there is a general lack of awareness of purpose of education all over. He felt that institutional evaluation programmes if earnestly taken up would help to increase self-awareness among all concerned.

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<sup>2</sup> Adaval, S.B., *Causes of Failure in High School Examination*, Allahabad University, 1961.

<sup>3</sup> Desai, D.B., *Evaluation of Secondary Schools of Gujarat, Saurashtra and Kutch*, Maharaja Sayerjirao University of Baroda, 1966.

Ezkeil (1966)<sup>4</sup> conducted a study on teacher participation in school administration in Greater Bombay. The study revealed the following:

- i) Democracy in administration had been advocated for the past 20 years and there were evidences of a change in the direction.
- ii) Matters of large general concern usually occupied the centre of attention with much co-operation and group participation.
- iii) All phases of administration did not lend themselves to participation.

Srivastava (1966)<sup>5</sup> in his study has shown there is a significant improvement in teacher attitude with increasing number of in-service activities attended. It has also revealed that the attitude of the teachers towards the profession as well as towards the extension programmes. The improvement is rapid after participation in the first activity and it goes on improving up to the stage of participation in the fourth activity.

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<sup>4</sup> Ezkeil, N., *Teacher Participation in School Administration in Greater Bombay*, Bombay University, 1966.

<sup>5</sup> Srivastava, S., *Growth and Organisation of In-Service Programme in India and Its Impact on Secondary Schools*, Sardar Patel University, 1966.

Anjaneyalu (1968)<sup>6</sup> conducted a study on study of job satisfaction in the secondary school teachers and its impact on the education of pupils with special reference to the state of Andhra Pradesh. The study revealed that frequent transfer, low standard of pupils, interference of politicians, inadequate salaries, lack of academic freedom, lack of security were the major factors for dissatisfaction of the teachers.

Kumar (1968)<sup>7</sup> studied Cost of Secondary Education in Rajasthan and found out that the average cost per pupil in higher secondary schools varied from Rs. 472.00 to Rs. 103.00. Most of the uneconomic schools were situated in habitations having a population of less than 5000 persons. They did not have any feeder schools. They had another secondary and higher secondary school within a radius of ten miles or even less than this, Enrolment in these schools did not increase even after four five years. In the case of secondary schools, the maximum per capita cost was Rs. 470.00 and the lowest was Rs. 93.00. These were schools, which could not reasonably hope to increase their student population because of the limitation of the population they served. Schools upgraded the previous year were also found uneconomical in some cases.

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<sup>6</sup> Anjaneyalu, B.S.R., *A Study of Job Satisfaction in the Secondary Teachers and its Impact on the Evaluation of Pupils with Special Reference to the State of Andhra Pradesh*, Maharaja Sayajirao University of Baroda, 1968 (Abstract taken from M.B. Buch, *Survey of Research in Education*).

<sup>7</sup> Kumar, S. *Cost of Secondary Education in Rajasthan*, SIERT, Rajasthan, 1968 (Abstract taken from M.B. Buch, *Survey of Research in Education*).

Upadhaya (1968)<sup>8</sup> reporting on the State of Secondary Education in Madhya Pradesh found the secondary education came into being in the state in 1862 with the establishment of one high school and three unaided middle schools in Jabalpur. The curriculum for high school comprised English, Sanskrit, Persian, Geography, History, and Mathematics. There was a general emphasis on the learning of English. Certain reforms were introduced to streamline the administration and to improve the general quality of secondary education. The technical education in the secondary stage started recently with the pressing need for introducing various streams. The system of examination had always been under criticism. The administrative machinery of education in the state was headed by a Minister of Education with one or two deputies and assisted by a Secretary, a Director and his subordinates. The finances were met from public funds consisting of provincial revenues, local and municipal assignments, and private funds comprising fees, endowments, donations, etc. But the grant from the government always made the largest proportion.

Tirulaisamy and Kulandaival (1970)<sup>9</sup> made an investigation of the Library facilities available in the High School of Coimbatore District. They found that most of the schools provided only limited number of reference books like Encyclopaedia, dictionaries, etc. Nearly 32 percent of the school give NIL report because they had no facilities.

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<sup>8</sup> Upadhaya, S.K., *A Study of the Development of Secondary Education in Madhya Pradesh (1900-61)*, 1968 (Abstract taken from M.B. Buch, *Survey of Research in Education*).

<sup>9</sup> Tirulaisamy and Kulandaival, 'An Investigation of Library facilities Available in the High Schools in Coimbatore District', *Journal of Educational Research and Extension*, Sri Ramakrishna Mission Vidyalaya Teachers College, Coimbatore District, Vol. 6, No. 4, 1970.

Sinha (1970)<sup>10</sup> made a study on the problems of secondary schools in Bihar and found that playground, sanitary arrangement, drinking water facilities in the schools were unsatisfactory. In a survey of the secondary school libraries in U.P. Adaval et al. (1957) found that very few schools provided separate library and reading rooms, the main source of income for the library was the school fees, though some libraries did receive books on donation from various agencies.

Singh and Singh (1970-71)<sup>11</sup> studies the problems of probationary trained graduates teaching classes IX and X in Higher Secondary Schools in Varanasi Region of Uttar Pradesh and found the following findings:

- (i) Courses of study in all the subjects were too heavy to cover them in allotted time.
- (ii) It was felt that only experienced teachers should be given chance for preparing course of study.
- (iii) In most cases the concerned teachers has not been given practical training in preparing maintaining school records, such as register, time-table etc.
- (iv) Teachers were often removed from their job without showing any cause.

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<sup>10</sup> Quoted from Unpublished Doctoral Thesis Submitted by B. Lyndem (Lasso), *A Critical Study of the Developmental Programmes in Meghalaya*, 1984.

<sup>11</sup> The problems of probationary trained graduate teachers of classes IX and X in Higher Secondary Schools in Varanasi Region in Uttar Pradesh. *The Journal of Educational Research and Extension*, Vol. 9, No. 1, July 1972.

- (v) A great majority of teachers who did not participate in curricular activities did so because of heavy load of teaching work for them and in many cases they did not have required training.
- (vi) In some cases probationary teachers were not given the prescribed grades of pay.
- (vii) Probationary teachers dreaded the management like anything that it might not removed them from service and they obtained from giving anything in writing against the management.
- (viii) Often the probationary teachers were appointed in lower grades of pay scale and were made to teach higher classes.

Devegowda and Parameswaran (1971)<sup>12</sup> studied the Progress of Education in Mysore State from 1956-57 to 1968-69 found that the educational pattern, administration, availabilities of facilities for education and the percentage of children attending schools and colleges varied from area to area. The percentage of enrolment and their proportion with potential population also varied from area to area. To bring out a balance, the first state level educational survey was conducted in 1957-58. The recommendations made by the survey were given effect to during the Second and

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<sup>12</sup> Devegowda, A.C. and Parameswaran, T.R., *Progress of Education in Mysore State from 1956-57 to 1968-69*, Bangalore, 1971 (NCERT Financed) Abstract taken from M.B. Buch, *Second Survey of Research in Education*.

Third Five Year Plan periods. On the basis of this survey larger provisions were made in the state budget for creating larger facilities at all levels in the field of education. After studying the growth of education in different fields, like pre-primary education, primary education, secondary education, university education, vocational, technical and special education and administration and control, it was concluded that the progress in the field of education at all levels of the state was very satisfactory.

Debri (1972)<sup>13</sup> studied the progress of education in Assam, 1882-1937 and found that primary, secondary, and collegiate education was in a poor state of development. And there was slow progress in teachers training and special education relating to law, medicine, technical and industrial education. Both public and private sources contributed to a larger share than private sources. Expenditure from provincial funds increased by about 22 times in terms of the total amount spent during the period. Assam's Education Directorate did valuable service in its allotted sphere, but there were many defects. The machinery of inspection and supervision needed a thorough reorganisation. Reconstruction of the whole education system emerged is an urgent necessity if further progress is desired.

Nagpal (1972)<sup>14</sup> conducted a study on "Problems of Secondary School Teachers in the Border areas of Punjab". It was found that only one-third of the total

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<sup>13</sup> Debri, R., *Progress of Education in Assam, 1882-1937*, Ph.D. Political Science Gauhati University (Abstract taken from M.B. Buch, *Fourth Survey of Research in Education, 1983-1986*).

<sup>14</sup> Nagpal, G.L., *Problems of Secondary School Teachers in the Border Areas of Punjab*, (NCERT Financed), 1972.

number of teachers serving in these areas preferred to work there. Over 60 percent felt insecure due to improper arrangements of civil defence. Punctuality in attending the schools was another casualty. The reason was that very few dwelling units could be located in that area and therefore the teachers had to live at distances ranging from one kilometre to 30 kilometre away from the place of work. Lack of transport, entertainment etc. affected the working of these teachers.

The study of Das (1973)<sup>15</sup> on Development of Secondary Education in Assam revealed that the condition of the secondary education under review was far from satisfactory. The salary, social status and tenure of service of teachers now encouraging, the progressional level of teachers was below standard, the buildings particularly of private institutions, were in deplorable conditions and the standard of the school programmes like physical education, moral training, debates, games, sports, publication of school magazine and the like were generally low. The missionaries were responsible for the spread of education among girls. They maintained a high standard of efficiency in their institutions and were pioneers in organising the training of female teachers.

Doctor (1973)<sup>16</sup> conducted A Study of the Factors Related to Innovations and Change in the Secondary Schools of Bulsar and Surat District. The major aim of the

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<sup>15</sup> Das, L., *Development of Secondary Education in Assam from 1874-1947 and its Impact on the Social development*, Ph.D. Thesis in Education, Gauhati University, 1973 (Abstract taken from M.B. Buch, *Second Survey of Research in Education*).

<sup>16</sup> Doctor, A.W., *A Study of the Factors Related to Innovations and Change in the Secondary Schools of Bulsar and Surat Districts*, Sardar Patel University, 1973.

study was to investigate into the innovative practices and changes in secondary schools.

The following were some of the major findings –

- (i) The headmasters of the highly innovative schools possessed higher innovativeness than those of low innovative schools,
- (ii) The highly innovative schools had significantly lower number of innovative teachers whereas low innovative schools had higher number of innovative teachers,
- (iii) With regard to the variable that evaluation of schools, Bular high schools were superior to low and average Surat schools,
- (iv) The average Bular school differed significantly from Surat high schools and the difference was in favour of Surat high schools,
- (v) 75 percent of the schools were well equipped with the required educational aids, Schools had a tendency to prefer innovative practices in academic area and
- (vi) Most of the innovations were headmaster-centred.

Ghosal (1973)<sup>17</sup> conducted an inquiry into the Curricular Trend in the Secondary Schools during the British Rule. The study revealed that

- (i) The secondary school curricula, both in India and England, had during the period of inquiry introduced reforms as and when it needed on adjustment with the changes in the social, economic or political sphere,
- (ii) Curricular reforms, when introduced gradually and at the lower pace, generally suited well with the system into which they were introduced,
- (iii) Indian secondary education at the end of British Rule was much the same as it was in 1904,
- (iv) The reforms of Indian education studied foreign system of education and tried to derive benefit from it, which resulted in a system unsuitable to the Indian situation,
- (vii) The first quarter of the present century witnessed in India a reaction against the lowering down of the standard of the secondary education,

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<sup>17</sup> Ghosal, T., *An Inquiry into the Curricular Trend in the Secondary Schools of India during the British Rule*, Calcutta University, 1973 (Abstract taken from M.B. Buch, Second Survey of Research in Education).

- (viii) The secondary school in India had failed to deliver goods for the simple reason that its curriculum was an imitation of the British model without proper consideration of the social, economic or cultural context of the nation.

Kailash (1973)<sup>18</sup> in a *Comparative Study of Group Structure in the Higher Sections of Day Schools and Residential Schools* found that both the types were heterogeneous units. Residential schools were superior to the day schools in respect of intelligence level of the pupils. Both types of schools were similar in the mean level of self-adjustment among pupils. There was more cohesiveness and integration in the classrooms in the residential schools than in the day schools. Residential school pupils got more opportunities in human relations and possessed more indirected influence among pupils than day school children.

Kaura (1973)<sup>19</sup> in his study to evaluate the development of secondary education in all its phases in Punjab since Independence found that the development of secondary education was more quantitative rather than qualitative.

The major conclusions of his study were the following –

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<sup>18</sup> Kailash, C., *A Comparative Study of Group Structure of Higher Secondary Pupils in Grade Ninth to Eleventh in Day Schools and Residential Schools*, Agra University, 1973.

<sup>19</sup> Kaura, S.P., *A Critical Study of the Development of Secondary Education in Punjab since the Year 1947*, Punjab University, 1973 (Abstract taken from M.B. Buch, *Second Survey of Research in Education*).

- (i) Student enrolment rose five and a half times but the secondary schools just doubled in their number. The number of teachers went up by 3.75 times,
- (ii) Only one-fifth of the boys and one-seventh of the girls out of the total population in age-group 14-17 were studying in the school in the year 1971-72,
- (iii) The unplanned expansion of training institutions adversely affected the standard,
- (iv) Steps taken for the professional growth of teachers did not commensurate with the increase in their numbers,
- (v) Expenditure on secondary education went up seventeen times at constant prices but in reality there was no increase rather there was a fall in expenditure and so the fall in standards,
- (vi) The increase in the number of schools was not followed by a corresponding increase in the strength of the inspecting staff and ultimately resulted in the breakdown of the programme of supervision. The number of failure is very high.

Saiyidain, Prakash, Nath and Sapra (1973)<sup>20</sup> found that the origin of secondary education in India, as we know it today can be traced to the efforts of Christian Missionaries and certain nationalists during the late eighteenth and early nineteenth centuries. Prior to the British regime in India the indigenous Hindu educational systems of tab and pathsalas, the Muslim maktabas and madrasahs did provide equivalents of the elements of modern primary and secondary education. The English schools over shadowed these indigenous institutions which left no visible marks on the modern system. One of the most purposes in establishing these schools was to provide facilities to the upper and middle class to learn English language and through it science and western literature, wherein besides, having a culture value, also conferred social and economic benefits in them.

Thus secondary education in India did not grow up as a natural extension of the elementary system but actually prospered in isolation from it, while the education of the masses continued to be imparted in the indigenous elementary schools. The English schools emerged mainly due to the growing demand of upper and middle class Indians for western learning and also due to Government initiative and patronage.

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<sup>20</sup> Saiyidain, K.G.; Prakash, V.; Nath, P. and Sapra, C.L., *The Fourth Indian Year Book: Historical Survey of Secondary Education in India*, New Delhi, 1973.

Sinha (1973)<sup>21</sup> in his study on the Control and Administration of Secondary Education in Bihar stated that during the Post-Independence period both the Directorate and Inspectorate have been greatly strengthened in order to meet the increased responsibilities for the expansion and reconstruction at all stages. The old system dated from the Wood's Despatch of 1854 has been still in operation and no attempt has so far been made to establish some national administrative machinery. The new agencies in the field of secondary education are the Board of Secondary Education. The Director of Public Instruction and the Deputy Director of Secondary Education. They are responsible for the planning of secondary education but execution is with the Board of Secondary Education and the inspecting staff. The Secondary School Examination Board conducts the secondary as well as the higher secondary school examinations and prescribed courses of study for these examinations under the guidance of the State Education Department.

Rameswami and Pavansam (1971-72)<sup>22</sup> studied the problems of Secondary School teachers. This study revealed the following findings:

- A. Regarding personal problems of teachers the following top the list –
- i) Lack of proper medical facilities,

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<sup>21</sup> Sinha, G., *Control and Administration of Secondary Education in Bihar: A Critical Study of its Evolution and Growth*, Patna University, 1973.

<sup>22</sup> "The Professional Problems of Secondary School Teachers in Coimbatore", Abstract of a Thesis published in the *Journal of Educational Research and Extension*, Vol. 10, No. 1, July, 1973.

- ii) Lack of boarding and lodging facilities in the village while one is in the village school,
- iii) Lack of opportunities to associate with other members of other profession,
- iv) No encouragement to adopt new method and training technique.

B. The social problems faced by the teachers were:

- (i) Lack of free quarters for teachers,
- (ii) Malnutrition among pupils,
- (iii) No proper media for teachers and pupils relationship.

The findings of Verma (1974)<sup>23</sup> showed that the single shift schools in Rajasthan were better than double shift schools from the point of view of organisation of programmes, but more co-ordination was achieved in the single shift school. The decision of making progress was more quick and effective. Again in single shift schools supervisory conditions were found to be better. The double shift schools were yielding economy in expenditure by accommodating a large number of students, but they did not achieve the purpose of some desirable curricular and extra

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<sup>23</sup> Verma, J.P., *A Comparative Study of Administrative Problems and Double Shift Secondary Schools in Rajasthan*, Udaipur University, 1974.

curricular skills of the students. Patel (1975)<sup>24</sup> observed that the total number of middle schools in Gujarat, the enrolment of students, professional training was not perceived as essential for secondary schools by the Education Department. The pay of the teachers was very low. The curriculum was linguistic in character. Subjects like Physics, Chemistry and Biology had no place in it.

Prakash (1975)<sup>25</sup> conducted a study on Secondary Education in Uttar Pradesh with Special Reference to Educational Finance. Some of the important findings were as follows – (i) the relative standing of secondary education in Uttar Pradesh went down during 1966 and 1974. This was mainly of the backwardness of girl's education. The ratio of girls and boys enrolment in rural area was 1:56 in 1966-67 as compared to 1:8 or more in other states, (ii) the expenditure per pupil at the lower and higher secondary stages was comparatively lower than that in all but three states, (iii) the expenditure in successive Five Year Plans showed a decline from the Second to the Fourth Plan period, (iv) the system of maintainable grand-in-aid for higher secondary schools had undergone a drastic change since 1971, (v) on the basis of the present trend of expansion in enrolment in lower and higher secondary stages, the cost of secondary education in 1988-89 was estimated to be 284 crores while fund for the purpose were expected to be Rs. 200 crores only.

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<sup>24</sup> Patel, P.A., *A Study of Factors Affecting Growth of Secondary Education in Gujarat during Nineteenth Century*, Maharaja Sayajirao University of Baroda, 1975.

<sup>25</sup> Prakash, G.M., *Secondary Education in Uttar Pradesh with Special Reference to Educational Finance*, Allahabad University, 1975.

Pandya (1975)<sup>26</sup> in his study showed that teachers of the advanced district schools differed significantly in respect of teachers sensitivity and innovative institutional practices. Advanced district schools stood higher in the openness of organisational climate of schools and lower in closeness of climate than the backward district schools. Advanced schools were found to have achieved more gains from supervisory services. So far as the factors that brought innovations and change in the secondary schools, the staff structure and motivation in the advanced schools were higher and better than those in backward schools.

Vora (1975)<sup>27</sup> found that out of the total responses from primary to secondary schools. One-third of the secondary schools had no separate library rooms in the city of Bombay and in the interior of Maharashtra. Three-fourths of the secondary schools having separate library rooms had converted classrooms into library due to the problems of accommodation. In the secondary schools of Bombay except in few cases the number of chairs and tables were insufficient. The total stock of books was found to be insufficient in Bombay and Maharashtra. Most of the Secondary Schools used English newspapers whereas in the interior parts, Marathi newspapers were subscribed.

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<sup>26</sup> Pandiya, D.G., *A Study of Effectiveness of Supervision as a Function of Organisation variables and Professional Equipment of High School Supervisors*, Maharaja Sayajirao University of Baroda, 1975.

<sup>27</sup> Vora, M.K., *The Role of School Libraries in Primary and Secondary Schools*, Bombay University, 1975.

Chakrapani and Purushotnaman (1975)<sup>28</sup> made a study of the practical work in the science programme in secondary schools in Coimbatore. They found that 59.5 percent of the schools had laboratories. It was found that 69 percent of the schools were provided with the supply of electricity and 17 percent had running water supply. It was found that 95 percent of the schools had radio sets and 69 percent had public address system.

The study further revealed that private schools (71%) were provided with better laboratory facilities with regard to apparatus and chemicals than those managed by the government and municipality. The government schools were provided with better facilities than the municipality schools.

Gadgil (1976)<sup>29</sup> traced the historical development of inspection and supervision in secondary schools in Maharashtra with special reference to government inspectors, their selection, appointment, salary, status, working conditions, duties responsibilities and training, women inspectors, problems of inspection and essential criterion for inspection and supervision. The study has also indicated the lines on which inspection and supervision would be improved.

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<sup>28</sup> "A Study of the Practical Work in the Secondary Programme in Secondary Schools in Coimbatore", *Journal of Educational Research and Extension*, Sri Ramakrishna Mission Vidyalaya Teachers' College, Coimbatore District, Vol. II, No. 4, 1975.

<sup>29</sup> Gadgi, A.V., *Evolution of the Concept and practice of Inspection and Supervision of Secondary Schools in Maharashtra 1855 Onwards*, Poona University, 1976.

Joshi (1976)<sup>30</sup> in his study on bureaucracy in secondary schools of Rajasthan found that there was personalisation of school bureaucracy, it had engulfed the sectarian interest of caste, creed and potential interest. The popular denunciation of bureaucracy was the result of the fear of undue usurpation of power, vested interest of officers, red-tapism and lack of practical judgement. The clerical staff played a dominating role in decisions and that led to conflict.

Mammootil (1976)<sup>31</sup> revealed that a number of differences existed at all levels of administrative machinery from the central to the block level, though not in equal measure. There were problems like attracting the talented and qualified individuals into the cadre, following the petty policies and intrigues which influenced the efficient working of the administrative system in India was outmoded, rigid and authoritarian; administrators were not having the freedom to make use of their creativity and initiative. Local community was not involved in the administration. The study has made suggestions with respect to administration, finance, curriculum and examination in the educational system.

The study of Syed (1976)<sup>32</sup> offers vital suggestions in respect of financial management of secondary education. They are

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<sup>30</sup> Joshi, C.L., *Bureaucracy in Secondary Schools of Rajasthan*, Udaipur University, 1976.

<sup>31</sup> Mammootil, S.J., *A Comparative Study of Secondary Education in India and England*, Patna University, 1976.

<sup>32</sup> Syed, S.A., *The Changing Pattern of Education Administration at the Secondary Level in Bihar during the last Fifty Years (1921-71)*, Patna University, 1976.

- (i) Utmost economy in construction of buildings, Improvised equipments and their large scale production,
- (ii) Sharing in by a group of students of certain facilities,
- (iii) Increasing the number of working days and working hours,
- (iv) Concentration of available resources on the development of some centres of excellence and quality in some secondary schools and
- (v) Avoidance of wasteful expenditure and rigidities of administrative and financial procedures.

Job (1976)<sup>33</sup> conducted a study of the Relationship Between Socio-Economic Status and the Role Perception of Secondary School Teachers in Poona District. The study revealed that

- (i) The role perception of the teachers were the goals of the secondary education,
- (ii) A teachers experience, a good relationship between experience and role perception was observed in the context of handling discipline problems,

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<sup>33</sup> Job, A.M., *The Relationship Between Socio-Economic Status and the Role Perception of Secondary School Teachers in Poona District*, (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (iii) The relationship of socio-economic status of the teachers with his role perception was highly significant with reference to the goals of secondary education,
- (iv) So far as urban-rural background was concerned, the relationship was highly significant in the choice of the teaching profession, methods, ability, organising ability, solving difficulties of pupils in study and satisfying factors in the teaching profession.

Ghosh (1977)<sup>34</sup> conducted a study on the backwardness in English in the Secondary Schools of West Bengal. The objective of the study were to carry out a survey of the attainment of pupils in English and to diagnose the backwardness in specific areas of English. The findings of the study were

- (i) 32 to 34 percent of the children of West Bengal schools were backward in English,
- (ii) Backwardness in different aspects of English taken in order of their intensity were used of capital letters and punctuation, comprehension and sentence construction,

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<sup>34</sup> Ghosh, A., *A Study of Backwardness in the Secondary Schools of West Bengal*, Kalyani University, 1977.

- (iii) Causes of backwardness were unscientific curriculum, lack of attention at home, unscientific teaching method, lack of proper place to study, poor health and substandard attainment in English at primary stage.

A study was conducted by Malaiya (1977)<sup>35</sup> on Secondary School Finance in Madhya Pradesh brought out the following findings –

- (i) The socio-economic and the geographical conditions demanded more financial inputs in the school education,
- (ii) The trend in financing secondary schools had been towards shifting local burden on to the State Government,
- (iii) The principals of privately managed schools and government schools enjoyed different types and levels of financial powers,
- (iv) The schools of Madhya Pradesh had spent very less money on purchase of books, maps, equipments for games and sports, medical services, mid-day meals and transportation.

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<sup>35</sup> Malaiya, K.C., *Secondary School Finance in Madhya Pradesh*, Jabalpur University, 1977.

Singh (1977)<sup>36</sup> in his study on the Development of a Curriculum in Science for Secondary Schools in the state of Maharashtra found out:

- (i) Significant difference between the means of achievement in knowledge objective was found in three out of six schools,
- (ii) Significant difference between the means of achievement in skill objective was found in all the schools and
- (iii) Significant difference between the means of achievement in application objective was found in five out of the six schools. The investigator concluded that the curriculum suggested was more suitable than the existing curriculum and that the existing science curriculum in force in the state need modification.

Dewasthalee (1978)<sup>37</sup> investigated into the present secondary education curricula in the Maharashtra with a view to revision in the context of vocationalisation of education at all levels found that

- (i) The academic atmosphere was in favour of vocationalisation,

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<sup>36</sup> Singh, U.S., *Development of a Curriculum in Science for Secondary Schools in the state of Maharashtra*, Ph.D., Education, Bombay University, 1977 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

<sup>37</sup> Dewasthalee, R.B., *An Investigation into the Present Secondary Education Curricula (Std. V to X) in the Maharashtra State with a view to Revision in the Context of Vocationalisation of Education at all Levels*, Ph.D., Education, Bombay University, 1978 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (ii) Vocational education should begin from standard V,
- (iii) Some vocational courses should be introduced for the dropouts,
- (iv) Vocational courses should not be treated as 'extra',
- (v) In vocational courses emphasis should be on practical aspects,
- (vi) A comprehensive programme of vocational guidance is essential, and
- (vii) A common vocational school should be set up to meet the need of various neighbouring schools.

Arunajatai (1979)<sup>38</sup> in his study on the efficiency of the Secondary School system in Tamil Nadu found that:

- (i) Fifty-five percent of the schools had inadequate physical facilities such as buildings, classrooms and furniture; 35 percent had inadequate facilities for sports and games in respect of equipment and playground space,

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<sup>38</sup> Arunajatai, V., *A Study of the Efficiency of the Secondary School System in Tamil Nadu, South India*, Teachers Council of Educational Research, Madras, 1979 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (ii) The performance of a school in the SSLC examination seemed to be the overriding criterion in assessing whether a school was good or not for all concerned,
- (iii) The workload of the heads of the institutions was about eight and half hours per day; with teaching and correction work which was roughly one-third of that of a graduate teacher,
- (iv) The workload of a teacher of high school classes was nine hours per day, taking a week as consisting of full and a half working days,
- (v) Teachers' responses to their sense of job-satisfaction included freedom to express their views at teachers' association meeting satisfactory salary and service conditions, recognition of good work by school management and department,
- (vi) SSLC results moderately correlated with physical facilities, school equipment and teacher-pupil ratio, and
- (vii) The social composition of pupils and SSLC results revealed no relationship.

Dev (1979)<sup>39</sup> in his studies 'A Critical Study of the Methods of Teaching in the Secondary Schools of Nagaland' revealed that:

- (i) Teachers were more interested in lecture method. They had a negative attitude towards reflective type questioning,
- (ii) A large number of teachers could neither do sums correctly nor explain through correct and economic procedures,
- (iii) Teachers were poor in questioning skill mainly because they were weak in subject matter,
- (iv) The percentage of teachers having positive attitude towards making the lesson objective was the highest and it was the lowest towards ensuring assimilation,
- (v) The majority of the teachers did not have creative ability,
- (vi) The teaching behaviour appears to have a functional relationship with teaching experience,

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<sup>39</sup> Dev, S.K., *A Critical Study of the Methods of Teaching in the Secondary Schools of Nagaland*, Ph.D., Education, Gauhati University, 1979 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (vii) Teachers who took college courses in Mathematics seemed to be more efficient in teaching Mathematics than matriculate and undergraduate teachers,
- (viii) Teaching success depended partly on the teacher's personal feelings towards the profession,
- (ix) The existing mathematics syllabi were unscientific,
- (x) The Mathematics textbooks were defective,
- (xi) The teaching-learning facilities were inadequate in a majority of schools, and
- (xii) The teacher behaviour and the achievement of the pupils were interrelated.

In a critical study of the Progress and Problems of Secondary Education in Bihar after Independence, Rai (1979)<sup>40</sup> found out the following major findings,

- (i) Though there were some progress, the prevailing situation was not satisfactory. Many difficulties and problems were identified,

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<sup>40</sup> Rai, R.K., *A Critical Study of the Progress and Problems of Secondary Education in Bihar after Independence*, Ph.D., Arts, Bhagalpur University, 1979 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (ii) Since independence there had been unplanned and unchecked expansion of the system. Due to the 'laissez faire' policy of government, mushroom growth of institution took place. All the financial input had proved ineffective in the face of expansion and all efforts at qualitative improvement were abortive. Government had tried to check the rate of expansion but the problem was still harassing,
- (iii) The system of education had become pretty complex. The administrative machinery could not meet the challenge of the fast expanding system. From time to time attempts were made to streamline the administrative machinery but without success,
- (iv) Education at the secondary stage received the last creative consideration and as a result there was no significant improvement,
- (v) The administrative machinery had remained, by and large, the same and had not prepared itself to take up the new task of development and fundamental change in the system,
- (vi) The alien character of the system created a number of problems. There were many defects, such as unqualified teachers, defective curriculum, and stereotyped and ineffective quality control systems. As a result, all efforts at improvement did not yield significant results.

Gupta (1979)<sup>41</sup> in the study of the In-Service Teaching Needs of the Secondary Teacher Educators”, Department of Teachers Education indicated the following findings:

- (i) There was some measures of association through not very strong, between the qualifications between secondary teacher educators and their in-service education process,
- (ii) There was a small measure of association between the teaching experience and the in-service education process of teacher-educators, (iii) In view of the emerging curricular changes at the school level and the teacher education courses required by secondary teacher-educators were identified. Socially useful productive work, locationalization, working with the community, non-formal education and pedagogical and methodological subjects, and (iv) There was congruence between qualifications and the institutional allocation.

Amarnath (1980)<sup>42</sup> conducted a Comparative Study of the Organizational Climate of Government and Privately Managed Higher Secondary Schools in Jullundur district. The major findings of the study were –

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<sup>41</sup> “A Study of the In-Service Teaching Needs of the Secondary Teacher Educators”, Department of Teachers Education, NCERT, 1979 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

<sup>42</sup> Amarnath, *Comparative Study of the Organisational Climate of Government and Privately Managed Higher Secondary Schools in Jullundur District*, Ph.D., Punjab University, 1980 (Abstract taken from M.B. Buch, Survey of Research in Education).

- (i) The government and privately managed schools, as a group, did not differ significantly in their organisational climate but differed from school to school and no schools had similar organisational climate, which was attributed to the differences in the personality traits of the principals and the teachers,
- (ii) The Principals of both types of schools did not differ in their behaviour as leaders,
- (iii) The teachers, too did not differ significantly in their behaviour as a group, except in the variables of disengagement, esprit, aloofness, and thrust,
- (iv) There was no difference in the dominance of principal's behaviour and teacher's behaviour accounting for variations in the organisational climate of the schools,
- (v) There were no significant differences between the relationship of organisational climate with the job satisfaction of the principals as well as of the teachers of both the types of schools,
- (vi) The organisational climate of a school did affect the job satisfaction of the teachers,

- (vii) There was no positive relationship between the organisational climate and the academic achievement of the students.

Ghorai (1980)<sup>43</sup> studied the New Curriculum of Secondary Education in the West Bengal. The major findings of the study were –

- (i) Most of the teachers felt that secondary curriculum was quite heavy in its content and lacked balance,
- (ii) A section of teachers felt teaching aids and equipments should be provided to teachers for better teaching,
- (iii) Some teachers (37.21%) felt that spiritual education, moral education, hygiene and sex education should be included in the curriculum,
- (iv) A section of teachers (23.25%) thought the syllabus for work education should be modified,
- (v) In Bengali paper-I out of sixteen expected behaviours only in one item there was association between teaching and learning; students learnt what teachers taught,

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<sup>43</sup> Ghorai, I., *The New Curriculum of Secondary Education in the West Bengal in the light of Curricular History*, Ph.D., Education, Calcutta University, 1980 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (vi) In Bengali paper-II, only for two items, out of twenty-seven items, teachers' opinions and students' opinions were identical,
- (vii) In English, Mathematics, Physical Science and Physical Education, students and teachers agreed only in one item each from many items, and
- (viii) Opinions of students were different from those of their teachers on some items of different subjects.

A study was conducted by Langstieh (1980)<sup>44</sup> on the Development of Secondary School Education in Shillong from the Year 1880 AD to 1970 AD. The findings of the study revealed that there were different media of instruction in the schools. There were schools having English, Bengali, Assamese, Hindi, Khasi and Nepali as their medium.

Shastry (1980)<sup>45</sup> investigated the Development of Secondary Education in Orissa from 1882 to 1966, found that there was a tremendous development of secondary education in Orissa. The number of high school rose from 34 in 1936 to 89 in 1946-47. And the total number of high schools in 1965-66 was 730.

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<sup>44</sup> Langstieh, J., *A Study on the Development of Secondary School Education in Shillong from the Year 1880 AD to 1970 AD*, M.Ed. Dissertation, Shillong, North Eastern Hill University, 1978-80.

<sup>45</sup> Shastry, V.B., *Development of Secondary Education in Orissa from 1882 to 1966*, Ph.D., education, Utkal University, 1980 ((Abstract taken from M.B. Buch, Third Survey of Research in Education).

Dutta (1981)<sup>46</sup> studied the West Bengal Board of Secondary Education and found the following major findings

- (i) Though the idea of establishing a Board of Secondary Education was mooted in 1902, the Board was created only in 1951 to provide a distinct and better identify for secondary education. Since its conception, the Board has been functioning on the basis of experiments, which have, on the whole, created uncertainties,
- (ii) The Board has been in the grip of a bureaucratic system, and most of the members are nominated and are not conversant with the problems and prospects of secondary education,
- (iii) There is no in-built mechanism to withstand political inferences in matters of school Managing Committee, their formation, functioning and life-span,
- (iv) The structure, syllabus and examination system were revised in 1974 with undue haste and without preparation and without giving consideration to the needs and capacity of children and societal requirements,
- (v) There exists on curriculum and/or examination reform unit,

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<sup>46</sup> Dutta, M.K., *The West Bengal Board of Secondary Education*, Ph.D., Political Science, RBU, 1981  
Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (vi) Reform of the controlling machinery should precede other changes, the appeal section should be reorganised and chaos and corruption be rooted out,
- (vii) The West Bengal Board of Secondary Education (Amendment) Bill, 1979, was a step towards setting up a structure for democratisation,
- (viii) In fine, the policy and practices of the Board were not in the past in keeping with the socialistic society that India aspires to build.

Kaur (1981)<sup>47</sup> conducted A Critical Study of the Organization of Educational Administration and Finance in the State of Uttar Pradesh. The main findings of the study were

- (i) There has been a very rapid increase in enrolment of students at all levels and in all types of educational institutions,
- (ii) During the post-Independence period, there had been corresponding increase in the expenditure on education as well,

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<sup>47</sup> Kaur, S., *A Critical Study of the Organization of Educational Administration and Finance in the State of Uttar Pradesh*, Ph.D., Education, Avadh University, 1981 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (iii) To ensure proper teaching, the number of teachers had also been raised and there had been no appreciable change in the teacher-pupil ratio over the years,
- (iv) The strength of the supervisory staff in the Directorate of Education had also been raised considerably,
- (v) Prior to Independence the Chief Secretary looked after the problems connected with education in addition to his various other duties. A separate Ministry of Education to look after the development of education was set up thereafter,
- (vi) There had been considerable increase in the expenditure on programmes for adult education,
- (vii) The courses of study needed revision,
- (viii) A majority of the teachers, heads of departments and principals felt that there was need for reform in the system of examination,
- (ix) The teachers felt that there was need for improvement in their working conditions. Their workload was heavy. Their pay-scale sanctioned by the

UGC in 1973 needed revision because of the rather rapid rise in prices over the years.

In the study of Secondary Education in the Urban Community of Gwalior, Sharma (1981)<sup>48</sup> reveals that:

- (i) The number of primary schools in Gwalior was 297 in 1947, 774 in 1970-71 and 1068 in 1979-80,
- (ii) The number of secondary schools were 26 in 1947, 58 in 1970-71 and 62 in 1979-80,
- (iii) About 45 percent were government schools, 2.5 percent were central schools and 52.5 percent were aided and recognised schools,
- (iv) In Greater Gwalior, out of 40 schools, 16 were co-educational, 13 were only for boys and 11 were for girls; 12 schools owned their buildings, 17 schools were housed in government accommodation; and only 14 schools had satisfactory buildings,
- (v) Two schools had no laboratories,

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<sup>48</sup> Sharma, S.S., *Secondary Education in the Urban Community of Gwalior (A Sociological Study)*, Ph.D., Sociology, Jiwaji University, 1981 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (vi) Twenty-eight schools admitted students directly, three schools each administered written test and personal interview, six schools admitted on the basis of merit,
- (vii) Twenty-nine schools had the required furniture,
- (viii) Twenty-four schools had between 200 and 3000 books, thirteen schools required facilities for indoor games,
- (ix) Adequate teaching staff was available in 28 schools,
- (x) The selection of teachers was based on merit, training, experience, written, approach, sports activities and widowhood,
- (xi) More than 50 percent teachers were satisfied with their economic condition and social recognition.

Bhattacharjee (1982)<sup>49</sup> studied the Planning and Financing in Respect of the Secondary Education of Meghalaya found that in the state of Meghalaya, the Higher Education is still in the infant stage, so secondary education is the only immediate

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<sup>49</sup> Bhattacharjee, H., *A Study of the Planning and Financing in Respect of the Secondary Education of Meghalaya*, M.Ed. Dissertation, North-Eastern Hill University, 1981-82.

hope of the state. Besides, the state being predominantly an agricultural one, its future lies in secondary education because agricultural education can be best imparted at the secondary stage and available man-power can be effectively trained and utilised profitably in producing agricultural products through secondary education. The demand of the new state for middle level educated man-power to man the general administrative services and the need for primary school teachers in the state could also be met by the growing number of students now completing secondary education.

Kumar (1982)<sup>50</sup> conducted a study of Job Analysis of Secondary School Teachers found out:

- (i) The important jobs expected are performed and identified by the teachers, principals, and teacher educators included general, organisational, co-curricular jobs, guidance work, demonstration, preparation of progress reports, library works, register work, fee collection, admission work, home assignment, preparing the time-table, and dealing with emotionally disturbed pupils,

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<sup>50</sup> Kumar, N., *Job Analysis of Secondary School Teachers*, Ph.D., Education, BHU, 1982 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (ii) Teachers competencies were found as important for the secondary school teachers to perform their jobs satisfactorily and successfully, in spite of different opinions of teachers, teacher educators and principals. They were general teacher competence in working with the community. The teachers, teacher educators and principals differed significantly in their opinion on the relative amount of time spent on the jobs performed by secondary school teachers.

Kumaran (1982)<sup>51</sup> studied A Study of Cost of Education in Annamalai University during the Post-Independent Era. The main findings were:

- (i) The revenue at current rate increased from Rs. 12.03 lakh in 1947-48 to Rs. 114.66 lakh in 1978-79; at 1961-62 prices the increase was from Rs. 18.90 lakh in 1947-48 to Rs. 34.55 lakh in 1978-79,
- (ii) At 1961-62 prices, the per student revenue was Rs. 1040.42 in 1947-48 and Rs. 486.44 in 1978-79,
- (iii) Academic fees (51.8%) and income from other sources (36.6%) formed the major sources of revenue,

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<sup>51</sup> Kumaran, D., *A Study of Cost of Education in Annamalai University during the Post-Independent Era*, Ph.D., Anna. University, 1982 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (iv) The administrative costs and miscellaneous costs had fallen and academic cost had increased during the period,
- (v) The salary of the teachers formed 38.3 percent of the total cost and the salary of the non-teaching staff 19.5 percent,
- (vi) The per student total cost was high for the agriculture faculty (Rs. 2004.50) and Law (Rs. 767.53) for the education faculty.

Phadke (1982)<sup>52</sup> studied role of the Government of Maharashtra in the Development of Secondary Education. The main findings of the study were

- (i) The state government was committed to promoting the education of girls and backward classes, development of Marathi, modernisation of curricula and syllabi, training of teachers, reforming the system of examinations, provision of better textbooks, search for talented students and improvement in the quality of supervision,
- (ii) The government did not give priority to education in its development programmes and did not provide for adequate financial support to schools for improvement under the new patten of education, i.e., 10+2+3,

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<sup>52</sup> Phadke, V.Y., *Role of the Government of Maharashtra in the Development of Secondary Education*, Ph.D., Education, Bombay University, 1982 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (iii) The number of students in secondary schools increased from 8.58 lakhs in 1960-61 to 27.08 lakhs in 1977-78,
- (iv) Some changes were introduced with a view to decentralising the administration of education,
- (v) The state government succeeded in publishing textbooks which were quite cheap for all the student,
- (vi) The state government achieved remarkable success in improving the professional qualifications of secondary school teachers through net work of colleges of education and a system of deputing teachers for training and giving them stipends,
- (vii) The scheme introduced by the government to give awards annually to outstanding secondary school teachers acted as an incentive for teachers to put in better work.

Packiam (1982)<sup>53</sup> conducted a study of the Progress of Secondary Education in Tamil Nadu during a period of twenty-five years from 1950-75. Significant findings of the study were

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<sup>53</sup> Packiam, S., *The Progress of Secondary Education in Tamil Nadu during a Period of Twenty-Five Years from 1950-75*, Ph.D., Education, MKU, 1972 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (i) The growth rate of the enrolment of girls was higher than that of boys, The growth rate of the enrolment of the Scheduled Caste and Scheduled Tribe girls was higher than that of the Scheduled Caste and Scheduled Tribe boys,
- (ii) The growth rate of the enrolment percentage of boys to the population of the age group 14-17 was higher than the percentage of girls enrolled of the same age-group,
- (iii) The growth rate of boys' schools was slightly higher than that of girls' schools,
- (iv) The growth rate of trained female teachers was higher than that of trained male teachers,
- (v) There was a consistent growth in the expenditure on secondary education in real terms during the period under study,
- (vi) There was no significant difference within each of the plan periods in the allocation of funds for secondary education.

Bhattacharjee (1983)<sup>54</sup> in his study on the Teaching of English in the High School in Meghalaya found the following:

- (a) Majority of the teachers of English were not professionally equipped to teach English.
- (b) Teaching at the foundation stage was neglected.
- (c) There were no uniformity regarding workload of teachers of English in different categories of students.

The investigation made a number of suggestions to improve the situation. The teachers of English should as a matter of principle, provide scope for the practice of all the four skills of understanding, speaking, reading and writing in every lesson.

In teaching grammar, attempts should be made to correlate grammar with textbook language items and inductive method should be used for teaching grammar at the foundation stage. In composition work, oral work should be followed by written work.

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<sup>54</sup> Bhattacharjee, R., *An Investigation into the Teaching of English in the High Schools of East Khasi Hills District of Meghalaya*, Ph.D. Thesis, North-Eastern Hill University, 1983.

Das (1983)<sup>55</sup> conducted a study of the Administrative Behaviour of Secondary School Principals in Relation to Selected School Variables found out the following –

- (i) The secondary school principals were moderately effective in their performance of administrative task.
- (ii) There was significant positive relationship between principals' administrative behaviour and teachers' attitude towards work and work setting of the institution.
- (iii) There was no significant relationship between principals' administrative behaviour and the climate of their schools, and student's achievement.
- (iv) The teachers manifested most favourable attitude toward supervisory relations as compared to administrative policies and support, staff relations, workload, and student's evaluation practices.
- (v) There was no significant relationship between teachers' attitude toward work and work setting of the institution and student achievement, between school climate and students' achievement.

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<sup>55</sup> Das, M., *A Study of the Administrative Behaviour of Secondary School Principals in Relation to Selected School Variables*, Ph.D., Education, MSU, 1983 (Abstract taken from M.B. Buch, Survey of Research in Education).

Garg (1983)<sup>56</sup> conducted a Study of Teachers' Professional Responsibility in Relation to Administrative Styles and Organisational Climate at Secondary Level found the following –

- (i) The degree of teachers' sense of responsibility was less in some secondary schools while it was more in others.
- (ii) A teachers' sense of professional responsibility was not normally distributed in the sample.
- (iii) Teachers of girls schools were significantly more responsible professionally than teachers of boys schools.
- (iv) The type of management of the institution was associated with a teacher's sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of the teachers of rural schools.
- (v) The principals' administrative style was not linked with the level of a teacher's sense of professional responsibility.

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<sup>56</sup> Garg, N.K., *A Study of Teachers' Professional Responsibility in Relation to Administrative Styles and Organisational Climate at Secondary Level*, Ph.D., Education, Meerut University, 1983 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (vi) Teachers in 'high support and satisfaction climate', 'high discipline and control', 'low lack of facilities' climates were found to be more responsible than teachers in schools with 'low support and satisfaction', 'low discipline and control', and 'high lack of facilities' climate schools.
- (vii) The remaining dimensions of organisational climate, like disharmony, hindrance, authoritarianism, democracy and freedom and academic emphasis were found to have no significant relationship with a teacher's sense of professional responsibility.

A critical study on the Administration of the Secondary Schools of Assam in Post-Independence Period (1947-1977)<sup>57</sup> revealed that:

- (i) In Assam educational administration was a legacy of British Rule, while education had expanded a great deal, the administration procedures and methods had remained more or less unchanged,
- (ii) The type of administration was traditional by and large, and even after three decades of independence, the aim was still conservative, preserving what was rather than developing new ideas and practices, consisted with the changing needs of developing society,

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<sup>57</sup> *A critical study on the Administration of the Secondary Schools of Assam in Post-Independence Period (1947-1977)*, Ph.D., Education, Gauhati University, 1983 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (iii) Though educational administration had assumed a special importance in the post-Independence era it was handicapped by tradition,
- (iv) The conditions of secondary schools were not satisfactory. Quantitative expansion during the post-Independence period had resulted in a comparative *neglect of the qualitative aspects of education*,
- (v) The heads of the secondary schools did not possess powers and authority as administrators,
- (vi) Besides, there were some other anomalies. There was a need for reforming secondary education and its administration. Maximum authority should be delegated to the lower unit. New dynamic, creative ways of administration were called for to meet the challenges. A developmental administration has to be true to its task.

Misra (1983)<sup>58</sup> conducted a Critical Study of Administration of Secondary Education in Rural Areas of Faizabad Division. The major findings of the study were:

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<sup>58</sup> Misra, Ram Kishore, *A Critical Study of Administration of Secondary Education in Rural Areas of Faizabad Division*, Ph.D., Education, Avadh University, 1983 (Abstract taken from M.B. Buch, Survey of Research in Education).

- (i) More than 97 percent were coeducational institutions whereas less than 2 percent were girls institutions,
- (ii) More than three-fourths of the principals were in favour of 100 percent Government control in educational administrations. The U.P. Board of Secondary Education had the greatest influence,
- (iii) In one-fourth institutions the role of management was not satisfactory. Management's political affiliations were found to hamper the working of institutions,
- (iv) The rights of the principals were judged as inadequate. They had to face dual control – from Government and from the management, which adversely affected their working. The number of teachers was less than the required by the prescribed norms. Good teachers were not available in subjects like Science, Mathematics, English and Commerce. There were few opportunities for academic upliftment of teachers. Though their service conditions were better now they were still unsatisfactory as compared to those of other professions,
- (v) In more than half of the schools, the number of assistants was satisfactory. The students and guardians could be effective in educational administration but their co-operations was seldom sought,

- (vi) In more than two-thirds of the institutions there was shortage of proper classrooms, the conditions of laboratories, aids were not up to the mark, libraries were not provided,
- (vii) Curriculum was framed by the U.P. Board of Secondary Education. Local needs and conditions were mostly ignored. For most of the subjects there were government text books,
- (viii) Examinations were conducted according to departmental schedules but seriousness in the home examinations was not up to the mark,
- (ix) In more than 92 percent of the institutions the financial position was not satisfactory. There was a lack of financial planning. The financial condition of unaided institutions was the worst. Sometimes strained relations between principal and management also affected the financial and other conditions of the institutions adversely.

Paul Chaudhury (1983)<sup>59</sup> studied Change in the Courses of Studies in Secondary Education in Nagaland found out the following:

- (i) The GMAT (General Mathematics Assessment Test) was reliable and valid,

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<sup>59</sup> Paul Chaudhury, R., *Changes in the Course of Studies in Secondary Education of Nagaland*, Ph.D., Education, Gauhati University, 1983 (Abstract taken from M.B. Buch, Third Survey of Research in Education).

- (ii) The quantum of the subject matter prescribed in the existing syllabus was too heavy,
- (iii) The central schools had the most advanced syllabus. The NCERT syllabus was superior to all other syllabi of the north-eastern states. Nagaland had very recently adopted the NCERT syllabus, and so it was evident that a wide gap existed between the 'past' and the present,
- (iv) The examination of the effectiveness of the NCERT syllabus in Nagaland schools, which was undertaken through administration of GMAT on a random sample of schools of the state revealed that the students of classes V to VIII failed to recognise mathematical structures or patterns. Boys performed better than girls but the difference in performance was not always significant,
- (v) There was nothing which could be called completely new in new mathematics. There had been a shift of emphasis from manipulation skills to conceptual learning,
- (vi) The practical values of the outline of contents so prepared were examined and it was found that this formed an essential part of usable mathematics.

The significant educational implication was that the study proposed to bring about a worthwhile change in the course of studies in mathematics for classes V to VIII of the school in Nagaland.

Balieh (1984)<sup>60</sup> conducted a study of the Problems of Educational Administration in the Secondary Schools in Meghalaya and some of the problems facing the secondary schools identified in the study were the following:

- (i) Lack of good and standard buildings, playground facilities, teaching aids, etc.,
- (ii) Problem of teaching languages was acutely felt,
- (iii) Problem of teaching science and mathematics was remaining a knotty one,
- (iv) The problem of unplanned persecution of studies without specific goals,
- (v) The dearth and complete lack of school libraries.

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<sup>60</sup> As Referred in Bajpai, M., *A Study of the Administration of Secondary Education in Uttar Pradesh after Independence*, Ph.D., Education, Kanpur University, 1984 (Abstract taken from M.B. Buch, *Fourth Survey of Research in Education*).

Bajpai (1984)<sup>61</sup> studied the Administration of Secondary Education in Uttar Pradesh after Independence. The main findings of the study were:

- (i) Secondary education in the State of Uttar Pradesh is managed by local bodies and voluntary agencies,
- (ii) There are significant differences in the administration of the government, local bodies and the private schools,
- (iii) There has been reorganisation of the secondary school organisation after Independence, but in general, it is patterned on the model set up during the British period,
- (iv) The office of the Director of education is located in Allahabad but he has a camp office at Lucknow. This leads to delay in disposal of the work,
- (v) The Education Secretary looks after the posting and transfers of the officials. This denigrates the position of the Director of Education,
- (vi) There has been a tremendous increase in the workload in the Director's Office but the staff has not been increased adequately,

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<sup>61</sup> Bajpai, M., *A Study of the Administration of Secondary Education in Uttar Pradesh after Independence*, Ph.D., Education, Kanpur University, 1984 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (vii) Because of the increase in the work of the District Inspector of Schools, he is not able to look after the inspection work properly.

Commenting on the pattern of development of secondary education in Mizoram, Zote (1984)<sup>62</sup> in her study observed that secondary education was not given due attention during the missionary period. The missionary activities remained confined to primary education alone. The only high school that started in Mizoram on the eve of Indian Independence was due to a private enterprise undertaken by the Mizo people themselves. The post-independence period, particularly after Mizoram became a Union territory in 1972 has witnessed a large scale expansion in secondary education.

Pandey (1985)<sup>63</sup> conducted a study of Leadership Behaviour of the Principal, Organisational Climate and Teacher Morale of the Secondary Schools. The major findings were:

- (i) No significant difference was found between the leadership behaviour of rural and urban principals,
- (ii) Rural schools were more open than those in urban areas,

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<sup>62</sup> Zote, L., *A Study of Development of Secondary Education in Mizoram*, M.A. Dissertation, North-Eastern Hill University, 1984.

<sup>63</sup> Pandey, Saroj, *A Study of Leadership Behaviour of the Principal, Organisational Climate and Teacher Morale of the Secondary Schools*, D.Phil., Education, AU. U., 1985 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (iii) A positive and significant relationship at 0.05 level was found between the initiative structure dimension of leadership behaviour and esprit-psycho-physical hindrance, controls, production emphasis and humanized, thrust dimensions of organisational climate,
- (iv) The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organisational climate,
- (v) Teachers morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and control, production emphasis and humanized thrust dimensions of organisational climate,
- (vi) Chi-Square value was found significant at 0.05 level between high vs low teacher morale and open vs closed climate.

Pathak (1985)<sup>64</sup> conducted an Evaluative Study of the Administrative and Organisational Pattern of In-Service Education for Secondary School Personnel in India found out the following:

- (i) The idea of in-service education emerged during the period 1854.to 1947,

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<sup>64</sup> Pathak, S.P., *An Evaluative Study of the Administrative and Organisational Pattern of In-Service Education for Secondary School Personnel in India*, Ph.D., Education, Delhi University, 1985 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (ii) During the historical stages (1955-1969) the administration made efforts to decentralize and democratize its working by delegating more and more powers to the states/local management,
- (iii) The development of set pattern was discernible in the growth of administration and organisation of in-service education in India. Throughout the period from 1955 to 1971, the apex body made gradual efforts to transfer it to the states/local management and in 1971 the goal was achieved.

Yadav (1985)<sup>65</sup> conducted a Critical Study of Financing of Secondary Education in Haryana. Major findings of the study were:

- (i) At the formation of the state, the government had made all possible efforts for the expansion of educational facilities, but the absence of well-thought-out state policy and experience in formation of educational plans had resulted in haphazard expansion, causing inter-district imbalances in educational facilities at the secondary stage,
- (ii) The state had been allocating a lower proportion of its revenue budget on education as compared with other Indian states,

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<sup>65</sup> Yadav, R.S., *A Critical Study of Financing of Secondary Education in Haryana*, Ph.D., Education, Kurukshetra University, 1985 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (iii) The expenditure on total general education and secondary education increased faster than the state's net domestic product,
- (iv) There had been wide variations in the per capita and per student expenditure on total education, and secondary education in Haryana,
- (v) The developmental expenditure on education as well as secondary education had always exceeded the outlays provided in the plans, except during the period of interregnum,
- (vi) More than 90 percent of the developmental expenditure had been spent on quantitative expansion and inadequate attention had been given to qualitative improvement of secondary education.

Abdul (1986)<sup>66</sup> studied the Organisational Climate of Government High School of Chandigarh and its Effect on Job Satisfaction of Teachers. The main findings of the study were:

- (i) Teachers in more open climate schools enjoyed more job satisfaction with respect to 'principal' than teachers in less open climate schools,

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<sup>66</sup> Abdul, Samad, *Study of Organisational Climate of Government High School of Chandigarh and its Effect on Job Satisfaction of Teachers*, Ph.D., Education, Punjab University, 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (ii) Teachers in more open climate schools enjoyed job satisfaction, satisfied with respect to colleagues, facilities provided in the schools, miscellaneous regarding personal characteristics than teachers in less open climate schools,
- (iii) No significant difference were found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager, society, emoluments and students,
- (iv) There was a positive correlation between dimension of esprit and four sub-scales of job satisfaction, viz., principal, colleagues, students and some characteristics,
- (v) Male and female teachers did not differ significantly in their perception of some dimension of organisational climate,
- (vi) Female teachers expressed greater openness of climate than their male counterparts,
- (vii) Teachers with 18 years or above teaching experience expressed greater openness of climate than those with 0-5 years of teaching experience,
- (viii) Female teachers were more satisfied with their jobs than their male counterparts,

- (ix) Teachers of 20-30 years of age were less satisfied with sub-scale than teachers with 42 years or above age,
- (x) Teachers with least years of teaching experience (0-5 years) indicated significantly less satisfied than teachers with more years of teaching experience.

Dixit (1986)<sup>67</sup> conducted a Comparative Study of Job Satisfaction Among Primary School Teachers and Secondary School Teachers. The main findings of the study were:

- (i) Primary school teachers were more satisfied than secondary school teachers in Hindi medium schools,
- (ii) In English medium schools the level of job satisfaction was the same among Primary and Secondary School teachers,
- (iii) Female teachers were more satisfied than male teachers at both levels,

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<sup>67</sup> Dixit, M., *A Comparative Study of Job Satisfaction Among Primary School Teachers and Secondary School Teachers*, Ph.D., Education, Lucknow University, 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (iv) At the primary level, the group senior most in age was most satisfied than the middle age-group. Among the secondary school teachers, those with greater length of service were more satisfied.

Hluna (1986)<sup>68</sup> 'Education in Mizoram (1894-1947) A Historical Study with Special Reference to the Role of Christian Missions' some of the major conclusions were:

- (i) The western education introduced among Mizos during British Rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people in India,
- (ii) Various factors were responsible for this progress. Missionaries played an important role in educational progress. They were also pioneers in many fields, like female education, and vocational and practical subjects,
- (iii) Under the initiatives of missions and the encouragement of government there had been good response from the common people to education,
- (iv) Christianity and education brought a great change in Mizo society,

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<sup>68</sup> Hluna, J.V., *Education in Mizoram (1894-1947) A Historical Study with Special Reference to the Role of Christian Missions*, Ph.D., Gauhati University, 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (v) The education introduced by missionaries had its limitations, Missionaries had rendered Herculean services towards the education of the Mizos. Their efforts were crowned with remarkable success.

NIEPA (1986)<sup>69</sup> *Education Financing and Equity: A Comparative Study of Haryana and Kerala*. The major findings of the study were:

- (i) Both the states presented a picture of educational growth. There was also marked reduction in inequalities between the groups,
- (ii) The share of expenditure on hostels and scholarships declined as a part of overall decline in the indirect expenditure. This affected inequality adversely,
- (iii) Non-teaching expenditure was very low, indicating that schools were going without needed equipment,
- (iv) Private initiative in education was declining, thus drying up an important source of financing, which would affect expansion of education,
- (v) The share of elementary education in allocation of expenditure needed to be considerably increased in Haryana,

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<sup>69</sup> NIEPA, *Education Financing and Equity: A Comparative Study of Haryana and Kerala*, New Delhi, 1986 (UNESCO financed) (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (vi) Grants-in-aid rules needed to be liberalized, particularly in respect of backward areas,
- (vii) Capital grants were needed on the basis of assessment of needs,
- (viii) Free education would have limited impact on equity. A more substantial policy of compensatory finance was necessary for a breakthrough in equity. Attention to equality was equally necessary.

NIEPA (1986)<sup>70</sup> *Financing of Education and Equality of Opportunity with Reference to Uttar Pradesh and Kerala*. The major findings of the study were:

- (i) There were inequalities of many kinds within Uttar Pradesh and Kerala,
- (ii) For the country as a whole, the per-capita expenditure had gone up from rs. 48.7 in 1979-80 to Rs. 81.00 in 1983-84. The coefficient of variation had gone down from 56.3 to 46.7,
- (iii) In Kerala there was a tendency towards greater equality at all levels of education due to various reasons like long tradition of free primary schooling,

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<sup>70</sup> NIEPA, *Financing of Education and Equality of Opportunity with Reference to Uttar Pradesh and Kerala*, New Delhi, 1986 (Abstract taken from M.B. Buch, *Fourth Survey of Research in Education*, Vol. 1).

spread of literacy, extension of free schooling to the high school stage and not beyond, the broad base of the educational system and the structure of higher education. The pattern of expenditure in terms of sectoral composition as well as by items for Kerala had been such that it had resulted in greater equality and the educational system was performing better.

The major policy conclusions of the study are to the effect that there is need for regionalisation of financial policies of states in the matter of releasing grants and funds to the districts. There has to be greater concern with the need of the individual region at all levels and appropriate planning and financial procedure changes.

Padmanabhaiah (1986)<sup>71</sup> studied Job Satisfaction and Teaching Effectiveness of Secondary School Teachers. The study revealed that –

- (i) The teachers in general (72%) were dissatisfied with their job,
- (ii) Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction,
- (iii) There was no significant difference between the teachers working in rural and urban areas in the level of satisfaction/dissatisfaction with their job as a

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<sup>71</sup> Padmanabhaiah, S., *Job Satisfaction and Teaching Effectiveness of Secondary School Teachers*, Ph.D., Education, S.V.U., 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, Vol. II).

whole. But the two groups were significantly different in their level of dissatisfaction with policy matters and management policies,

- (iv) The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges,
- (v) The three groups of teachers with low, average and high discrimination indices were significantly different in the level of their satisfaction with all the job factors as well as with their job as a whole.

The educational implications are –

- (a) The government should extend the fringe benefits such as medical reimbursement, travel concessions to the teachers and higher educational facilities to their children free of cost.
- (b) There should be more intensive in-service training programmes, which will enable all the teachers to know the recent developments in the practice of teaching.
- (c) The authorities should extensively involve senior teachers in policy-making with regard to the conduct of examinations and preparation of textbooks.

Singh (1986)<sup>72</sup> conducted a Study of the Development and Some Problems of Higher Education in Manipur with Special Reference to Financing of Education since 1949. Some of the major findings were:

- (i) Higher education in Manipur started in 1946 and was still at the stage of infancy. There was clear progress in respect of various aspects of higher education like the establishments of new institutions, enrolment of students in colleges, and post-graduate classes, number of teachers, etc. Research had been badly neglected. The expenditure on education had been increasing continuously during the past 33 years,
- (ii) There was a 727 times increase in expenditure on higher education from 1949-50 to 1979-80. The state's expenditure on government and private colleges (arts and science) had increased. The UGC's grant to the colleges during 1960-61 to 1974-75 covered only nine percent of their expenses. The income as well as expenditure from 1971-72 to 1984-85 increased considerably. Administrative expenditure accounted for the bulk of university expenditure. The expenditure on furniture and equipment, building, examination, students activities, etc. increased. The increase was minimum on libraries. There appeared to be a good deal of variation in expenditure on scholarships,

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<sup>72</sup> Singh, L.I., *A Study of the Development and Some Problems of Higher Education in Manipur with Special Reference to Financing of Education since 1949*, Ph.D., NEHU, 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, Vol. I).

- (iii) The overall problems of higher education were not much different from those in other parts of the country. The general tendencies like mushrooming of institutions, ballooning of student enrolment and ever increasing expenditure were seen. There were innumerable problems of higher education like unplanned growth of institutions, growth of educated unemployment, lack of infrastructure, imbalances arising in the course of expansion, improper budgeting system, inadequate supply of teachers and non-availability of textbooks.

Das (1987)<sup>73</sup> conducted a study of the Administration of Examinations of the Board of Secondary Education, Assam, with Special Reference to the Impact of the Reform Introduced Since 1976 on the Conduct of HSLC Examination. Some of the major findings were:

- (i) The administrative machinery of the Board was ill-equipped to implement the reforms introduced in examinations conducted by it,
- (ii) The examination reforms programme of the Board was modeled on the NCERT's thinking,

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<sup>73</sup> Das, J.C., *A Study of the Administration of Examinations of the Board of Secondary Education, Assam, with Special Reference to the Impact of the Reform Introduced since 1976 on the Conduct of HSLC Examination*, Ph.D., Political Science, Gauhati University, 1987 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, Vol. II).

- (iii) The Board while introducing the reform in phases, failed to effect corresponding changes in its administrative set up,
- (iv) It appeared that the Board was a governmental agency to achieve certain non-academic ends at the cost of academic ones. Government had made no rule under the Assam Secondary Education Act (1961) for proper conduct of the Board's business. The Board did not feel any necessity to make any regulation to carry out various activities towards achieving the Act's purposes. There was inadequacy in the Board's administration of examinations in implementing properly the reforms to produce the desired impact. The scrutiny appeared to be a force and very costly, indicating complete lack of supervision and monitoring,
- (v) Certain serious defects in the scales used by examiners in marking examinations were marked. There was need of immediate overhauling of the Board's administration of examinations.

Devi (1987)<sup>74</sup> studied the changes in Secondary Education in Assam from 1964-74 and their Influence on Higher Education in the State. The study revealed that

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<sup>74</sup> Devi, B., *The Changes in Secondary Education in Assam from 1964-74 and their Influence on Higher Education in the State*, Ph.D., Education, Gauhati University, 1987 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, Vol. II).

- (i) A number of significant changes have been introduced in secondary education of Assam,
- (ii) The changes were comprehensive and covered all aspects,
- (iii) In spite of various changes introduced at the secondary stage regarding its structure, administration, teaching, curriculum and evaluation in the overall context of the new emphasis on improving the quality of general higher education was, in general deteriorating,
- (iv) The numerical expansion of educational institutions had adversely affected quality at all levels,
- (v) Overcrowding in higher educational institutions of a general nature was still alarming,
- (vi) The quality of secondary education did not improve as the reforms introduced could not be implemented fully and in the desired manner to promote individual capacities,
- (vii) Wastage in the higher education was still alarming,

- (viii) The changes were much needed and well intended. But for lack of will, means and conscious efforts on the part of all who were vitally concerned with the process, the scheme did not fully succeed. One reform had been replaced by another just like conducting some experiment in a laboratory.

Jala (1987)<sup>75</sup> investigated the Development of Secondary Education in Meghalaya since Independence. Some of the major findings were:

- (i) The type of oral and traditional education of the Khasis and Jaintias imparted in the past greatly differed from the modern and contemporary system,
- (ii) Expansion in secondary education in Meghalaya between 1972 and 1984 showed encouraging trends,
- (iii) Majority of the teachers thought that the secondary curriculum was not suitable for the needs and demands of students and suggested that it should be related to life,

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<sup>75</sup> Jala, J., *An Investigation into the Development of Secondary Education in Meghalaya since Independence*, Ph.D., Education, NEHU, 1987 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, Vol. II).

- (iv) Most of the teachers stated that the standard of secondary education was same as before. They observed that lack of funds for education, high enrolment with overcrowded classes, appointment of unqualified teachers and existing unsatisfactory service conditions as the main problem of secondary education. They reported that poverty of parents, lack of facilities, unfavourable conditions at home and lack of interest and good schools were the main reasons for poor enrolment in schools. They felt that Science and Mathematics continued to be the most difficult subjects for students and the majority of teachers were in favour of English as the medium of instruction,
- (v) Majority of headmasters observed that provision of vocational training existed only in very few schools and the facilities were available only to a small percentage of pupils. Most of them reported that they had facilities for football, badminton, basketball, and table tennis in their schools. Very few schools have provision for NCC, Scouts and Guides training. Parents were described as co-operative and sympathetic towards the school system and its functioning. The majority of headmasters believed that development of personality and improvement of vocational efficiency should be received importance as objectives of secondary education.

## 2.2 Studies Abroad

Rudyard, Bent, Kronenberg and Charles (1961)<sup>76</sup> in their studies on secondary education in New York found that the two world wars emphasised the fact that national defence depended upon technology and co-operative effort rather than upon individual skills of an army of men with guns. As the United States emerges from a colonial country to a world power, it became evident that universal secondary education was necessary to maintain this position, trained leaders, statesmen, skilled workers, and technical know-how were needed.

Report after report coming in from Africa deplores the unsuitability of traditional general education to local needs. The criticism is only reinforced by the prospects facing school leaders (including certificate holders) for whom there are no job opportunities.

In the early sixties, experts Narbison and Myers (1964)<sup>77</sup> were urging that the typical under-developed country should give absolute priority to second level education overall the other highly urgent educational needs. By 1968, however, it was clear that the economic growth rate had not been as high as expected and Rene Mahen, the Director General of UNESCO, pointed out at Nairobi that the shortfall in primary enrolment in the majority of African countries turns out to be so great that priority during the second phase should doubtless be given to primary education. But

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<sup>76</sup> Bent, G.' Keyard-Kronenberg, *Principle of Secondary Education*, New York, McGraw Hill Co., 1961.

<sup>77</sup> Narbison, F., *Human Resources and Development in UNESCO's Economic and Social Aspects of Educational Planning*, Paris, UNESCO, 1964, p. 50.

what sort of primary education? Camereion which has recently embarked on a scheme to spread a specifically rural type of primary education, hopes that the plan will prudent the conditioning of youth to an urban wage expectation. Authorities are anxious to stop the drift to the towns in search of work exemplified by figures from the ivory coast which showed that in some rural areas 97 percent of primary school leavers migrated from their villages.

The swing from secondary general education towards some alternatives form of primary and rural education which will undoubtedly affect children up to the age of 14 and beyond, is one of the challenges of the seventies.

The whole problem of education in rural areas is clearly a complex one which cannot be tackled by educational development, there must be general development of the rural areas.

Secondary education in the hands of the new government in Uganda has received the lion's share of finance over the last few years, but this will change and in spite of the capital aid given under a World Bank Scheme which has now completed building of 39 schools, secondary education is likely to yield its privileged position to much needed construction of primary and technical schools. With only five technical schools and twelve rural trade schools to develop, a scheme for revitalising the latter is being prepared and it is interesting to note that they are a legacy of mission days. The structure of technical school age groups is to be altered

so as to dispense with the two years general education previously required of primary school leavers before entry into vocational training. Now they will take East African "O" level examination before entering technical school and then immediately commence vocational training for which they should be better prepared after the age of 15 years. Experience elsewhere reinforced the government view that vocational training should not begin before the age of 15.

To provide the majority of school pupils with the basic knowledge and skills needed to lead happy and productive life as adult will involve a trend away from the academic preparation in primary classes.

This trend away from secondary education of the general or academic type will be linked with an effort to improve the quality of secondary training and concentrate on agriculture, technical and commercial education. By this means the government hopes to control the over-production of secondary school leavers which has occurred recently.

The Ujamaa policy of the sixties has published Nijerere's challenging appeal to his people in Tanzania to co-operate in a policy of Ujamaa (self-reliance) and to build an education system suited to a rural economy. In the short time that has elapsed since then, there has been a great deal of discussion on the project. Turning away from the standards of urban individualised society Nijerere encouraged schools to denote themselves not to the things a doctor, engineer, or a teacher need to know

but to the skills a pupil ought to acquire she is to live happily and well in a socialist and predominantly rural society and contribute to the improvement of life there.

Secondary schools in Tanzania<sup>78</sup> involves a relatively small enrolment (30,000). Their development along Ujamao lines has coincided with the general fall in post-secondary employment opportunities, which may have helped in persuading students to work in a co-operative state rather than to trained themselves to professional states. The secondary pupil has his duties to perform towards the community apart from the school farm. There is work to be done with adult literacy, child welfare and communal labour and within a 51 period weekly timetable he has to prepare himself for seven subjects at school certificate level. It is not surprising that disciplinary problems have been few within a system as physically and mentally demanding as that of Tanzanian secondary schools. The practical work involved in the curriculum for Ujamao schools may include farm work with various crops – beans, groundnut, soya-bean. Fruit trees and cassavas are tended. Girls and boys co-operate in a type of cottage woollen industry, spinning, washing and dyeing the threads. Nursing too, offers further opportunities for mutual care between school and community.

Douglas (1965)<sup>79</sup> investigated that until about 1920 secondary education both in the United States and abroad was aimed largely at preparing youngsters for

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<sup>78</sup> *Ibid.*, p. 52.

<sup>79</sup> Douglas, R.H., *Trends and Issues in Secondary Education*, School of Education, Colorado University, 1965, p. 11.

college. Beginning in the early part of the century, enrolments in grades 7 and 12, in American secondary schools increased very rapidly moving approximately from one million above grade 8 in 1900 to more than ten million in 1961. In 1961-62, nearly 90 percent of the population between the ages 12 to 17 were enrolled in schools. As enrolments increased, more Americans committed themselves to the philosophy of secondary education for all youngsters. In 1961 almost two-thirds of those who started with their classes in the seventh grade graduated from high school.

A Reform Commission has been set up in Austria<sup>80</sup> to examine different types of school organisations proposed as suitable for the 10 to 14 age group and to test various designs of comprehensive school. Suspension of the entrance examination requirements for general secondary schools was approved in 1971.

In Latin-America, Brazil<sup>81</sup> has reformulated the secondary school curriculum and for the junior stage, plans to draw attention away from the appeal of higher professional or university training. Argentina also is experimenting with an altered pattern of junior education, envisaging a primary stage of five years, followed by a four year middle school affecting generally an age group between 10 and 14. The declared aims are ambitious and begin significantly with the purpose of offering a stage of schooling, which will be adapted to the psychological and physiological characteristics of puberty. Assistance in the matter of personality discovery and

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<sup>80</sup> Initiatives in Education – A World Profile for 1971-72, prepared by International Bureau of Education, Geneva, p. 40

<sup>81</sup> Ibid, p. 42.

affirmation will also be prevailed coupled with guidance towards later stages of school or employment. Sweden notable among the advanced comprehensive systems is that in 1971 the upper secondary commercial and technical students were integrated to form the gymnastical school. The Swedish reforms which were not the product of educational research but of social, political and economic pressure affected at the time 90 percent of all 16 years old in school. The integration of the three upper schools in one institution will help to bridge the gap between the traditionally esteemed gymnasium and the continuation school, which had entry requirements below those of the gymnasium. The fackskola was supposed to offer 2 years courses leading to 2<sup>nd</sup> year gymnasium by transfer, but it was doubtful how many students found this possible or if Swedish firms were really prepared to welcome the qualifications of a fackskola certificate holders.

Changes in Belgium<sup>82</sup> from part of the new style secondary education which began in 1969 in 22 schools and was extended to 93 French speaking schools after September 1970. Twelve Flemish language schools participated in the move in 1972. The aim was to gather up those who are twelve years of age, have been slow learners in primary classes, undecided about their next course of studies and need special attention. These students enter the reception classes, which run parallel to the ordinary classes in the first and second year of secondary education and have extra attention and time given to their mother-tongue and mathematics studies. They are observed with a view to help them to decide about their future destination. They can

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<sup>82</sup> Ibid, p. 44.

proceed after the first reception year to either first year secondary education, second year secondary education or second year reception classes. The slow learners are thus at last to have attention paid to them in proportion to their needs, which gives some way to meet recent complaints that less effort is made to teach the slow learners in class, and that the schools and teachers are not interested in them. They are said to have trouble in absorbing education when the fact is that the school does not make any effort to absorb them allege critics of existing system.

The Belgian<sup>83</sup> experiment is noteworthy not only for its enterprise but for the wide school span it has reached already. Orientation in Belgium begins in the third secondary year, after the observation phase. Of course observation by teachers as well as the information supplied by aptitude tests and school results.

The expansion of comprehensive schools in the United Kingdom<sup>84</sup> has been so rapid that their internal organisation is in process of change. For example, a survey recently published found that no school in the sample studied used mixed ability groups throughout the middle years of secondary schooling. The change in the spread of subjects and regrouping of pupils occurred on passage from third to fourth year and at this stage it is worth noting how closely social class was related to the choice of future courses. Nevertheless there has been a pronounced trend towards a common course and non-streaming in junior secondary schools was emphasised in

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<sup>83</sup> Ibid, p. 44.

<sup>84</sup> Ibid, p. 45.

another through study of British comprehensive schools. A few years ago very few schools used mixed ability grouping, it was considered radical and impracticable except for the non-academic subjects such as art and religious instruction. Authorities who in 1954 were looking with distaste on the idea of mixed ability grouping had by 1968 begin to speak with approval of the unstreamed situation. Those schools which do provide a common course for several years and stick to mixed ability grouping are attempting to realise the full advantage of comprehensive organisation in terms of equal opportunity and undifferentiated educational experience for all their pupils as Professor Simon has observed. They thus fulfilled the standards suggested for optimal democratisation.

The inner organisation of comprehensive schools must cater for those who wish to leave school at the minimum age, whether it be 16 or above 16 and also those who wish to stay on to obtain vocational or pre-academic qualifications. Consequently the organisation problem is a complex one. In 1961, 50 percent of those over 15 in England and Wales were staying on but the raising of school leaving age to 16 is going to alter all, and it will be interesting to see how schools tackle the problem of continuing social and intellectual mixing patterns during the period when specialisation occurs. Some interesting solutions were being tried out in the United Kingdom, special courses for those about to leave to seek work in the labour market, while some schools adhered firmly to the idea that as a school curriculum should not encourage young school leavers, it is wrong to differentiate between courses for those staying on at school and those intending to leave at the earliest possible date.

The desirable curriculum should be devised for the whole school, without committing anyone pupil to leave at a particular stage<sup>85</sup>.

Thailand is one of the many countries which has turned its attention to secondary schools which combine general education courses with pre-vocational subjects, while still attempting to cater for the few who go on to specialised higher certificates. In 1971, Thailand reported that over the past ten years, 20 new type comprehensive schools had been built at considerable expense, the enrolment reached a figure of 24,000. So that schools are average size comprehensive. It is worth noting, however, that this phenomenon is limited to the bigger urban centres.<sup>86</sup>

Changes reported from Denmark correspond with the extension of compulsory education to eight years (1972) target to 1973 target. The distinction between the students in the general schools (roughly the pre-vocation) and the students in the Realafdeling (pre-grammar school or pre-academic) will be diminished and eventually abandoned. Joint studies have already been initiated in Danish foreign languages, mathematics, science, social studies, artistic, creative activities for both "general" and real students. From the ninth school year it will then be possible for pupils from either stream who show ability to proceed to upper secondary (gymnasium) studies after the age of 17.

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<sup>85</sup> Ibid. p. 46.

<sup>86</sup> Ibid., p. 48.

In Asia general or academic type education is given to about 94 percent of the total school enrolment yet an overwhelming proportion of the population lives in rural areas. In Africa and Latin America the proportion are equally out of balance, and education is at a premium in rural areas. The conference at Caracas in December 1971 might have been describing the state of affairs in Africa when it reported that it is in several areas in all countries of the region that schooling reaches fewest children, shows the greatest qualitative failings and yields lowest results as a service. The conference went on to recommend that forthcoming innovations should, during the next few years, aim at improving the educational opportunities open to rural people and to under-privileged groups, in an effort to achieve parity with the urban areas. As nearly half the labour force in Latin America has very little access to education.

### **2.3 Concluding Remarks**

It can be seen from the foregoing pages that although number of studies were conducted earlier on various aspects of school education, no systematic study was conducted on the progress and problems of secondary education in Mizoram. The present study would throw light on the same with special reference to curricular, organisational and financial aspects.

**CHAPTER III**

**METHODOLOGY**

## **CHAPTER III**

### **METHODOLOGY**

#### **3.0.0 Introduction**

This chapter gives the method and procedure adopted to obtain necessary data with reference to the objectives of the present study. The investigator followed the historical-cum-descriptive survey method. This method describes and interprets what exist at present. This kind of investigation is concerned with conditions and relationships that exists, practices that prevail, point of view or attitude that are held and processes that are going on.

The data needed for the present study were collected from various documents and records maintained by the different Government offices, libraries and high schools. A survey of the high schools was also made through questionnaires and interview schedule.

#### **3.1.0 Population**

The population of the present study consisted of all the high schools in the state of Mizoram. Such schools in the state falls under the following categories according to management:

- i) Government High Schools,
- ii) Deficit High Schools receiving grants under the deficit scheme under which teachers approved by the State Government, received the approved scale of pay and
- iii) Private High Schools receiving either an annual block grant or those receiving no grants at all.

The information regarding the total number of high schools was obtained by the investigator after consulting the records of the Directorate of School Education, Statistical Cell as well as the Mizoram Board of School Education. From the records maintained, it was learned that there were 290 schools ( 151 government, 47 deficit and 92 private) at the time of inception of the study. All the heads and teachers working in secondary schools of Mizoram formed the population for the study.

### **3.2.0 Sample**

On ascertaining the location of different high schools in the state. It was found that the majority were located in urban and semi-urban areas and others were in rural areas of Mizoram State.

Stratified random sampling method was used for selecting the sample of the heads and teachers from the government, deficit and private schools spread over

urban and rural areas of the state. Accordingly the investigator selected 168 secondary schools out of 290 (57.93%) for the present study. However, responses were received from 160 (55.17%) secondary school heads. Thereafter 450 teachers from these 168 secondary schools were drawn according to the same procedure, although responses were received from 438 teachers only.

The break-up of the schools included were as follows: Government schools 105 out of 151 (69.54%); deficit schools 27 out of 47 (59.45%) and private schools 28 out of 92 (30.43%). The sample of 438 teachers included 323 from government schools, 60 from deficit schools and 55 from private schools.

Thus the sample finally consisted of 160 heads of secondary schools and 438 teachers on these schools under different types of management.

### **3.3.0 Sources of data**

Both primary and secondary sources were used in the collection of pertinent information regarding the secondary education in Mizoram.

The investigator used all the available primary sources such as letters of correspondences in the offices of the Director of School Education, District Education Offices (i.e., Aizawl East, West, Lunglei and Saiha) and other official records maintained in the archives records maintained in the archives. Data were also

collected from the related State Government Officials through interview schedule and also from a sample of high school heads and teachers through questionnaires.

The other sources included were the Statistical Handbooks published by Directorate of Economics and Statistics, Census Reports, reference books and Mizoram Budget books.

#### **3.4.0 Development of Tools**

The instruments which are employed for gathering new facts for exploring new fields are called tools.

In order to obtain information or data so far unknown, several tools may be employed according to the requirements of the study.

In the present study the investigator planned to collect information regarding various aspects (curricular, organisational and financial) of secondary school education in Mizoram at the institutional level from the High School heads and the teachers from a representative sample of High Schools in the state and from Government Officers. Besides, various Government records were also consulted for the purpose of data collection. The tools used for this purpose were 'Interview Schedule' for Government Officials and 'Questionnaires' for high school heads and teachers. The main objectives of the present study were to collect information

relating to the progress and problems of secondary education with reference to curricular, organisational and financial aspects.

#### **3.4.1 Construction of Questionnaire**

Questionnaire is one of the most important and extensively used research tools. As its name indicates, it is a device for securing information by administering a set of questions to the respondents.

As there was no ready-made questionnaire available for the present study, the investigator developed two questionnaires, one for the heads of secondary schools and the other for the teachers to collect information regarding the progress and problems of secondary education in the state in the Post-Independence period with reference to Curricular, Organisational and Financial aspects. Items under each of the two questionnaires were identified by the investigator. Though some of the items were common in the two questionnaires, many others were different.

In the questionnaires for the high school heads, first few questions in respect of their personal particulars were included. Then questions concerning the historical background of the school, the present position regarding school building and other infrastructural facilities were included. Questions regarding curriculum, method of teaching, examination procedure, management of the school and finance were also included.

The questionnaires for the high school teachers included items in respect of their personal particulars. Besides, questions regarding their workload, curriculum transaction, methods of teaching, conducts of examination, service benefits and problems faced by them were included in the questionnaire. In this way the investigator drafted the questionnaires for the present study. She however, consulted relevant literature available in this connection.

After developing the questionnaires for high school heads and teachers, the investigator felt it necessary to ensure their content validity by obtaining the views and comments of a few experts. Accordingly, copies of the draft questionnaires for the present study were then submitted to five experts from the Department of Education, North-Eastern Hill University, Shillong. The experts examined the draft questionnaires and gave their expert comments and suggestions for improving the same. Their suggestions were accepted and some new items were added while some other modified. In some items the language and structure were changed. The questions included both closed type and open-end type. The closed type questions included probable answers to tick mark the most appropriate answers. An additional item "Any other, please specify" was given towards the end of most of the items.

The investigator decided to ascertain further the efficacy of the two questionnaires by trying out of the same on a few teachers and a few heads of schools, as the case may be. Accordingly, the questionnaire for the heads was tried out on a sample of 10 heads (5 from urban and 5 from rural areas) and the

questionnaire for the teachers was tried out on a sample of 30 teachers (15 from urban and 15 from rural areas)> It was found from the responses that the respondents did not face any difficulty in responding the questionnaires. In this way both the questionnaires were finally constructed and cyclostyled copies were made and kept ready for administration.

### **3.4.2 Construction of Interview Schedule**

The investigator developed an interview schedule for collecting information from the offices of the State School Education Department, State Council of Educational Research and Training (SCERT) and Mizoram Board of School Education.

In the interview schedule, the Government Officials were asked to give their personal particulars. Then questions regarding the school organisation like requirement for granting permission to open new school, provincialisation, problems of administration, improving the standard, future plan and suggestions for Mizoram high school education etc. were asked. Then questions regarding training of teachers, conduct of school examinations, power and responsibilities of District Education Officer (DEO) school building, games and sports were also included. Then questions concerning curriculum at the high school level in the state as per the New Education Policy and a few questions regarding financing of secondary education in the state were also included.

### 3.5.0 Data Collection

The final data collection was started in the month of February 1995. The investigator went personally distributed the questionnaire to most of the heads and teachers of the selected schools, but in the case of some interior places, the questionnaires were sent by post along with stamped envelope for returning the questionnaires. The respondents were made to understand that their answers to the items in the questionnaire were intended to use only for research purpose and that their responses would be treated as confidential.

While distributing and mailing the questionnaires to the selected heads and teachers, the investigator requested them to return the questionnaire promptly. After that the investigator continued to contact the respondents for returning the questionnaires. But in spite of repeated requests, data could not be collected from 8 heads and 12 teachers of schools. But data collection work had already taken a considerable time and because of the time limit for the completion of the present study and because of the fact that non-receipt of the data from 8 heads and 12 teachers would not affect the representativeness of the samples, the investigator decided not to pursue them. Accordingly, the questionnaires returned by 160 heads and 438 teachers as well as the interview schedules administered to the 9 Education Officers were arranged for analysis.

### **3.6.0 Analysis of Data**

The data regarding the curricular, organisational and financial aspects collected from the heads and teachers through questionnaires were analysed and tabulated. The data were analysed in terms of percentages.

**CHAPTER IV**

**DEVELOPMENT OF EDUCATION IN MIZORAM  
BEFORE INDEPENDENCE**

## CHAPTER IV

### DEVELOPMENT OF EDUCATION IN MIZORAM BEFORE INDEPENDENCE

#### 4.0.0 Development of Education in Mizoram before Independence

The present setup of educational system in Mizoram is exclusively the result of the works of Christian Missionaries who had deep faith in spreading literacy among the Mizos, besides proselytising them into Christian religion. The pioneer missionaries Rev. F.W. Savidge and Mr. J.H. Lorrain came to Sairang village on January, 11<sup>th</sup> 1894 and reached Aizawl the next day. Since there was no script or literature whatsoever in Mizo language, the missionaries introduced the Roman script and made the Mizo alphabet. The first alphabet was :

|    |   |   |   |   |   |   |          |   |   |         |    |        |
|----|---|---|---|---|---|---|----------|---|---|---------|----|--------|
| Aw | A | B | D | E | F | G | NG       | H | I | J(Chei) | K  | L      |
| M  | N | O | P | R | S | T | T(thraw) | U | V | Z       | CH | (chaw) |

M. Suaka and Thangphunga were the first Mizo students to study this new alphabet. Before this, they were taught Devanagiri script by a Bengali babu, and found the Bengali kaw, khaw, gaw very difficult. Now they found the new script much easier and could master the alphabet within a week. After that Khamliana and

Babua learned the new alphabet, however, Khamliana was the first literate among the Mizos and was therefore known as the “first educated Mizo”.<sup>1</sup>

Hminga pointed out that these two missionaries arrived at the right time, when the British Government for its own convenience, was intending to impose the Bengali language to the Mizo as a court language. Had that intention been materialised, he said, it might have meant the dying out of the Mizo language.<sup>2</sup>

The first Primary School was opened on 2<sup>nd</sup> April 1894 with a few adult students. The first teacher was Rev. F.W. Savidge. However, due to unavoidable circumstances, the school was soon closed down the same year. However, with the arrival of Rev. D.E. Jones, the school was re-opened on 15<sup>th</sup> February 1898 with Rajbahajur (Khasi) as a teacher and the enrolment of students reached 60. Thereafter, education in Mizoram continued to grow.

The first examination of Lower Primary school was conducted with effect from June 25<sup>th</sup>, 1903 in which there were 27 candidates and 19 came out successful (i.e., 70.37 %).<sup>3</sup>

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<sup>1</sup> J.V. Hluna, *Education and Missionaries in Mizoram*, p. 52.

<sup>2</sup> C.L. Hminga, *The Life and Witness of the Churches in Mizoram*, unpublished D. Miss. Thesis, Fuller Theological Seminary, 1976, p. 47.

<sup>3</sup> H. Thanglawra, *Educational Development of Mizoram Before and After India's Independence*, An Article.

From 1899, temporary schools were opened in some villages, when Missionaries saw the fruits of temporary schools, they established regular schools in place of temporary schools in the villages. In this connection, it may be noted that the Chief Commissioner of Assam, in his reply to the Director of Public Instruction (D.P.I.) Assam's proposal in 1903 that since new government schools should be opened annually in Mizoram to a maximum of 20 schools. He further instructed the DPI to utilize the service of Missionaries as far as possible, especially regarding the inspection and management of the schools.<sup>4</sup>

Conscious of the policy of the Government, the Missionaries opened the village schools at Khandaih, Maite, Phulpui and Chhingchhip with Hrange, Chhunruma, Dorikhuma and Tawka as teacher respectively. At the end of 1903, there were 15 Lower Primary Schools in Mizoram and the number of enrolment reached over 400. The attendance fluctuated considerably.

In the year 1904, Sir Pramfylde Fuller, the Chief Commissioner of Assam visited Mizoram. He visited Government schools and Mission schools at Aizawl and appreciated Mission schools, he closed down the Government schools and gave full charge to the Mission schools authority. Since then the Mission schools were put under the Honorary Inspector of Schools. The schools under the Mission care were successful in academic as well as non-academic fields. Several schools were

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<sup>4</sup> ASR, No. 459, p. 1-9984, dated Shillong, the 19<sup>th</sup> November 1903, Letter from the Secretary of the Chief Commissioner of Assam to the Director of Public Instruction, Assam.

established with dedicated with dedicated teachers under the Honorary Inspector of Schools with the approval of the Superintendent of Lushai Hills (Mizoram) who was representative of the British Governor General of India.<sup>5</sup>

In the year 1905, the first Middle English School was opened in Aizawl with six pupils. In 1909, the first Middle English Scholarship Examination was conducted by the north and south Missions as they followed the same syllabus. All the six pupils who appeared in the examination were declared to have passed the examination. In 1916, all the 7 candidates passed, of whom three received Government scholarship.

In 1906, six Mizo students were sent for the first time to Shillong Government High School and two to Tezpur to learn forestry at the expense of the Government. On being satisfied with their performance Major Cole, in 1907 sanctioned six scholarships of Rs. 10/- each per month for the Mizo students who were willing to join High School at Shillong. These scholarship recipients were eligible to join the Government services in Mizoram after they passed the Entrance Examination.

Since there was no High School in Mizoram until 1944, a few meritorious students were sent by the Government every year with scholarships to study at the

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<sup>5</sup> H. Thanglawra, Educational Development of Mizoram Before and After India's Independence, An Article.

High Schools outside Mizoram. Mostly to Government High School, Shillong and Serampore Mission School. Before 1920, only eight (8) Mizo students passed Matriculation.

Though the progress was slow due to financial difficulties, the position in 1920's was rather sound. There were 66 schools with 2252 pupils on the roll. By 1925 the number of schools increased to 82 with 2638 pupils. By 1930, there were four (4) Middle English Schools, nine (9) Upper Primary Schools and 117 Lower Primary and Girls Schools. The total enrolment in these schools was 3669. By 1935-36, the number of schools and enrolment increased as follows: Five (5) M.E. schools. One Middle Vernacular school and 221 Primary Schools with 9606 pupils (7313 boys and 2293 girls).<sup>6</sup>

On the recommendation of the Joint Educational Conference, 1935, nine (9) Middle Vernacular Schools were opened in subsequent years, the number of Mission run Middle English Schools to five and Middle Vernacular to ten till Independence.

The Government of Assam recognized the Superintendent of the Lushai Hills (Mizoram) as the competent authority to cause the closing down of any primary school serving no useful purpose. According to the Hill Education Conference held

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<sup>6</sup> Welsh Foreign Mission Reports of 1920 and 1925.

at Shillong on the 10<sup>th</sup> and 11<sup>th</sup> August 1935, the overall control and inspection at the hand of the Mission.<sup>7</sup>

The Missionaries, who were assigned as the Honorary Inspector of Schools were also engaged in the Church and Evangelical work and could not devote their full attention to inspection. In order to improve the efficiency of the inspection, the Mission appointed the Mizo Sub-Inspector of Schools in 1923.

In the year 1942, the Superintendent of the Lushai Hills (Mizoram) submitted a proposal to the Governor of Assam for the establishment of the “Lushai Hills District Education Board” to be composed of missionaries from the North and South. After the Governor of Assam had approved the proposal, the District Education Board was formed. The Board was to function only as an advisory body and would in no way reduce the powers of the Education Department and the Superintendent. The views of the Board should be sought for all new educational schemes for Mizoram.<sup>8</sup>

With regard to finance, the sources of income of all the schools consisted of Provincial grants, local taxes and municipal assignments and private sources which included fees, donations, endowments and subscriptions. In 1901-02, the expenditure

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<sup>7</sup> ASR, Education, B, Sept. 1936, Nos. 13-15. Minutes of the Hills Education Conference, Aug. 1935, Shillong, para 2.

<sup>8</sup> Governor's Secretariat, Excluded B, March 1942, Nos. 129-142.

on Primary Education from Provincial Funds for the whole of Assam was Rs. 17,708.<sup>9</sup>

The Chief Commissioner of Assam found the financial assistance to Missionaries for education very successful in Khasi Hills and express his desire to extend the same system in Mizoram. Financial aid was provided to the schools. The first Government grants for one Mission school in Mizoram was sanctioned in 1897-98 along with three Government schools, and the amount for the four schools was Rs. 333/-. The sanctioned was increased to Rs. 902/- in 1898-99.<sup>10</sup>

In 1901, the Superintendent of Lushai Hills (Mizoram), proposed to make an annual grant of Rs. 1080/- (which included a monthly grant of Rs. 50/- to the school and monthly stipends to poor students Rs. 40/-) to the Welsh Mission in aid of its school building. The Chief Commissioner declined the proposal but sanctioned a sum of Rs. 50/- per month towards the expenses and a lump sum of Rs. 200/- as a special case. In 1903, the Director of Public Instruction, Assam, sanctioned Rs. 5/- per month to each of the five Mission schools.<sup>11</sup>

Sir Pramfylde Fuller, the Chief Commissioner of Assam granted Rs. 2030/- to the Mission at Aizawl, and Rs. 1440/- to the Mission at Lunglei in 1904.

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<sup>9</sup> ASR, RP1A, 1918-19.

<sup>10</sup> ASR Proceedings of Foreign Department, Oct., 1893, No. 35.

<sup>11</sup> AR. No. 159, p. 1/57924 dated Shillong, 31<sup>st</sup> July 1901 (The total expenditure of the Government for Primary Education was the whole of Assam from Provincial Fund at this time was Rs. 17,708/-) (Source: RPIA 1901-02 from Statistical Table ARS).

Building grants were separately provided with amalgamation of Government and Mission schools. To enlarge the school buildings, the Government granted a sum of Rs. 2300/- and Rs. 1500/- for the construction of Mission school buildings at Aizawl and Lunglei respectively.<sup>12</sup>

The most difficult problem faced by the Mission in running educational institutions was finance. During 1920s the Government expenditure on education of the Mizos never exceeded 16 paise per head per year. In spite of the lack of funds, the Missions contributed to raise the literacy rate to 6.28 percent in 1921 against the all India percentage of 7.16.<sup>13</sup> Considering the late introduction of education in Mizoram, the progress made by the Mizos was very encouraging.

In the year 1908, the Government raised the recurring grant for education from Rs. 5477/- to Rs. 8720/- and also raised the annual grants to the Mission schools at Aizawl and Lunglei from Rs. 2860/- and Rs. 1897/- to Rs. 5000/0 and Rs. 3000/0 respectively.<sup>14</sup>

In 1933, the Government of Assam reviewed and increased the annual grant in aid to Rs. 5270/- to the Mission at Aizawl and Rs. 3040/- to the Mission at Lunglei for the general purpose of education of the Mizos.<sup>15</sup>

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<sup>12</sup> AR No. 4459 dated Aijal 8<sup>th</sup> August 1903.

<sup>13</sup> Census of India, 1921 (Series I, India) and Statistical Handbook of Mizoram, 1981.

<sup>14</sup> ASR, Home B, 1905, Nos. 1601-16 wide B Education.

<sup>15</sup> ASR, Education B. March 1934, Nos. 124-128.

When the school was opened for the first time in Mizoram, the Missionaries taught without pay for some years. By 1902, the teachers were given a salary of Rs. 5/- for the first time and later on during 1930s, the trained teachers were paid Rs. 18/- to Rs. 20/- per month, but in some cases Rs. 15/- according to their educational qualifications. The untrained called Apprentice Teachers were given Rs. 5/- per month. The matriculate teachers were paid Rs. 22/- per month with an increment of one rupee after every year. In addition, they received Dearness Allowance of Rs. 20 per month. The salary of the teachers were mostly paid from the Government Education grant and the schools also received from the Mission Education grant for the same purpose.

#### 4.1.0 Opening of High School in Mizoram

There was no High School in Mizoram and those who had passed Middle School could not move out, the door of higher education was completely closed. Since 1926, there had been a demand for High School in the Lushai Hills (Mizoram).<sup>16</sup> Although the Mission intended to start one in 1929 but the Government did not permit to do so. According to N.E. Parry, the Superintendent of Lushai Hills (Mizoram) (1924-28), education advancement in Lushai Hills was very slow. It was “purely superficial and underneath they remained savages at heart with the virtues and also the vices of savages. They are unstable and ready to follow an new thing and have no understanding of the abstract political ideas”.<sup>17</sup>

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<sup>16</sup> Lalhmuaka, Mizoram Zirna Chhinchiahna.

<sup>17</sup> Extract from NE Parry's Note 10L W224, Vol. 14.

In April 1931, the Lushai Chiefs made a demand to the Commissioner of Surma Valley and Hill Districts to open High School at Aizawl, when he visited Aizawl. But the demand was rejected.

Three years later, in the Hill Education Conference held at Shillong on 10<sup>th</sup> August 1935, Rev. H.W. Carter, Honorary Inspector of Schools for South Lushai Hills made a forceful plea for the cause and said that he had come with a mandate for a High School at Aizawl. He argued that the people of Mizoram were dissatisfied with the products of Shillong because they thought that the cultural atmosphere was unsuitable for the Mizos. Mr. W.L. Scott, the President of the Conference and Mr. Small, Director of Public Instruction (DPI) were in the opinion that in the claim of opening a High School in a hill districts, the claim of Garo Hills was stronger than that of the Lushai Hills. The Conference, however, generally agreed that it was not necessary at such time to press for a separate High School at Aizawl and turned down the claim of Rev. Carter.<sup>18</sup>

The demand for the establishment of High School at Aizawl next came from the 'Lushai Students' Association' who submitted a memorandum to his Excellency, the Governor of Assam, when he visited Aizawl in 1940. In the year 1941, the Association sent its two delegates, Mr. Zairema and Mr. Lalrinthanga, to Shillong to

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<sup>18</sup> ASR Education B, Sept. 1936, Nos. 13-15. Minutes of a Conference on Hill Education held in the Committee room of the Council Chamber on 10<sup>th</sup> Aug. 1935.

pursue their demand. They met the Education Authorities and argued their demand for High School at Aizawl.<sup>19</sup>

The outbreak of World War II, however, temporarily dampened the demand, but revived in 1943. The new Superintendent of Mizoram (then Lushai Hills), Mr. A. MacDonald, ICS (1943-47) seemed to be very pleased when he saw the services of the Mizo people for the defence of the country during the war and he became keen in the welfare of the Mizo people. He himself initiated the opening of a High School, so much so that the Honorary Inspector of Schools, Aizawl, in his note close of 1943, could confidently say "It is hoped to be able to start a High School from next year".<sup>20</sup>

As for the funds, MacDonald contacted all the Chiefs and with their consent he diverted one year war aid to every family (Rs. 2/- each) for the establishment of High School. This amounted to Rs. 27000/-. He also collected donations from the public. Some leading Mizo men like Lallula Sailo, Chief of Reick village, Pachhunga, a merchant at Dawrpui and Dr. Thuama donated as Rs. 100/- each. The Missionaries also donated money. Rev. & Mrs. E.L. Mendus donated Rs. 500/-. At last a High School called Mizo High School was started in February 23, 1944, at the Young Lushai Association Hall, Mission Veng, Aizawl with 56 students in class VII.<sup>21</sup>

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<sup>19</sup> Minutes of Lushai Students Association Committee held on 17.12.1940. No. 1 (The Association was renamed Mizo Zirlai Pawl since 1945 and is commonly known by its abbreviated form MZP).

<sup>20</sup> Lalbiakliana, Mizoram Zirna Chanchin, p. 90.

<sup>21</sup> Lalhmuaka, Zoram Zirna Chhinchhialna.

The new location of this High School was at that time in a very big tea estate owned by the First Battalion, Assam Rifles. MacDonald bought the whole land as big as 80 bighas for the purpose of High School location with less than Rs. 2000/-.<sup>22</sup>

The Mizo High School was placed under the management and control of the Mission in Aizawl. Rev. D.E. Jones, the Honorary Inspector of Schools in the South, was the first Headmaster. Other teachers included Mrs. Jones (his wife) and other lady missionaries. Mr. Vankhuma was the only Mizo teacher at the beginning and the teachers taught on voluntary basis.<sup>23</sup>

The school progressed as the years went by. In 1945 class VIII was opened and the total enrolment was 76. Rev. J.M. Llyod, B.A.;B.D. who replaced Rev. D.E. Jones was the Headmaster between 1945 to 1949. Mr. Lalhmuaka joined as a teacher in 1945 but Mr. Vankhuma left the school. Rev. Zairema who got first class in B.Sc. also taught as a 'part time' teacher. The first and second Mizo M.A. degree holders Mr. K.T. Khuma and Mr. L.B. Thanga also taught from 1945 to 1948. The first Mizo lady teacher was Miss Lalsangpuii who joined in 1945. Mr. Sangliana, B.A. (Honours) was the first Mizo Headmaster joined the post on 1<sup>st</sup> January 1950. The school could send 25 candidates for Matriculation Examination in 1948 for the first time and 20 students came out successful (i.e., 80%).<sup>24</sup>

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<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

The Mizo High School was the only centre for higher education in Mizoram till 1947. Had the Missionaries received the support and encouragement from the Government authority, it could have been opened earlier. The result was that education did not develop uniformly in all the North Eastern Hill Areas.

Before India attained Independence, the position of schools in Mizoram was as follows (approximate) –

| Sl. No. | Schools                          | No. of Schools |
|---------|----------------------------------|----------------|
| 1       | Government Primary Schools       | 77             |
| 2       | Government Aided Primary Schools | 146            |
| 3       | Mission Primary Schools          | 116            |
| 4       | Mission Aided Primary Schools    | 5              |
| 5       | Private Primary Schools          | 27             |
| 6       | Government Middle Schools        | 15             |
| 7       | Government Aided Middle Schools  | 13             |
| 8       | Private Middle Schools           | 27             |
| 9       | Private High School              | 1              |
|         | Total Schools                    | 427            |

Progress of education (Mizo students getting Certificate/Degree) can be seen from Table 4.1.

**Table 4.1**  
**Number of students getting Certificates/Degrees at different levels**

| Sl. No.               | Year | Middle School | Matriculation/High School Leaving Certificate | Intermediate of Arts/Science | BA |
|-----------------------|------|---------------|---|------------------------------|----|
| 1                     | 1908 | 6             | -   | -                            | -  |
| 2                     | 1910 | 1             | 1   | -                            | -  |
| 3                     | 1912 | 1             | -   | -                            | -  |
| 4                     | 1914 | 4             | 1   | -                            | -  |
| 5                     | 1917 | 13            | -   | 1                            | -  |
| 6                     | 1920 | 16            | 2   | -                            | -  |
| 7                     | 1922 | 15            | 5   | 1                            | -  |
| 8                     | 1924 | 22            | -   | 2                            | 2  |
| 9                     | 1926 | 54            | 1   | -                            | 2  |
| 10                    | 1930 | 83            | 4   | -                            | -  |
| 11                    | 1932 | 43            | 4   | -                            | -  |
| 12                    | 1935 | 55            | 6   | -                            | -  |
| 13                    | 1938 | 65            | 6   | 2                            | -  |
| 14                    | 1940 | 106           | 11  | -                            | -  |
| Total from 1908-1940* |      | 1054          | 98  | 9                            | 6  |

\* - Total includes candidates passed in those years that are not shown in the table.  
Source: The Records of Mizoram Education by Lalhmuaka, p. 87.

**CHAPTER V**

**ANALYSIS AND INTERPRETATION OF DATA**

## **CHAPTER V**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **5.0.0 INTRODUCTION**

The present chapter deals with the analysis and interpretation of data collected by the investigator with reference to the various objectives of the study.

As regards, development of education in Mizoram before Independence (vide the first objective of the study) the information were collected mainly from the office records, reports, etc. and details are given in the earlier chapter (Chapter IV under appropriate headings).

As Regards, progress and problems of Secondary Education (vide the second and the third objectives of the study) the data were collected mainly by administering questionnaires to the samples of the heads of the schools and the school teachers. The information so collected were, however, supplemented by interviewing selected Education Officers of the State as well as from office records, reports etc.

The analysis of data collected from the heads of the secondary schools and the secondary school teachers are given in the following pages. The findings of the study in respect of these two objectives given in the next chapter are based on the

interpretation of data collected through the questionnaires as well as information obtained by interviewing Education Officers and consulting relevant office records, pamphlets, reports, information bulletin, etc.

### 5.1.0 ANALYSIS OF DATA COLLECTED FROM THE HEADS OF SECONDARY SCHOOLS

The analyses of data collected from the heads of the secondary schools of different types are given under different sub-heads as under. The analysis has been given in terms of percentages. The figures inside brackets in various tables indicate percentages while the figures outside brackets indicate numbers.

#### 5.1.01 Qualification of High School Heads

The analysis regarding the qualification of the high school heads in the sample for different management have been given in table 5.1.1.

**Table 5.1.1**  
**Qualifications of High School Heads**

|                         | Government  | Deficit    | Private    | Total        |
|-------------------------|-------------|------------|------------|--------------|
| Trained Post Graduate   | 18 (11.25)  | 6 (3.75)   | 4 (2.50)   | 28 (17.50)   |
| Untrained Post Graduate | 6 (3.75)    | 3 (1.88)   | 2 (1.25)   | 11 (6.88)    |
| Trained Graduate        | 81 (50.63)  | 12 (7.50)  | 5 (3.13)   | 98 (61.25)   |
| Untrained Graduate      | -           | 6 (3.75)   | 17 (10.63) | 23 (14.38)   |
| Total                   | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The above table indicates that the majority of the respondents (61.25%) were trained graduates (B.T., B.Ed., M.Ed.). 17.50 percent were trained Post-Graduate while 14.38 percent and 6.88 percent were untrained Graduates and untrained Post-Graduates respectively.

**Table 5.1.2**  
**Qualifications of High School Heads in Urban and Rural Areas**

|                         | Urban      | Rural      | Total        |
|-------------------------|------------|------------|--------------|
| Trained Post Graduate   | 16 (10.00) | 12 (7.50)  | 28 (17.50)   |
| Untrained Post Graduate | 6 (3.75)   | 5 (3.13)   | 11 (6.88)    |
| Trained Graduate        | 40 (25.00) | 58 (36.25) | 98 (61.25)   |
| Untrained Graduate      | 11 (6.88)  | 12 (7.50)  | 23 (14.38)   |
| Total                   | 73 (45.63) | 87 (54.38) | 160 (100.00) |

The table reveals that in urban areas 10.00 percent of the respondents are trained post-graduates; 3.75 percent were untrained post-graduates; 25.00 percent were trained graduates while 6.88 percent were untrained graduates.

In rural areas there were 7.50 percent trained post-graduates and 3.13 percent untrained post-graduates. 36.25 percent were trained graduates and 7.50 percent were untrained graduates.

#### 5.1.02 Founders of the Schools

On the analysis of the responses given by the heads of high schools, it was found that 66.88 percent (107 out of 160) of the sample schools were established by the local people while 18.75 percent schools (30 out of 160) by individual persons and 14.38 percent (23 out of 160) schools by missions.

### **5.1.03 Holding Classes at the Beginning**

From the responses given by the heads of high schools, it was found that the majority (55.00%) had classes in rented buildings while 45.00 percent schools had classes in their own buildings at the beginning.

### **5.1.04 Fund for School Buildings**

The response of the heads indicated that 45.00 percent of the schools had no fund for construction of school buildings at the initial stage, while majority (55.00%) of the schools got funds from local people and missions.

### **5.1.05 Own School Buildings**

On analysis of the responses, it was found that 90 percent (144 out of 160) of the schools in the sample have their own buildings. The majority (51.25%) i.e, 82 schools have permanent buildings while 24.37 percent have pucca building and the rest 14.38 percent (23 schools) have only temporary building.

### **5.1.06 Provision of Separate Rooms in the School**

The analysis regarding availability of separate rooms for the heads, teachers, office, etc. has been given in table 5.1.3.

**Table 5.1.3**  
**Provision of Separate Rooms in the School**

|                       | Government     |                | Deficit       |               | Private       |               | Total          |                |
|-----------------------|----------------|----------------|---------------|---------------|---------------|---------------|----------------|----------------|
|                       | P              | NP             | P             | NP            | P             | NP            | P              | NP             |
| Head's room           | 105<br>(66.63) | -              | 24<br>(15.00) | 3 (1.88)      | 17<br>(10.62) | 11<br>(6.87)  | 146<br>(91.25) | 14<br>(8.75)   |
| Teachers' common room | 105<br>(66.63) | -              | 27<br>(16.88) | -             | 28<br>(7.50)  | -             | 160<br>(100)   | -              |
| Office room           | 105<br>(66.63) | -              | 18<br>(11.25) | 9 (5.63)      | 12<br>(7.50)  | 16<br>(10.00) | 135<br>(84.37) | 25<br>(15.63)  |
| Pupils' Common room   | 48<br>(30.00)  | 57<br>(35.63)  | 18<br>(11.25) | 9 (5.63)      | 10<br>(6.25)  | 18<br>(11.25) | 76<br>(47.50)  | 84<br>(52.50)  |
| Science Laboratory    | 68<br>(42.50)  | 37<br>(23.13)  | 16<br>(10.08) | 11<br>(6.87)  | 8 (5.00)      | 20<br>(12.50) | 92<br>(57.50)  | 68<br>(42.50)  |
| Auditorium            | 19<br>(11.18)  | 86<br>(53.75)  | 5 (3.12)      | 22<br>(13.75) | 3 (1.88)      | 25<br>(15.63) | 27<br>(16.87)  | 133<br>(83.13) |
| Gymnasium             | -              | 105<br>(65.63) | -             | 27<br>(16.88) | -             | 28<br>(17.50) | -              | 160<br>(100)   |

Note: P – Provided; NP – Not Provided

The table indicates that most of the schools (91.25%) were having separate rooms for the heads and that all the schools in the sample were teachers' common room. Again majority of the schools had separate office rooms and science laboratories; while majority of the schools did not possess separate pupils' common room and auditorium. It may also be pointed out here that no school in the sample was found to possess a gymnasium.

### 5.1.07 Classroom Facilities

On analysis of the responses, it was found that all the schools had the essential classroom equipments like - desks, benches, chairs, tables and blackboards. All the classrooms were well- lighted and ventilated.

### 5.1.08 Library Facilities in Schools

Analysis of data regarding library and reading room facilities is given in table 5.1.4.

**Table 5.1.4**  
**Library Facilities in Schools**

|                      | Government  | Deficit    | Private    | Total        |
|----------------------|-------------|------------|------------|--------------|
| Library provided     | 70 (43.75)  | 14 (8.75)  | 11 (6.87)  | 95 (59.38)   |
| Library not provided | 35 (21.88)  | 13 (8.13)  | 17 (10.63) | 65 (40.63)   |
| Total                | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table reveals that the majority (59.38%) of the schools were provided school library.

### 5.1.09 Provision of Separate Library and Reading Rooms

The analysis of data with regard to separate for library and reading rooms is given in table 5.1.5.

**Table 5.1.5**  
**Provision of Separate Library and Reading Rooms (N=95)**

|                                    | Government | Deficit    | Private    | Total       |
|------------------------------------|------------|------------|------------|-------------|
| Separate Library room provided     | 20 (21.05) | 6 (6.31)   | 4 (4.24)   | 30 (31.58)  |
| Separate Library room not provided | 50 (52.63) | 8 (8.42)   | 7 (7.37)   | 65 (68.42)  |
| Total                              | 70 (73.68) | 14 (14.74) | 11 (11.58) | 95 (100.00) |
| Reading room provided              | 8 (8.42)   | 3 (3.16)   | -          | 11 (11.58)  |
| Reading room not provided          | 62 (65.26) | 11 (11.58) | 11 (11.58) | 84 (88.42)  |
| Total                              | 70 (73.68) | 14 (14.74) | 11 (11.58) | 95 (100.00) |

The table indicates provision of separate room for library and reading room. It was found that the majority of the schools with library do not have separate library room and reading room facilities.

It was also observed that majority of the schools (89.47%) did not have full time librarians.

#### 5.1.10 Organisation of Games in Schools

It was found from the responses that only 41.87 percent of schools were having playground of their own and the games mostly played in the schools were Volley Ball (87.50%), Football (81.88%), Badminton (70.63%) and Table Tennis (63.75%).

### 5.1.11 Provision of Co-Curricular Activities

From the responses given by the heads of different type of schools, the data were analysed to find out the provision of co-curricular activities like – NCC, Girls Guides, Boys Scouts for students. It was found that a very few schools provided NCC (16.88%), Girls Guides and Boys Scouts (17.50%).

### 5.1.12 Other Facilities Provided to Students

From the responses given by the heads of different type of schools, the data were analysed to find out the provision of drinking water, sanitation, medical, hostel and free education. Table 5.1.6, 5.1.7, 5.1.8 and 5.1.9 gives the analysis.

**Table 5.1.6**  
**Provision of Drinking Water**

| Drinking Water | Government  | Deficit    | Private    | Total        |
|----------------|-------------|------------|------------|--------------|
| Provided       | 89 (55.63)  | 25 (15.63) | 25 (15.62) | 139 (86.87)  |
| Not provided   | 16 (10.00)  | 2 (1.25)   | 3 (1.87)   | 21 (13.12)   |
| Total          | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates that a large majority (86.87%) of the schools provided drinking water to students.

**Table 5.1.7**  
**Provision of Sanitation Facilities**

| Sanitation Facilities | Government  | Deficit    | Private    | Total        |
|-----------------------|-------------|------------|------------|--------------|
| Provided              | 88 (55.00)  | 20 (12.50) | 20 (12.50) | 128 (80.00)  |
| Not provided          | 17 (10.63)  | 7 (4.38)   | 8 (5.00)   | 32 (20.00)   |
| Total                 | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table shows that a large majority (80.00%) of the schools provided sanitation facilities.

**Table 5.1.8**  
**Provision of Medical Facilities**

| Medical Facilities | Government  | Deficit    | Private    | Total        |
|--------------------|-------------|------------|------------|--------------|
| Provided           | 9 (5.63)    | -          | -          | 9 (5.63)     |
| Not provided       | 96 (60.00)  | 27 (16.88) | 28 (17.50) | 151 (94.37)  |
| Total              | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

Table 5.1.8 shows that only 5.63 percent from Government schools provided medical facilities while most of the schools did not provide the same.

**Table 5.1.9**  
**Provision of Hostel Facilities**

| Hostel Facilities | Government  | Deficit    | Private    | Total        |
|-------------------|-------------|------------|------------|--------------|
| Provided          | 4 (2.50)    | 3 (1.88)   | 9 (5.63)   | 16 (10.00)   |
| Not provided      | 101 (63.13) | 24 (15.00) | 19 (11.87) | 144 (90.00)  |
| Total             | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates that only 10.00 percent schools provided hostel facilities for students.

### 5.1.13 Framing the School Curriculum

Regarding the framing of the school curriculum, some alternative answers were provided to the heads in the questionnaires, like – the curriculum was framed

by the heads of schools, Board of School Education, Managing Committee or the school teachers. It was found that the high school curriculum in Mizoram was framed by the Mizoram Board of School Education (MBSE) for all the schools.

#### 5.1.14 Views on the Existing School Curriculum

The heads' opinions with regard to the existing school curriculum have been analysed in table 5.1.10 and 5.1.11.

**Table 5.1.10**  
**Views on the existing curriculum**

| Views         | Government  | Deficit    | Private    | Total        |
|---------------|-------------|------------|------------|--------------|
| Satisfied     | 28 (17.50)  | 12 (7.50)  | 12 (7.50)  | 52 (32.50)   |
| Not satisfied | 77 (48.12)  | 15 (9.38)  | 16 (10.00) | 108 (67.50)  |
| Total         | 105 (65.63) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

Table 5.1.10 indicates that majority (67.50%) of the respondents were not satisfied with the present curriculum.

**Table 5.1.11**  
**Defects of the existing curriculum**

| Defects                     | Government | Deficit   | Private   | Total      |
|-----------------------------|------------|-----------|-----------|------------|
| Does not cater to the needs | 45 (28.13) | 11 (6.88) | 14 (8.75) | 70 (43.75) |
| Over crowded                | 23 (14.38) | 9 (5.62)  | 8 (5.00)  | 40 (25.00) |
| Bookish                     | 19 (11.87) | 7 (4.37)  | 8 (5.00)  | 34 (21.25) |
| Theoretical                 | 24 (15.00) | 8 (5.00)  | 12 (7.50) | 44 (27.50) |

The table reveals that the highest percentage (43.75%) of the heads reported that the present curriculum does not cater to the needs of local students and the lowest percentage (21.25%) reported that the present curriculum is bookish.

#### **5.1.15 Prescription of Text Books**

The responses of the heads revealed that the textbooks for the high schools were prescribed by the Board of School Education of the State.

#### **5.1.1 Facilities for Educational and Vocational Guidance**

It was found that only four Government schools having Higher Secondary classes were provided with vocational education in classes XI and XII.

Majority of the heads of schools (77.50%) were found interested in introducing vocational courses at +2 level. They however, pointed out that, lack of fund, dearth of qualified teachers and lack of buildings and equipments are the main difficulties in this regard.

#### **5.1.17 Use of Methods of Teaching**

Regarding use of methods of teaching by the teachers, the option given by the heads are analysed in table 5.1.12.

**Table 5.1.12**  
**Use of Methods of Teaching**

| Teaching method                             | Government  | Deficit    | Private    | Total        |
|---|-------------|------------|------------|--------------|
| Teachers follow their own method            | 70 (43.75)  | 19 (11.88) | 15 (9.38)  | 104 (65.00)  |
| Teachers not follow own method              | 35 (21.87)  | 8 (5.00)   | 13 (8.12)  | 56 (35.00)   |
| Total                                       | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |
| Holding discussion among teachers           | 70 (43.75)  | 19 (11.88) | 15 (9.38)  | 104 (65.00)  |
| Holding no discussion                       | 35 (21.87)  | 8 (5.00)   | 13 (8.12)  | 56 (35.00)   |
| Total                                       | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |
| Seeking advice from senior teachers/experts | 70 (43.75)  | 15 (9.38)  | 12 (7.50)  | 97 (60.62)   |
| Not seeking advice                          | 35 (21.87)  | 12 (7.50)  | 16 (10.00) | 63 (39.38)   |
| Total                                       | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

It appears from the table that in the opinion of the majority of the heads (65%), teachers follow their own methods, that majority held discussion among teachers of the school and majority sought advice and guidance from their seniors regarding use of method in teaching.

#### **5.1.18 Permitting Teachers to Attend Workshop/Seminar on Examination**

The responses given by the heads indicates that only a small percentage (20%) of the heads of schools allowed their teachers to attend workshop/seminar on examination reform.

### 5.1.19 Recruitment of Teachers

As regards system of recruitment of teachers the data in respect of various types of schools, obtained from the heads of schools are given in table 5.1.13.

**Table 5.1.13**  
**System of Recruiting Teachers**

| Recruitment        | Government  | Deficit    | Private    | Total        |
|--------------------|-------------|------------|------------|--------------|
| Headmaster         |             |            | 13 (8.12)  | 13 (8.12)    |
| Managing Committee |             | 10 (6.25)  | 15 (9.38)  | 25 (15.62)   |
| Director           | 85 (53.12)  | 7 (4.37)   |            | 92 (57.50)   |
| D.E.O.             | 20 (12.50)  | 10 (6.25)  |            | 30 (18.75)   |
| Total              | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates that in most of the Government schools, teachers were recruited by the Director of School Education. In deficit schools, it was found that the recruitment of teachers was done by Managing Committees, District Education Officer and Director of School Education. In the case of private schools, the teachers were recruited by the Managing Committees (including heads of respective schools).

### 5.1.20 Various Facilities Enjoyed by Teachers

Regarding the facilities enjoyed by the teachers, it was found that the teachers in Government schools enjoyed annual increment, house rent allowance, dearness allowance, state compensatory allowance, interim relief, travelling allowance (on duty), medical reimbursement, general pension fund, pension and gratuity.

The deficit school teachers enjoyed annual increment, house rent allowance, dearness allowance, state compensatory allowance and interim relief, while the private school teachers were not given most of these facilities.

With regard to the leave facilities, the Government school teachers enjoyed 15 days casual leave in a year, three months maternity leave for women teachers with full pay, earned leave, extra ordinary leave with half pay on medical ground for permanent teachers. The deficit school teachers enjoyed 15 days casual leave in a year and three months maternity leave for women teachers with full pay. The private school teachers were found getting 12 days casual leave and maternity leave for women teachers.

The temporary teachers in all types of schools were not being provided leave facilities.

#### 5.1.21. Deputation of Teachers for Training

The position regarding deputation of teachers from various types of schools for undergoing training is shown in table 5.1.14.

**Table 5.1.14**  
**Deputation for Training**

| Deputation  | Government  | Deficit    | Private    | Total        |
|-------------|-------------|------------|------------|--------------|
| Deputed     | 49 (30.62)  | 16 (10.00) | 5 (3.12)   | 70 (43.75)   |
| Not deputed | 56 (35.00)  | 11 (6.88)  | 23 (14.38) | 90 (56.25)   |
| Total       | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates that only from 43.75 percent of the school teachers were deputed so far for undergoing professional training and that among those teachers deputed, majority were from the Government schools.

#### 5.1.22 Teachers' Union

A large majority of the schools had Teachers' Union and the Unions were recognised by the Government. In the opinion of the majority of the heads, welfare of teachers and improvement of academic quality in the schools were the main functions of the Teachers' Union.

#### 5.1.23 Supervision of Teaching

From the responses given by the heads, it was found that a large majority (81.25%) of them generally supervised teaching in their schools. In a very few deficit and private schools, teaching was supervised by the Managing Committees.

#### 5.1.24 Advance Information Regarding Inspection

The heads were asked whether the teachers were informed in advance about the inspection or not. The following table 5.1.15 gives the analysis of data.

**Table 5.1.15**  
**Advance Information of Inspection**

| Inspection                    | Government  | Deficit    | Private    | Total        |
|-------------------------------|-------------|------------|------------|--------------|
| Advance information given     | 75 (46.87)  | 10 (6.25)  | 9 (5.63)   | 94 (58.75)   |
| Advance information not given | 30 (18.75)  | 17 (10.63) | 19 (11.87) | 66 (41.25)   |
| Total                         | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table shows that the majority (58.75%) heads gave information in advance regarding the inspector's visit to the teachers.

It was further revealed from the responses that the following areas were generally covered during the inspection.

- (a) School records and accounts
- (b) Academic achievements
- (c) Instructional work
- (d) Building and environment
- (e) Classroom equipments
- (f) Co-curricular activities.

#### **5.1.25 School Management**

It was found from the responses that while all the Government schools were directly managed by the Government, the deficit and private schools were under the management of separate Managing Committees duly constituted under rules.

#### **5.1.26 Planning for the School Work in Advance**

Regarding the advance planning for the year's work, the following table gives the analysis of the responses from the heads of schools belonging to different management.

**Table 5.1.16**  
**Planning for the School Work in Advance**

| Planning                  | Government  | Deficit    | Private    | Total        |
|---------------------------|-------------|------------|------------|--------------|
| Advance planning done     | 90 (56.25)  | 23 (14.38) | 25 (15.85) | 138 (86.25)  |
| Advance planning not done | 15 (9.37)   | 4 (2.50)   | 3 (1.87)   | 22 (13.75)   |
| Total                     | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates that a large majority (86.25%) of the schools were found to have planned their year's work in advance.

#### 5.1.27 Preparation of Timetable

The analysis regarding preparation of timetable for the schools is given in table 5.1.17.

**Table 5.1.17**  
**Preparation of Timetable**

| Timetable       | Government  | Deficit    | Private    | Total        |
|-----------------|-------------|------------|------------|--------------|
| Head            | 8 (5.00)    | 3 (1.88)   | 5 (3.13)   | 16 (10.00)   |
| Teachers        | 25 (15.63)  | 8 (5.00)   | 8 (5.00)   | 41 (25.63)   |
| Head & Teachers | 72 (45.00)  | 16 (10.00) | 15 (9.37)  | 103 (64.37)  |
| Total           | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates that the timetable were generally prepared by the heads and the teachers in the majority cases (64.37%).

### 5.1.28 Problems of Maintaining School Discipline

The responses with regard to school discipline given by the heads of schools were analysed but not tabulated. It was found that no schools had discipline committee. The usual practices for dealing with the problem of indiscipline in schools were as follows –

- (a) Discussion in the staff meeting
- (b) Imposing fine in a few cases
- (c) Discussion between teachers and parents.

### 5.1.29 Financial Sources for the Schools

The analysis of data collected regarding sources of income for the schools is given in table 5.1.18.

**Table 5.1.18**  
**Sources of Income**

| Income Source     |       | Government  | Deficit    | Private    | Total        |
|-------------------|-------|-------------|------------|------------|--------------|
| Government grants | Yes   | 105 (65.62) | 27 (16.88) | 4 (2.50)   | 136 (85.00)  |
|                   | No    | -           | -          | 24 (15.00) | 24 (15.00)   |
|                   | Total | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |
| Fees and Fines    | Yes   | 36 (22.50)  | 12 (7.50)  | 28 (17.50) | 76 (47.50)   |
|                   | No    | 69 (43.12)  | 15 (9.38)  | -          | 84 (52.50)   |
|                   | Total | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |
| Donations         | Yes   | -           | 6 (3.75)   | 16 (10.00) | 22 (13.75)   |
|                   | No    | 105 (65.62) | 21 (13.13) | 12 (7.50)  | 138 (86.25)  |
|                   | Total | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table reveals that all the government and deficit and four private high schools (85.00%) were receiving grants from the Government as the main source of income.

Fees and fines were another sources of school income in some government, deficit and all private schools (45.50%) while donation was also a source of school income in some deficit and private schools.

### 5.1.30 Types of Financial Assistance

Table 5.1.19 gives the analysis of the types of financial assistance that the schools received from the Government in the past five years.

**Table 5.1.19**  
**Types of Financial Assistance**

| Type of Financial Assistance                  | Government  | Deficit    | Private    | Total        |
|---|-------------|------------|------------|--------------|
| Maintenance grants received                   | 105 (65.62) | 27 (16.88) | -          | 132 (82.50)  |
| Maintenance grants not received               | -           | -          | 28 (17.50) | 28 (17.50)   |
| Total   | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |
| Building, furniture grant received            | 69 (43.12)  | 20 (12.50) | 3 (1.88)   | 92 (57.50)   |
| Building, furniture grant not received        | 36 (22.50)  | 7 (4.38)   | 25 (15.62) | 68 (42.50)   |
| Total   | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |
| Laboratory grant and scholarship received     | 72 (45.00)  | 16 (10.00) | 3 (1.88)   | 91 (56.88)   |
| Laboratory grant and scholarship not received | 33 (20.62)  | 11 (6.88)  | 25 (15.62) | 69 (43.12)   |
| Total   | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

Table 5.1.19 shows that all the Government and deficit (105+27) high schools received maintenance on staff while the private high schools were not in receipt of such maintenance.

As regards other financial assistance, it was found that 57.50 percent of the schools received financial assistance for their building and furniture, while 56.88 percent schools received laboratory grants and scholarships for students from the Government during last five (5) years.

#### 5.1.31 Getting Financial Assistance in Time

In analysing another response, it was found that only 46.88 percent of the schools received their grants from Government in time. It was further revealed that the schools were having their accounts either with banks or post-office saving banks.

#### 5.1.32 Auditing School Accounts

Table 5.1.20 indicates whether the school accounts were audited annually or not.

**Table 5.1.20**  
**Auditing School Accounts**

| Audit                | Government  | Deficit    | Private    | Total        |
|----------------------|-------------|------------|------------|--------------|
| Audited annually     | 38 (23.75)  | 13 (8.13)  | 17 (10.62) | 68 (42.50)   |
| Not audited annually | 67 (41.87)  | 14 (8.75)  | 11 (6.88)  | 92 (57.50)   |
| Total                | 105 (65.62) | 27 (16.88) | 28 (17.50) | 160 (100.00) |

The table indicates in the majority (57.50%) of the cases, school accounts were not audited annually.

### **5.1.33 The School Records**

Analysis of responses revealed that following school records were maintained by the schools –

1. Admission Register
2. Attendance Register
3. Transfer and Leaving Certificate Register
4. Accounts Book
5. Salary Register
6. Service Book for teachers (Government Schools only)
7. Circular File
8. Casual Leave Register
9. Staff Council Proceeding Register
10. Students Conduct Book
11. Co-Curricular Activities Register
12. Supervision Book
13. Library Catalogue and Issue Register
14. Guardians' Meeting Proceeding Register.

### **5.1.34 Innovative Practices in Secondary Schools**

From the analysis of the responses, it was found that most of the heads (95%) encouraged their teachers to try-out their own techniques and ideas in classroom teaching. During the last five years, teachers from various schools were found to organised home visits, group discussions in classroom situation and extension talks by experts.

### **5.1.35 Problems as Perceived by the Heads of Schools**

Towards the end of the questionnaire, the heads of secondary schools were requested to express their reactions to different problems they faced with regard to physical facilities, administration, academic, financial and curriculum. The followings were found to be the major problems and inadequacies in majority of Mizoram high schools.

#### ***A. Problems with Regard to Physical Facilities***

- (i) Non-availability of playground
- (ii) Inadequate facilities in respect of buildings, library and laboratory for the schools

#### ***B. Administrative Problems***

- (i) Too much political interference in administration
- (ii) Poor conditions of schools situated in rural areas
- (iii) Inadequate and irregular inspection of schools

### ***C. Academic Problems***

- (i) Dearth of competent Science and Mathematics teachers in rural schools
- (ii) Poor standard of teaching in English
- (iii) Insufficient staff in rural areas
- (iv) Too many social and Church activities affecting academic work

### ***D. Financial Problems***

- (i) Lack of Government grants for repairs of school buildings and for purchase of furniture, books and teaching aids
- (ii) Uneven distribution of funds/grants among different schools and delay in releasing salary grants

### ***E. Curricular Problems***

- (i) Heavy Science and Mathematics syllabus
- (ii) Non-availability of some textbooks in the local market
- (iii) Frequent changes in the content of various subjects.

## **5.2.0 ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM SECONDARY SCHOOL TEACHERS**

The analysis of data collected from the teachers of the Secondary Schools of different types are given under different sub-heads as under. The analysis had been given in terms of percentages. The figures inside brackets in various tables indicate percentages while the figures outside brackets indicate numbers.

### 5.2.01 Teachers' Qualification

Table 5.2.1 gives the analysis of data concerning educational qualifications of high school teachers of the entire sample (438).

**Table 5.2.1**  
**Educational Qualifications**

| Qualification  | Government  | Deficit    | Private    | Total        |
|----------------|-------------|------------|------------|--------------|
| Under-graduate | 6 (1.37)    | 2 (0.46)   | 4 (0.91)   | 12 (2.74)    |
| Graduate       | 284 (64.84) | 46 (10.50) | 44 (10.04) | 374 (85.38)  |
| Post-graduate  | 33 (7.53)   | 12 (2.74)  | 7 (1.59)   | 52 (11.88)   |
| Total          | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table indicates that the majority (85.38%) of the teachers were graduates, while 11.88 percent of teachers having post-graduate degree and only few teachers (2.74%) were under-graduate usually employed on a temporary basis before proceeding for higher education.

### 5.2.02 Teaching Experience

The teaching experience of the sample of teachers has been grouped in intervals of 5 years. Table 5.2.2 gives the analysis from different management of schools.

**Table 5.2.2**  
**Teaching Experience**

| Experience     | Government  | Deficit    | Private    | Total        |
|----------------|-------------|------------|------------|--------------|
| Below 5 years  | 64 (14.61)  | 26 (5.94)  | 34 (7.77)  | 124 (28.31)  |
| 6–10 years     | 156 (35.62) | 18 (4.11)  | 15 (3.42)  | 189 (43.15)  |
| 11–15 years    | 49 (11.19)  | 9 (2.05)   | 4 (0.91)   | 62 (14.15)   |
| 16-20 years    | 37 (8.45)   | 4 (0.91)   | 2 (0.45)   | 43 (9.82)    |
| Above 20 years | 17 (3.88)   | 3 (0.68)   | -          | 20 (4.57)    |
| Total          | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table shows that the highest percentage (43.15%) had 6 to 10 years' teaching experience. The percent is the lowest (4.57%) in respect of the teachers having experience above 20 years.

### 5.2.03 Position of Trained Teachers

It was found from the responses that the majority (58.90%) of the respondents in the entire sample were trained and that they were benefited by training.

### 5.2.04 Participation in In-Service Training

Table 5.2.3 gives the analysis of responses regarding participation of teachers in in-service training.

**Table 5.2.3**  
**Participation in In-Service Training**

| In-Service Training | Government  | Deficit    | Private    | Total        |
|---------------------|-------------|------------|------------|--------------|
| Attended            | 196 (44.74) | 31 (7.08)  | 8 (1.83)   | 235 (53.65)  |
| Not attended        | 127 (29.00) | 29 (6.62)  | 47 (10.73) | 203 (46.35)  |
| Total               | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table reveals that the majority (53.65%) of teachers in the entire sample of schools attended short course/in-service training. However, the percentage of teachers from the private schools who attended in-service training was very low (1.83%)

From the same data, it was found that a large majority of the teachers (76.71%) felt that participation in short course/ in-service training programmes, from time to time was necessary. But a majority of (52.62%) of the teachers pointed out that adequate facilities for attending such programmes were not available.

#### 5.2.05 Workload of High School Teachers

Table 5.2.4 and table 5.2.5 gives the analysis of data concerning subject load and period load per week respectively of the teachers in the entire sample.

**Table 5.2.4**  
**Subject Load of Teachers**

| No. of subjects taught | Government  | Deficit    | Private    | Total        |
|------------------------|-------------|------------|------------|--------------|
| 1                      | 127 (29.00) | 20 (4.57)  | 10 (2.28)  | 157 (35.84)  |
| 2                      | 136 (31.05) | 26 (5.94)  | 30 (6.85)  | 192 (43.84)  |
| 3                      | 60 (13.69)  | 14 (3.19)  | 15 (3.42)  | 89 (20.32)   |
| Total                  | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

**Table 5.2.5**  
**Period Load of Teachers per Week**

| Period Load per week | Government  | Deficit    | Private    | Total        |
|----------------------|-------------|------------|------------|--------------|
| 20-25 period         | 45 (10.27)  | 5 (1.14)   | -          | 50 (11.41)   |
| 26-30 period         | 126 (28.77) | 19 (4.34)  | 17 (3.88)  | 162 (37.00)  |
| 31-35 period         | 104 (23.74) | 24 (5.48)  | 26 (5.94)  | 154 (35.16)  |
| Above 35 periods     | 48 (10.96)  | 12 (2.74)  | 12 (2.74)  | 72 (16.44)   |
| Total                | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table 5.2.4 indicates that the highest percentage (43.83%) of the teachers from different management of schools had to teach two subjects and the lowest

percentage (20.32%) had to teach three subjects where 35.84 percent had to teach only one subject. As a whole, it was found that the number of subjects taught by teachers in private schools was higher than that of the teachers in government and deficit schools.

With regard to the period load of the teachers, table 5.2.5 shows 37.00 percent teachers had period load between 26 and 30 and 35.16 percent teachers had the load between 31 and 35 periods per week.

#### 5.2.06 Co-Curricular Activities

From the responses given by the teachers of different types of schools, it was found that the majority of teachers (55.02%) were involved in co-curricular activities.

#### 5.2.07 Extra Coaching Classes

The following table gives the analysis of responses regarding coaching classes taken by the teachers.

**Table 5.2.6**  
**Extra Coaching Classes**

| Extra Coaching Classes taken | Government  | Deficit    | Private    | Total        |
|------------------------------|-------------|------------|------------|--------------|
| Often                        | 24 (5.48)   | 7 (1.59)   | 16 (3.65)  | 47 (10.73)   |
| Sometimes                    | 236 (53.89) | 46 (10.50) | 32 (7.30)  | 314 (71.69)  |
| Never                        | 63 (14.38)  | 7 (1.59)   | 7 (1.59)   | 77 (17.58)   |
| Total                        | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table indicates that a large majority (71.69%) of the teachers from different types of schools took extra coaching classes 'sometimes'. 10.73 percent teachers took extra coaching classes 'often' and the rest (17.58%) 'never' took extra coaching classes.

The responses given by the teachers indicate that only 21.00 percent teachers were taking private tuition and that most of the teachers were working in private schools.

#### **5.2.08 Suggestions for Rationalising Workload of Secondary School Teachers.**

The suggestions given by the majority of the teachers were the following:

- (i) More teachers should be appointed
- (ii) The period load of teachers should be equally distributed
- (iii) Subject load of teachers should not exceed 2 subjects
- (iv) Teachers should be given the chance to teach subjects according to their specialization

#### **5.2.09 Teachers' Reaction to the Present Curriculum**

In the opinion of the majority of the teachers, the present curriculum in the state of Mizoram was suitable. It may be mentioned in this connection that the school curriculum in the state was revised in accordance with the requirements of the National Policy on Education, 1986. The schools had just implemented the revised

curriculum. As a result, the opinions with regard to the various aspects of the curriculum sought from the teachers through the questionnaire were not conclusive.

#### 5.2.10 Suitability of Prescribed Text Books

Table 5.2.7 gives the analysis of data concerning suitability of prescribed textbooks to the needs of the students.

**Table 5.2.7**  
**Suitability of Prescribed Textbooks**

|              | Government  | Deficit    | Private    | Total        |
|--------------|-------------|------------|------------|--------------|
| Suitable     | 165 (37.67) | 41 (9.36)  | 34 (7.76)  | 240 (54.79)  |
| Not suitable | 158 (39.07) | 19 (4.34)  | 21 (4.79)  | 198 (45.21)  |
| Total        | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table indicates that the majority (54.79%) of the respondents from different categories of schools opined that the prescribed text books for high schools were suitable to the needs of the students.

It was however gathered that adequate numbers of the new text books were not available in the market and inadequate supply of text books was considered to be great problems for the students.

#### 5.2.11 Methods of Teaching Used by the Teachers

As regards methods of teaching used by the teachers, the responses collected from the teachers are analysed in Table 5.2.8.

**Table 5.2.8**  
**Methods of Teaching Used by Teachers**

| Methods                     | Government  | Deficit    | Private    | Total        |
|-----------------------------|-------------|------------|------------|--------------|
| Lecturing                   | 80 (18.26)  | 12 (2.74)  | 9 (2.05)   | 101 (23.06)  |
| Lecturing & Discussions     | 42 (9.59)   | 6 (1.37)   | 9 (2.05)   | 57 (13.01)   |
| Lecturing and Demonstration | 30 (6.85)   | 6 (1.37)   | 2 (0.46)   | 38 (9.67)    |
| Lecturing and notes giving  | 171 (39.04) | 36 (8.22)  | 35 (8.00)  | 242 (55.25)  |
| Total                       | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table shows that the most method used by the teachers was Lecturing and notes giving (55.25%) Lecturing method was used by 23.06 percent of teachers. 13.01 percent of teachers used Lecturing and Discussion while few teachers (9.67%) used Lecturing and Demonstration methods of teaching.

#### 5.2.12 Difficult Subjects for Students

According to the teachers, study of the responses given by the teachers revealed that in the opinion of a large majority (75.42%) of teachers, students found Mathematics and Science as most difficult subjects in the curriculum.

#### 5.2.13 Teacher Representation to the Managing Committee and their Satisfaction

It was found from the responses, the teachers in rural areas are more in numbers representing to the Managing Committees and more satisfied with the management.

#### 5.2.14 Teachers' Participation in School Activities

Study of the responses given by the teachers revealed that all the teachers were engaged in examination and a large majority (76.71%) were involved in the activities other than teaching like – co-curricular activities, time-table preparation, school library, guidance and counselling. Some teachers (19.41%) were found participated in school parents meetings and school supervision, only few teachers were found involved in school accounts and planning the school work.

#### 5.2.15 Suggestions Given to Students for the Improvement of Learning

The respondents were required have to tick 'yes' or 'no' regarding the suggestions were given to students for the improvement of learning. Table 5.2.9 gives the analysis of data.

**Table 5.2.9**  
**Suggestions give to Students for Improvement**

| Suggestions given for improvement | Government  | Deficit    | Private    | Total        |
|-----------------------------------|-------------|------------|------------|--------------|
| Yes                               | 220 (50.23) | 39 (8.90)  | 44 (10.04) | 303 (69.18)  |
| No                                | 103 (23.51) | 21 (4.80)  | 11 (2.52)  | 135 (30.82)  |
| Total                             | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table indicates that the majority (69.18%) of the respondents were found to give suggestions to students to improve their learning.

### 5.2.16 Workshop on Examination Reform

The respondents were asked whether they have attended any workshop on examination reform or not. The data were analysed but not tabulated. It was found that only few (17.58%) of the teachers attended workshop on examination reform while a large majority (82.42%) of the teachers did not attend workshop on examination reform.

### 5.2.17 Payment of Salary to Teachers

The data collected from the teachers in government and deficit schools were receiving pay scales prescribed by the State Government while in private schools the teachers were not given the time scale pay. It was also learnt that while in government and deficit schools monthly salary was paid on time, in the case of private schools salary was not generally paid on time.

### 5.2.18 Teachers' Reaction to the Present System of Recruitment

Table 5.2.10 indicates whether the teachers of different categories of schools were satisfied with the present system of recruitment in the schools or not.

**Table 5.2.10**  
**Teachers' Reaction to the Present System**

| Responses     | Government  | Deficit    | Private    | Total        |
|---------------|-------------|------------|------------|--------------|
| Satisfied     | 198 (45.20) | 22 (5.03)  | 34 (7.76)  | 254 (58.00)  |
| Not satisfied | 125 (28.54) | 38 (8.67)  | 21 (4.79)  | 184 (42.00)  |
| Total         | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table shows that the majority (58.00%) of the respondents were satisfied with the present system of recruitment.

### 5.2.19 Steps Suggested for Improving Condition of Teachers

Table 5.2.11 gives the analysis of the steps suggested by the respondents for improving the condition of teachers.

**Table 5.2.11**  
**Steps Suggested for Improving the Condition of Teachers**

| Steps suggested                               | Government  | Deficit    | Private    | Total        |
|---|-------------|------------|------------|--------------|
| Giving higher pay scales                      | 195 (44.52) | 19 (4.34)  | 30 (6.85)  | 244 (55.71)  |
| Granting financial help for higher studies    | 128 (29.22) | 6 (1.37)   | 5 (1.14)   | 139 (31.74)  |
| Treating teachers at par with Govt. employees | -           | 16 (3.65)  | 12 (2.74)  | 28 (6.39)    |
| Giving pension benefit                        | -           | 19 (4.34)  | 8 (1.83)   | 27 (6.16)    |
| Total   | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table indicates that the majority (55.71%) of the respondents from different schools spread over urban and rural areas stressed the importance of giving higher pay scales to the teachers.

### 5.2.20 Job Satisfaction of Teachers

The analysis of the extent of satisfaction with regard to their job, as indicated by the respondents is given in Table 5.2.12.

**Table 5.2.12**  
**Job Satisfaction of Teachers**

| Extent of Satisfaction | Government  | Deficit    | Private    | Total        |
|------------------------|-------------|------------|------------|--------------|
| Highly satisfied       | 74 (16.89)  | 16 (3.65)  | 12 (2.74)  | 102 (23.29)  |
| Satisfied              | 197 (44.97) | 35 (8.00)  | 29 (6.62)  | 261 (59.59)  |
| Dissatisfied           | 52 (11.87)  | 9 (2.05)   | 14 (3.20)  | 75 (17.12)   |
| Total                  | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table shows that the majority (59.59%) of the respondents were satisfied with their teaching job. 23.29 percent were found highly satisfied while 17.12 percent indicated that they were not satisfied with their teaching job.

Reasons for dissatisfaction given by the concerned teachers were analysed but not tabulated. It was found that the reasons furnished by them included one or the other of the following:

- (a) Poor Service condition
- (b) Poor salary (c) Lack of recognition

#### 5.2.21 Rate of School Dropouts

The teachers were asked to give their opinion on the rate of dropouts in the secondary schools. Table 5.2.13 gives the analysis.

**Table 5.2.3**  
**Opinion on the rate of School Dropouts**

| Rates | Government  | Deficit    | Private    | Total        |
|-------|-------------|------------|------------|--------------|
| High  | 216 (43.31) | 34 (7.76)  | 32 (7.31)  | 282 (64.38)  |
| Low   | 107 (24.43) | 26 (5.94)  | 23 (5.25)  | 156 (35.62)  |
| Total | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The Table indicates that a large majority (64.38%) of the respondents opined that the rate of dropouts in Mizoram Secondary Schools was “high”.

The responses given by the teachers also indicated the reasons for the high rate of dropouts. In their opinion the high rate of dropouts was caused by one or the other of the following:

- (a) Failure in examination
- (b) Poor condition of the school
- (c) Unfavourable condition at home

### 5.2.22 Standard of Secondary Education in Mizoram

The respondents were asked to give their opinion with regard to the overall standard of education in the Secondary Schools. Some choices were given in the questionnaire and the teachers were asked to tick the one they thought as most appropriate. The analysis of data are given in table 5.2.14.

**Table 5.2.14**  
**Standard of Education in Secondary Schools**

| Opinion                | Government  | Deficit    | Private    | Total        |
|------------------------|-------------|------------|------------|--------------|
| Standard has improved  | 69 (15.75)  | 16 (3.65)  | 23 (5.25)  | 108 (24.65)  |
| Same as before         | 49 (11.19)  | 11 (2.51)  | 8 (1.83)   | 68 (15.63)   |
| Standard has gone down | 127 (31.27) | 18 (4.11)  | 9 (2.05)   | 154 (35.16)  |
| Not sure               | 78 (17.81)  | 15 (3.42)  | 15 (3.42)  | 98 (22.24)   |
| Total                  | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table reveals the opinion about the standard of secondary schools in Mizoram as expressed by the respondents. It was found that the highest percentage (35.16%) of the respondents opined that the standard of secondary education in Mizoram had gone down while 24.66 percent observed that the standard had improved. 22.37 percent of the respondents were undecided while in the opinion of 15.53 percent of the teachers the standard of education was the same as before.

### 5.2.23 Problems of Secondary Education as Perceived by Teachers

With regard to the problems of secondary education, the highest percentage (37.21%) of teachers stated that the main problem was the unsatisfactory service conditions of teachers. Lack of fund was the main problem according to 32.19 percent of teachers and 29.45 percent believed that insufficient number of teachers was the main problem. And the lowest percentage (21.23%) opined that less number of schools and high enrolment as the main problem of secondary schools in Mizoram.

### 5.2.24 Trying Out Innovative Ideas by the Teachers

The respondents were required to state if they had tried any innovative ideas in classroom teaching. The responses were analysed as shown in table 5.2.15.

**Table 5.2.15**  
**Trying out Innovative Ideas**

| Responses     | Government  | Deficit    | Private    | Total        |
|---------------|-------------|------------|------------|--------------|
| Tried out     | 128 (29.22) | 19 (4.34)  | 23 (5.25)  | 170 (38.81)  |
| Not tried out | 195 (44.52) | 41 (9.36)  | 32 (7.31)  | 268 (61.69)  |
| Total         | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table reveals that only 38.81 percent of the respondents tried out some innovative ideas or practices in teaching.

### 5.2.25 Description of Innovative Practices

The respondents were asked to mention the innovative ideas or practices which they tried out. Table 5.2.16 gives the analysis (N=170).

**Table 5.2.16**  
**Types of Innovative Practices**

| Innovative Practices                      | Government  | Deficit    | Private    | Total        |
|---|-------------|------------|------------|--------------|
| Visual aids                               | 46 (27.06)  | 8 (4.71)   | 10 (5.88)  | 64 (37.65)   |
| Teaching aids like charts, maps, pictures | 46 (27.06)  | 6 (3.53)   | 7 (4.12)   | 59 (34.71)   |
| Discussion                                | 36 (21.18)  | 5 (2.94)   | 6 (5.53)   | 47 (27.64)   |
| Total                                     | 128 (75.29) | 19 (11.18) | 23 (13.53) | 170 (100.00) |

As per the table the highest percentage of teachers (37.65%) used various kinds of visual aids in teaching as an innovative activity.

### 5.2.26 Laboratory Facilities

Table 5.2.17 gives the analysis of the provision of Science Laboratories in the schools.

**Table 5.2.17**  
**Laboratories Facilities in School**

| Laboratory facilities | Government  | Deficit    | Private    | Total        |
|-----------------------|-------------|------------|------------|--------------|
| Provided              | 214 (48.86) | 29 (6.62)  | 15 (3.42)  | 258 (58.90)  |
| Not provided          | 109 (24.89) | 31 (7.08)  | 40 (9.14)  | 180 (41.10)  |
| Total                 | 323 (73.74) | 60 (13.70) | 55 (12.50) | 438 (100.00) |

The table indicates that in the opinion of the majority of teachers (58.90%) schools were provided with laboratory facilities.

### 5.2.27 Standard of Teaching Science and Mathematics

In the opinion of the majority of respondents the standard of teaching Science and Mathematics in the secondary schools was poor. The reasons furnished by a large majority of them were as follows –

- (a) Lack of strong foundation in the subject
- (b) Dearth of qualified teachers in schools
- (c) Lack of laboratory facilities and
- (d) Fear of the subjects.

### 5.2.28 Professional help and Co-Operation from others Received by the Teachers

Table 5.2.18 gives the analysis of the data with regard to the help and co-operation received by the teachers from others (heads, other teachers, parents and State Education Department).

**Table 5.2.18**  
**Professional help and Co-Operation**

| Degree of Co-operation received | From Heads   | From other teachers | From parents | From State Education Department |
|---------------------------------|--------------|---------------------|--------------|---------------------------------|
| Much                            | 216 (49.32)  | 198 (45.21)         | 47 (10.73)   | 74 (16.89)                      |
| Some                            | 193 (44.06)  | 216 (49.32)         | 219 (50.00)  | 237 (54.11)                     |
| None                            | 29 (6.62)    | 24 (5.47)           | 172 (39.27)  | 127 (29.00)                     |
| Total                           | 438 (100.00) | 438 (100.00)        | 438 (100.00) | 438 (100.00)                    |

The table indicates that almost half of the respondents (49.32%) were getting 'much' help and co-operation from their heads, 44.06 percent received 'some' help while only few (6.62%) of the respondents did not get any help from their heads with regard to their teaching profession.

Regarding professional help and co-operation from other teachers, the highest percentage (49.32%) of the respondents were getting 'some' help from other teachers, and 45.20 percent received 'much' help while 5.48 percent did not received help and co-operation from other teachers.

The table further reveals that only 10.73 percent of the teachers were getting 'much' help from the parents of their students whereas half of the respondents (50.00%) were getting 'some' help and 39.27 percent did not received any help from parents.

The same table indicates that the majority (54.11%) of the respondents received 'some' kind of help and co-operation whereas only 16.89 percent received 'much' help and 29.00 percent did not received any help from the State Education Department with regard to their teaching profession.

#### **5.2.29 Specific Problems Faced by the Teachers**

The teachers are asked to specify problems with reference to organizational, curricular and financial aspects. The common problems identified from the responses given by the respondents as follows –

- (i) Poor service condition and lack of promotional facilities
- (ii) Delay in issuing order of confirmation in service
- (iii) Lack of facilities for higher studies
- (iv) Inadequate facilities for in-service training of teachers
- (v) Absence of vocational courses in the curriculum
- (vi) Dearth of qualified teachers to Science and Mathematics
- (vii) Dearth of teaching aids in schools
- (viii) Poor salary

- (ix) Irregular payment of salary
- (x) Non-implementation of Senior Grade pay scales for teachers.

### 5.2.30 Ratings of the Problems

Towards the end of the questionnaire, the investigator asked the teachers to rate the problems in terms of acuteness. The study of the responses revealed that there were variations among the respondents from different types of schools in so far as the degree of acuteness of the problems are concerned.

According to the majority of the teachers (58.51%) in government high schools, lack of promotional facilities was 'very acute' problem.

The majority (63.33%) of the respondents from deficit high schools rated lack of promotional facilities and absence of retirement benefits as the 'very acute' problems.

For the majority (65.45%) of the private school teachers, poor salary and absence of retirement benefits were 'very acute' problems.

### 5.2.31 Suggestions and Recommendations, Plan or Proposal given by High School Teachers

The respondents were asked to give their suggestions and recommendations, plan or proposal for the removal of various problems.

The common suggestions identified by the investigator from the responses are given below -

- (i) The service condition of teachers in schools should be improved in all the various types of schools (Government, Deficit and Private) should follow uniform service rules.
- (ii) The condition of private schools should be improved and the teachers working in these schools should be given time scale of pay.
- (iii) Teachers should be confirmed in service in time.
- (iv) Study leave facilities should be extended liberally to teachers intending to go for higher studies.
- (v) In-service training facilities should be strengthened.
- (vi) Teaching aids should be supplied by the Government to all schools.
- (vii) Pay scales of teachers should be revised. Promotional facilities for teachers may be created by creating various grades (Senior Grade, Selection Grade etc.).

- (viii) Salary of teachers should be paid in time.
- (ix) Post of Assistant Headmaster/Headmistress should be introduced in all types of schools.
- (x) Vocational courses should be introduced.

## **CHAPTER VI**

# **FINDINGS OF THE STUDY AND SUGGESTIONS**

## **CHAPTER VI**

### **FINDINGS OF THE STUDY AND SUGGESTIONS**

#### **6.0.0 Introduction**

The present chapter gives the major findings with reference to the four objectives of the study. As regards development of education in Mizoram, vide the objective number one, the details have already been presented in a separate chapter (i.e. chapter IV). A few major points with regard to this objective are, however, been given in the chapter along with the findings in respect of the other objectives. Towards the end of the chapter a list of topics suggested for future researchers can be seen.

#### **6.1.0 Development of Education Before Independence**

1. Education in Mizoram was started only in 1894 when the first two missionaries (J.H. Lorrain and F.W. Savidge) came and started school by adopting the first alphabet from Roman script. But the school was closed down in the same year, due to unavoidable circumstances. However, in the year 1898, it was reopened by Rev. D.E. Jones with 60 students and the education in Mizoram continued to grow thereafter.

2. The first Lower Primary School Examination was conducted in the year 1903 in which 27 candidates appeared, and 19 came out successful (i.e. 70.37 per cent).
3. In 1904, the Chief Commissioner of Assam, Sir Bamfylde Fuller visited Lushai Hills. At Aizawl he visited Government schools as well as Missionary schools. He appreciated Missionary schools, closed down Government schools and gave full charge to Missionary School authority. Since then the Missionary Schools were put under the Honorary Inspector of Schools.
4. The first Middle English School was opened in 1905 at Aizawl, and the first Middle English School Scholarship Examination was held in the year 1909. All the six candidates appeared in the examination were declared passed.
5. In the year 1910, one Mizo student passed Matriculation Examination for the first time, but in 1920, 98 students passed Matriculation Examination and 9 students passed Intermediate Examination. In the year 1924, two Mizo students passed B.A. Examination for the first time.
6. The Scholarships at the rate of Rs.3/- per month introduced in 1903 was continued by the Government, even after the whole educational administration in the District came in the hands of the Mission with a condition that the award of scholarship should be made to students whom the Mission considered to be deserving ones.

7. In the year 1942, Lushai Hills District Education Board was formed. The Board functioned as an Advisory Board.
8. The first Government Grants for one Mission and three Government schools in Lushai Hills (now Mizoram) was sanctioned in 1897-98 and the amount for four schools was Rs. 333/-. The next year, the sanctioned amount was increased to Rs. 902/-.
9. In 1908, the Government raised the recurring grants for education from Rs. 5,477 to Rs. 8,720. The Government expenditure for the Lushai Hills education was calculated approximately to Rs. 19,590 yearly between 1910 and 1920 and as Rs. 15,740 annually in 1920's.
10. The year 1944 marked the beginning of Secondary Education in Mizoram. In that year the first High School was set up in Aizawl with 56 students in Class VII. The school was called Mizo High School.
11. A sum of Rs. 27,000 collected for "war aid to every family (Rs. 2/- each)" was diverted for the establishment of High school by the then Superintendent of Lushai Hills Mr. A. Mac. Donald, I.C.S. with the consent of the chiefs of the Lushai Hills.

12. The Mizo High School was placed under the Management and control of the Mission in Aizawl. Rev. D.E. Jones, the Honorary Inspector of Schools in the North was the first Headmaster. Other lady missionaries taught on voluntary basis. The only Mizo teacher at the beginning was Mr. Vankhuma.

13. In the next year (i.e. 1945), Class VIII was opened with 76 students on the roll. The school progressed as the years went by.

14. Before Independence, there were 427 schools in Lushai Hills (Mizoram). The break up of the schools was 371 Primary schools, 55 Middle schools and 1 (one) High school.

### **6.2.0 Progress of Secondary Education in the Post-Independence Period**

The major findings relating to the progress of Secondary Education with reference to Curricular, Organisational and Financial Aspects are as follows –

#### **6.2.1 Curricular Aspects**

1. Mizoram (then Lushai Hills) started its first High School in 1944 and the school was affiliated to Gauhati University in 1948. The curriculum prescribed by Gauhati University was followed for the first Matriculation Examination in 1948. There were 25 candidates and out of these 20 came out successful (i.e., 80%). The syllabus for the first batch of Matriculation candidates from Mizoram were –

- (a) English (3 papers),
- (b) Mathematics
- (c) History
- (d) Geography
- (e) Major Vernacular (2 papers) or (i) Science, (ii) Commercial Geography
- (f) Indian Vernacular (Lushai)

Each paper carried 100 marks and minimum marks for third division was 324, second division 450 and first division 540 out of 900 marks.

2. The Mizoram High School came under the Assam Board of Secondary Education (SEBA) when it was established in 1964, and followed the curriculum for Secondary Schools. It was found that there was a slight change, i.e., in English there were only two papers and the girls students could take Arithmetic and Domestic Science instead of Mathematics and the minimum marks came down to 264 for third division, 360 for second division and 480 for first division since the total marks was 800.
3. The Mizoram Board of School Education (MBSE) was established in 1976 and the High Schools of Mizoram came under the control of MBSE in the same year. The MBSE adopted the curriculum of Board of Secondary Education Assam(SEBA) since revised in 1973. In the revised SEBA curriculum a new subject, i.e., Work Experience was included with 100 marks and two papers in English with 75 marks each. The compulsory subjects were – (i) English (2

papers), (ii) Mizo, (iii) General Science, (iv) Mathematics or Domestic Science, (v) Social Studies and (vi) Work Experience and Electives (any two) and additional (any one) from the following – (a) History, (b) Geography, (c) Civics, (d) Commercial Geography, (e) Home Science (Theory 70 marks; Practical 30 marks).

4. In the year 1982, the Mizoram Board of School Education brought out a new curriculum of its own for the first time since its establishment, and used the syllabi framed by National Council of Educational Research and Training (NCERT) as its model. The framework of the syllabus for High Schools (i.e., Class VIII-X) was as follows –

**A. Core Subjects -**

- (i) First language (two papers) – Mizo (75 marks each)
- (ii) Second language (two papers) – English (75 marks each)
- (iii) Mathematics (two papers) (75 marks each)
- (iv) Science – (a) Physics, (b) Chemistry, (c) Biology (50 marks each)
- (v) Social Science (two papers) (100 marks each)
- (vi) Work Experience (one paper ) (100 marks).

**B. Additional Subjects in any one of the Following –**

- (i) History,
- (ii) Civics and Economics,

- (iii) Commercial Geography,
- (iv) Advance Mathematics and
- (v) Home Science.

5. In the year 1992, the MBSE changed the Secondary curriculum according to the guidelines suggested by the National Policy on Education (NPE) 1986. As per the new syllabus, Work Education would be evaluated in terms of grade instead of marking system. The compulsory subjects like English, Mizo, Mathematics, Social Studies have 2 papers each with 100 marks each and in Science - Physics and Chemistry with 65 marks each and Biology with 70 marks. Students can choose any one of the following as additional subjects – History, Civics and Economics, Commercial Geography, Advance Mathematics, and Home Science.
6. The first batch of the first High School in Mizoram could send 25 candidates for Matriculation Examination in 1948 and 20 candidates came out successful (i.e., 80%). The highest percentage in Matriculation (HSLC) Examination in Mizoram was found in 1949 (i.e., 95.45%) before the Mizoram Board of School Education conducted High School Leaving Certificate (HSLC) Examination.
7. When Mizoram Board of School Education conducted its HSLC Examination for the first time (1978) the number of students appearing at the examination was increased considerably but the percentage of pass in the examination came down to 40.45 percent.

8. At present, there are 52 centres for HSLC Examination in the State. There is no other common Examination in Secondary Education in Mizoram.

### **6.2.2 Organisational Aspects**

1. As has already been stated, there was only one High School in the whole area at the time of Independence. Since the school was taken over by the Government of Assam on 1<sup>st</sup> January 1950. Pu Sangliana was appointed as Headmaster. He was the first Headmaster among the Mizos and after that senior teachers held the post from time to time.
  
2. In the year 1952, Lushai Hills was elevated to the status of an Autonomous District Council called Lushai Hills District. At that time there were only four schools in the whole area with 711 students. In the next ten years 1962, the number of High Schools increased to fourteen (14). When Mizoram attained its Union Territory in 1972, the number of High Schools reached ninety-one (91) with 10,007 students and 395 teachers. When Mizoram became a full-fledged State, on 20<sup>th</sup> February 1987, the number of High Schools reached hundred and sixty two (162) and the enrolment in these schools was 18,356 with 1192 teachers (out of which 544 teachers were trained). By 1996-97, there was a considerable increase in the number of High Schools in the State and the number reached 330 with 33,316 students and 2,465 teachers (1173 trained teachers).

3. In the year 1972, a separate Directorate of Education was established with the bifurcation of the erstwhile Mizo District from Assam and the inauguration of the Union Territory of Mizoram. The Directorate of Education started functioning in the year 1973. The Directorate of Education was trifurcated in the year 1989. The three Directorates of Education are - Directorate of School Education, Directorate of Higher and Technical Education, Directorate of Art and Culture. The Directorate of School Education looks after Elementary Education, Secondary and Higher Secondary Education, Teachers Education, Adult Education, Promotion of Science Education, Hindi Education, State Council of Educational Research and Training (SCERT) and Pre-Matric Scholarship.
  
4. The three revenue Districts were divided into four Educational Districts, one each in the Districts of Lunglei and Chhimitupui and two in Aizawl District (Aizawl East and Aizawl West)> There is a District Education Officer (DEO) for each of the four Educational Districts to look after Secondary Education in their own district assisted by Assistant District Education Officers who takes care of Non-Government institutions and in each District there were ministerial staff to provide support.
  
5. The State follows the national pattern of education (10+2+3). The first ten years of education comprise three stages – the Primary School stage from class I-IV, Upper Primary or Middle School stage from classes V-VII and Secondary or High School stage with classes VIII-X. The Higher Secondary stage, class XI-

XII (the erstwhile PU course) are now being attached to High Schools (since 1996), the Higher Secondary School Leaving Certificate Examination (HSSLC) are now being conducted by the Mizoram Board of School Education (from 1997) after the North-Eastern Hill University (NEHU) handed over to the respective State Governments.

6. In the year 1975, the Mizoram Board of School Education Act was enacted by the Mizoram Legislature Assembly and it received the administrators assent under Notification No. LJD 18/75/70 dated 27<sup>th</sup> March 1996. The Mizoram Board of School Education started functioning from 23<sup>rd</sup> December 1976, as an Autonomous Statutory Body constituted under the Mizoram Board of School Education Act 1975. The Board controls the academic aspects of the whole of school education from class I to X now upto class XII as well as Teachers Training Institute (District Institute of Education and Training DIET) in Mizoram. The main function of the Board is to conduct various levels of public examination (MSLC, MESLC, HSLC, and HSSLC). It is also entrusted to carry out the works and development of school curriculum, improvement and standard of teaching and evaluation in the schools. The Board also prepares textbooks for schools, organises seminars, provides in-service training for teachers and advises Government on the organisation and development of school education.
7. In Mizoram, the State Council of Educational Research and Training (SCERT) was established in January 1980 as a counterpart of the NCERT, New Delhi and

as an academic wing of the Directorate of Education, Mizoram. When the Directorate of Education was bifurcated, the State Council of Educational Research and Training was placed under the Directorate of School Education headed by Joint Director.

8. At present, there is only one training college for the teachers of secondary schools, called "College of Teachers' Education" established in 1975 by the Government of Mizoram. The college is affiliated to North-Eastern Hill University (NEHU). From 1975 to 1997, out of 2,615 candidates appeared at the B.Ed. examinations, 2,120 have passed out (81.07%).

### *6.2.3 Financial Aspects*

1. The educational expenditure increased gradually from Rs. 196.90 lakhs in 1972-73 to Rs. 6409.11 lakhs in 1993-94. In 21 years, the expenditure multiplied 32 times. But when the total State expenditure is classified as "Revenue Expenditure", it can be seen that the proportion of funds allotted to education decreased considerably after 1972-73. The declining trend was not however, uniform, from 18.18 percent in 1972-73, there was virtually a sharp fall till 1976-77. In 1977-78, there was a reversal in the trend as 16.88 percent of total expenditure was spent on education. But again upto 1982-83, education on an average had a share of 13 percent of total expenditure. In 1993-94, the proportionate expenditure, though increased to 15.30 percent still fell short of 1972-73 level.

2. Expenditure on Secondary Education in Mizoram multiplied more than 29 times from Rs. 94.19 lakhs in 1972-73 to Rs. 2782.96 lakhs in 1996-97. In absolute terms, it was an impressive increase. The expenditure varied considerably from year to year. During 1972-73, the expenditure on Secondary Education was not less than 40 percent, but in 1979-80, there was a great fluctuation and the percentage on Secondary Education came down to 19.73 percent only. With the achievement of the status of full-fledged Statehood for Mizoram, the percentage of expenditure on Secondary education has increased (23.88%) and has never fallen down below 20 percent since then.
3. Plan expenditure on education is relatively small compared to non-plan expenditure on Secondary education in Mizoram. Plan expenditure accounted for nearly 20 percent of the total expenditure in 1988-89. This proportion has increased to 27 percent in 1989-90. It tends to decline gradually and by 1993-94, it became 20.7 percent. The remaining more than 70 percent is non-plan expenditure.
4. Regarding the sources of fund for Mizoram High Schools, the share of Government increased from 83.4 percent in 1976-77 to 98.6 percent in 1991-92. The share for local bodies in financing Secondary School Education is declining, i.e., from 3.8 percent in 1976-77 to 0.1 percent in 1988-89. Students contribution in the form of fees formed share decline to less than one percent in 1991-92.

Other sources accounting 6 percent in 1976-77 had also fallen down to below one percent in 1991-92.

5. The proportion of expenditure on teacher's salaries increased from 77.33 percent in 1976-77 to 84.14 percent in 1979-80. In 1987-88 the salary component become very low, i.e., 46.41 percent of the educational expenditure. In 1989-90 the teacher cost was the lowest (44.99%) and the non-teacher cost highest (55.01%) in 17 years.
6. Since Mizoram became Union Territory in 1972, a clear picture of Fourth Plan Outlay was not available. Thus, virtually Mizoram's first plan started with the National Fifth Plan period. From the total outlay of Rs. 56.73 crores, the educational outlay was 3.16 crores. The proportion of educational outlay with Union Territory outlay improved from 5.6 percent in the Fifth Plan period to 6.4 percent in the Sixth Plan, i.e., a relative increase of 14 percent. In the Seventh Plan period the ratio rose to 8.4 percent representing a relative increase of 31 percent over the ratio of the Sixth Plan period. This shows that education in Mizoram started getting proportionately larger share of total plan outlay since 1985.

### 6.3.0 Problems of Secondary Education

The problems of Secondary education in Mizoram, identified from the study of responses to the questionnaires and Interview Schedule as well as study of relevant records are given below.

#### 6.3.1 Curricular Aspects

- (i) Since the curriculum revised in accordance with the requirements of the National Policy on Education (1986) was either just implemented or in the process of being implemented at the time of data collection, no definite opinion with regard to its efficiency could be furnished by the respondents.
- (ii) As regards examination conducted by the schools, it was found that most of the schools conducted two (2) terminal exams and one annual (promotion) exam, while the other schools conducted two (2) examinations, one half yearly and the other annual (promotion) examination. It appears that there was no uniform policy followed with regard to examination system in various schools.
- (iii) Adequate number of the new textbooks were not available in the market and inadequate supply of textbooks was considered to be a problem for the students.

- (iv) Majority of the teachers (64.16 per cent) in the sample taught two or more subjects while 35.84 per cent had to teach only one subject. As a whole, it was found that the number of subjects taught by teachers in private schools was higher than that of the teachers in government and deficit schools. There was no uniformity regarding distribution of subject of teachers in various schools.
- (v) The period loads of the teachers in private schools were more than that of the teachers in government and deficit schools. Obviously, private school teachers were having less number of off-periods per week. Scrutiny of the period load indicated that there was no uniformity of the period load among the teachers in different secondary schools and that nothing was prescribed by the Department regarding the total number of periods to be taken by a teacher per week.
- (vi) Only 21 per cent of the teachers were found taking private tutions. The teachers in private schools were taking more private tutions than their counterparts in other types of schools since they were getting less pay.
- (vii) A large majority (82.65 per cent) of the teachers stated that the standard of performance in Science and Mathematics in schools was low. The major reasons for low standard in Science and Mathematics given by teachers were:

- (a) Lack of strong foundation in the subject.
  - (b) Dearth of qualified teachers to teach Science and Mathematics.
  - (c) Lack of laboratory facilities and
  - (d) Fear of the subjects.
- (viii) Due to inadequate facilities for workshop on examination reform, only 17.58 per cent of the teachers were found attended workshop on examination reform, while a large majority (82.42 per cent) of teachers did not attend such programmes.
- (ix) It was found that only a few schools provided co-curricular activities like N.C.C. (16.88 %); Girls Guides and Boys Scouts (17.50 %) mostly in urban schools. In rural areas such activities were not provided.
- (x) Only four government schools having higher secondary classes were provided with vocational education in classes XI and XII. Majority of the heads of schools (77.50 %) were interested in introducing vocational courses at +2 level. They, however, pointed out that lack of fund, dearth of qualified teachers, lack of buildings and equipments were the main difficulties in this regard.

- (xi) Only 45.75 per cent of the schools deputed teachers so far for undergoing professional training and that among those teachers deputed, majority were from the government schools.
  
- (xii) The specific problems with regard to curricular aspects were :
  - (a) Heavy science and mathematics syllabus.
  - (b) Non-availability of some textbooks in the local market.
  - (c) Frequent changes in the context of various subjects.
  - (d) Dearth of teaching aids in schools.
  - (e) Absence of vocational courses in the curriculum.
  
- (xiii) Though majority of the schools (59.38 %) had school libraries, majority of the schools with libraries does not have separate library room and reading room facilities, majority of the schools (89.47 %) did not have full time Librarian.

### 6.3.2 Organisational Aspects

- (i) All the heads of secondary schools from the sample were graduates, and among them a large majority (77.33 %) were trained, 22.50 per cent heads were post-graduate degree holder. A large majority of teachers (85.39 %) were graduates while 11.88 per cent were post-graduates and 2.74 per cent under graduate (usually employed on a temporary basis before proceeding for higher education).

- (ii) Majority of the teachers (58.90 %) had undergone training and benefited by training. However, the percentage of teachers from the private schools who attended in-service training was very low (i.e. 1.83 %).
  
- (iii) All the schools had Teachers' Common Room, and that of the schools (91.25 %) had separate Heads' Room, while majority of the schools did not possess separate Pupils' Common Room and Auditorium. No schools in the entire sample had a gymnasium.
  
- (iv) Different kinds of facilities like – annual increment, house rent allowance, dearness allowance, state compensatory allowance, interim relief; 15 days casual leave in the year, maternity leave with full pay for 3 months (for women teachers), half pay leave, medical leave were provided to government and deficit school teachers. Besides, government school teachers were provided pension, provident fund, gratuity and earned leave. But such facilities are not extended to private school teachers.
  
- (v) No school in the sample was found to have Discipline Committee. The usual practices for dealing with the problems of in-discipline in schools were :
  - (a) Discussion in the staff meeting.
  - (b) Imposing fine in a few cases.
  - (c) Discussion between teachers and parents.

- (vi) Majority (58.00 %) of the teachers was found satisfied with the present system of recruitment. Those who were not satisfied gave their reasons for dissatisfaction as :
- (a) Recruitment rules not followed.
  - (b) Too much political involvement.
- (vii) Though the majority (59.59 %) of the teachers was satisfied with their teaching job, 17.12 per cent of teachers were not satisfied. Reasons for dissatisfaction given by the concerned teachers were :
- (a) Poor service condition
  - (b) Poor Salary, and
  - (c) Lack of recognition.
- (viii) The rate of dropouts in any school was high in the opinion of the majority (64.38 %) of the teachers and the major reasons according to them were :
- (a) Failure in examinations.
  - (b) Poor condition at school
  - (c) Unfavourable condition at home.
- (ix) With regard to the major problems of teachers, the highest percentage (37.21 %) of teachers stated that the main problem was the unsatisfactory service condition of teachers. Lack of fund was the main problem according to 32.19 per cent of teachers and 29.45 per cent believed that insufficient number of

teachers was the major problem. And the lowest percentage (21.23 %) opined that less number of schools and high enrolment as the main problems of secondary education in Mizoram.

- (x) According to the majority (58.51 %) of teachers in government schools, lack of promotional facilities was 'very acute' problem. With regard to the deficit school teachers, lack of promotional facilities and absence of retirement benefit as the 'very acute' problems for majority (63.33 %) of teachers. For the majority (65.45 %) of the private school teachers the 'very acute' problems were poor salary and absence of retirement benefits.
- (xi) The specific problems with regard to organisational facilities as pointed out by the majority of teachers were :
- (a) Delay in issuing order of confirmation in service.
  - (b) Lack of facilities for higher studies.
  - (c) Inadequate facilities for in-service training of teachers.
  - (d) Non-availability of playgrounds.
  - (e) Inadequate facilities in respect of buildings, library and laboratory for the schools.
  - (f) Too much political interference in administration.
  - (g) Poor condition of schools situated in rural areas.
  - (h) Inadequate and irregular inspection of schools.

### 6.3.3 Financial Aspects

- (i) Majority of the schools (55.00 %) received some kind of funds from the contribution made by the local people and/or from the Mission fund for construction of school buildings at the beginning while other schools had no fund at the initial stage.
- (ii) The main source of school income in government and deficit schools was government funds/grants, while in private schools, fees and donations were the main sources. Besides, contribution from local bodies was the other source of income for deficit and private schools. The private schools had financial problems so much so that they were not in a position to give proper time-scale of pay.
- (iii) The schools accounts were audited annually in 42.50 per cent cases while majority of the schools' accounts (57.50 %) was not audited annually.
- (iv) The other problems with regard to financial aspects as pointed out by the respondents were :
  - (a) Lack of government grants for repairs of school buildings and for purchase of furniture, books and teaching aids.
  - (b) Uneven distribution of funds/grants among different schools and delay in releasing salary grants.

(c) Non-implementation of senior grade pay scales for teachers.

(d) Poor salary and absence of retirement benefit.

#### **6.4.0 Suggestions for Improving Secondary Education**

On the basis of the findings of the study the following suggestions are offered:

- (i) Since it is the age of computer, student should be provided with computer education and it is possible only when at least one computer is being installed in each school.
- (ii) All the schools should provide guidance facilities to the student in order to help them in building their future career. Services of trained guidance personnel should be made available to the school.
- (iii) Since some of the schools have already been converted into higher secondary school, and some others are in the process of conversion, efforts may be made to recruit post - graduate degree holders as teachers for the higher secondary classes. High school teachers should be trained graduates. The Education Department of the State may consider the matter.
- (iv) Training of the teachers irrespective of government, deficit and private schools should be emphasized. In-service training courses may be organised

from time to time so as to facilitate the teachers to keep themselves abreast of the latest development in education.

- (v) Since the teaching staff in many secondary schools was found inadequate, school authorities should take steps to recruit more teachers.
- (vi) In the absence of any norm regarding workload, the workload of teachers varies from one type of school to another. Even in the same school, the workload of teachers was found not equally distributed while arrangements for providing adequate staff to the schools should be made. The District Education Officer (DEO's) may decide the number of periods to be taken by a teacher per week and enforce it, so as to avoid any confusion.
- (vii) Schools should be inspected frequently by the inspecting staff to look into the problems of the schools.
- (viii) Since most of the school libraries need improvement with separate room including reading room and separate librarian, the State Government may look into it. The school's time-table must have provision for library work for developing among students the habit of independent learning.
- (ix) Leave benefits should be given to the teachers working in the private schools.

- (x) Regular medical check-up of the students should be organised in various types of schools.
- (xi) A uniform policy should be adopted for recruitment of teachers in various types of schools.
- (xii) Grants should be given by the Government regularly to all types of schools for improving the school building, libraries and laboratories.
- (xiii) Facilities for organising games and sports in different categories of schools should be provided by the State Government by sanctioning liberal grants.
- (xiv) Pay-scale of teachers should be revised and linked to the cost of living. Arrangement should be made so as to enable the teachers to receive their salary regularly. Payment of fixed pay as was given in the case of private school teachers should be stopped. All the teachers should be given time-scale of pay and allowance.
- (xv) Feeling of insecurity among the teachers of deficit and private schools such as perceived by the teachers themselves, was due to the lack of future benefits like pension, GPF, gratuity, etc. In this connection the State Government may consider the feasibility of taking over all the deficit and private schools in the state on a phased basis.

- (xvi) In order to ensure promotion facilities, the Government may consider the feasibility of introducing grades with different pay scales (senior grade, selection grade).
- (xvii) The service condition of teachers in all types of schools (government, deficit and private) should be improved. The State Government may revise the service rules to bring about uniform pattern.
- (xviii) Teachers should be confirmed in service in time.
- (xix) Study leave facilities should be extended liberally to teachers intending to go for higher studies.
- (xx) In-Service training facilities should be strengthened. Workshop on Examination Reform should be organised from time to time.
- (xxi) Teaching aids should be supplied by the Government to all types of schools.
- (xxii) Vocational courses should be introduced at higher secondary level.
- (xxiii) Co-curricular activities like N.C.C., Girls' Guides and Boys' Scouts should be introduced in all schools.

#### 6.5.0 Suggestions for Further Researchers

The present study was conducted on the progress of secondary education in the state of Mizoram. Similar studies may be conducted by the future researchers in the areas of Primary Education and Higher Education in the State. Studies may also be conducted in the area of teaching at the Primary level, Secondary level and Collegiate level, administrative and supervision at various levels, teacher education facilities etc. A few related topics which may be considered by the future researchers are listed below :

- (i) A Study of the progress and problems of Primary Education in Mizoram.
- (ii) An investigation into the progress and problems of education at the Collegiate Education in Mizoram.
- (iii) An appraisal of the Development of Women Education in Mizoram.
- (iv) An investigation into the teaching of Science and Mathematics at high and higher secondary levels in Mizoram.
- (v) An inquiry into the scope and effectiveness of Audio-Visual Instruction in improving teaching in high schools of Mizoram.

- (vi) An investigation into the programmes of Pre-service and In-service teacher education in Mizoram.
- (vii) A critical study of the administration and supervision of education at school level in Mizoram.
- (viii) A critical study of the curriculum at the Primary and Secondary stages of Education in Mizoram.
- (ix) A study of the provision of teaching facilities for English in the secondary schools of Mizoram.
- (x) A study of the job satisfaction of secondary school teachers of Mizoram in relation to teaching competency and Teacher attitude.

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## **APPENDICES**

## **APPENDIX – A**

### **List of High Schools Included in the Sample With Their Management Government High Schools**

1. Government Higher Secondary School, Aizawl.
2. Government Central Higher Secondary School, Aizawl.
3. Government Republic Higher Secondary School, Aizawl.
4. Government P.L. High School, Aizawl.
5. Government Irangchhuana High School, Aizawl.
6. Government Zemabawk High School, Aizawl.
7. Government Bawngkawn High School, Aizawl.
8. Government Aizawl High School, Aizawl.
9. Government Bethlehem High School, Aizawl.
10. Government J.L.Higher Secondary School, Aizawl.
11. Government Chaltlang Higher Secondary School, Aizawl.
12. Government K.M. Higher Secondary School, Aizawl.
13. Government Tanhril High Secondary School, Aizawl.
14. Government CH. Chhunga High School, Aizawl.
15. Government Kulikawn High School, Aizawl.
16. Government Bungkawn High School, Aizawl.
17. Government R.M. High School, Aizawl.
18. Government Comprehensive Model School, Aizawl.

19. Government Mamawii Girls High School, Aizawl.
20. Government Iirangchhunga High School, Aizawl.
21. Government Dinthar High School, Aizawl.
22. Government Higher Secondary School, Lunglei.
23. Government Bazar Veng High School, Lunglei
24. Government Rahsi Veng High School, Lunglei.
25. Government Venglai High School, Lunglei
26. Government Zobawk High School, Lunglei.
27. Government Zohnuai High School, Lunglei.
28. Government Zotlang High School, Lunglei.
29. Government Girls High School, Lunglei.
30. Government Higher Secondary School, Saiha.
31. Government Siaha High School, Saiha.
32. Government Region High School, Lawngtlai.
33. Government Chawngte High School, Chawngte.
34. Government Blue Mount High School, Sangau.
35. Government Tuipang High School, Tuipang.
36. Government Lungtian High School, Lungtian.
37. Government Chakhang High School, Chakhang.
38. Government Zawngling High School, Zawngling.
39. Government G.M. Higher Secondary School, Champhai.
40. Government Serchhip Higher Secondary School, Serchhip.
41. Government Champhai High School Champhai.

42. Government R.Hranga High School, Champhai.
43. Government P.C.R. High School, Serchhip.
44. Government Biate High School, Biate.
45. Government Bungzung High School, Bungzung.
46. Government Chawngtlai High School, Chawngtlai
47. Government Chhaktiang High School, Vaphai
48. Government Chhiahtlang High School, Chhiahtlang
49. Government E. Lungdar High School, E. Lungdar
50. Government Keifang High School, Keifang
51. Government Khawhai High School, Khawhai
52. Government Khawlailung High School, Khawlailung
53. Government Khawzawl High School, Khawzawl
54. Government Lallengunga High School, Thenzawl
55. Government Mimbang High School, Mimbang
56. Government Ngopa High School, Ngopa
57. Government NE Khawdungsei High School, NE Khawdungsei
58. Government National High School, Phullen
59. Government Oriental High School, Leisenzo
60. Government P.M. High School, Farkawn
61. Government Ruantlang High School, Ruantlang
62. Government Rulchawm High School, Rulchawm
63. Government Seling High School, Seling
64. Government Sihphir High School, Sihphir

65. Government T.M. High School, Zote
66. Government Sialhawk High School, Sialhawk
67. Government Thingsulthliah High School, Thingsulthliah
68. Government Tlungvel High School, Tlungvel
69. Government Thenzawl High School, Thenzawl
70. Government N. Vanlaiphai High School, N. Vanlaiphai
71. Government Vanzau High School, Vanzau
72. Government Mamit High School, Mamit
73. Government Kolasib High School, Kolasib
74. Government Diakkawn High School, Kolasib
75. Government Darlawn High School, Darlawn
76. Government Baktawng High School, Baktawng
77. Government Kawrthah High School, Kawrthah
78. Government Hortoki High School, Hortoki
79. Government Kanghmun High School, Kanghmun
80. Government Kawnpui High School, Kawnpui
81. Government Kepran High School, Kepran
82. Government Kanhmun High School, Kanhmun
83. Government K.R. High School, Zawlnuam
84. Government Reiek High School, Reiek
85. Government Sateek High School, Sateek
86. Government Sialsuk High School, Sialsuk
87. Government S. Hlimen High School, S. Hlimen

88. Government Sawleng High School, Sawleng
89. Government Thingdawl High School, Thingdawl
90. Government Vairengte High School, Vairengte
91. Government Phuldungsei High School, Phuldungsei
92. Government W. Phaileng High School, W. Phaileng
93. Government Tlabung High School, Tlabung
94. Government Thingsai High School, Thingsai
95. Government S. Vanlaiphai High School, S. Vanlaiphai
96. Government Lungsen High School, Lungsen
97. Government Cherhlun High School, Cherhlun
98. Government Hnahthial High School, Hnahthial
99. Government Tawipui 'N' High School, Tawipui 'N'
100. Government Tawipui 'S' High School, Tawipui 'S'
101. Government Bughmun High School, Bughmun
102. Government Pangzawl High School, Pangzawl
103. Government Buarpui High School, Buarpui
104. Government Haulawng High School, Haulawng
105. Government Higher Secondary School, Durtlang

**Deficit High Schools**

106. Modern English High School, Aizawl
107. Durtlang High School, Durtlang
108. Kelkang High School, Kelkang
109. Ngur High School, Ngur
110. Samtlang High School, Samtlang
111. St. Paul's Higher Secondary School, Aizawl
112. Synod Higher Secondary School, Aizawl
113. St. John's Higher Secondary School, Kolasib
114. P.G. High School, Aizawl
115. Gorkha High School, Aizawl
116. Helen Lowry High School, Aizawl
117. Nisapui High School, Nisapui
118. Buangthuam High School, Buangthuam
119. Sumsiuh High School, Sumsiuh
120. N. Hlimen High School, N. Hlimen
121. Khawrihnim High School, Khawrihnim
122. Kristian High School, Serkawn
123. Electric High School, Lunglei
124. N.A. High School, Lunglei
125. Southern High School, Hnahthial
126. Saneikunga High School, Darzo

127. Thiltlang High School, Thiltlang
128. E.C.M. High School, Saiha
129. S.B. High School, Lawngtlai
130. Christian High School, Lawngtlai
131. Ramthar High School, Lungpher
132. Mawbawk High School, Mawbawk

#### **Private High Schools**

133. L.M. Residential High School, Zemabawk
134. Emmanuel English High School, Durtlang
135. Venghnuai High School, Venghnuai
136. Mary Jones High School, Aizawl
137. Pine Hill Academy High School, Champhai
138. Wesley High School, Champhai
139. Holy Cross High School, Champhai
140. Bethel High School, Champhai
141. Tlangsam High School, Tlangsam
142. Khuangthing High School, Khuangthing
143. Pawlrang High School, Pawlrang
144. Model High School, Khawzawl
145. Hmunhmeltha High School, Hmunhmeltha
146. Mt. Carmel High School, Aizawl
147. Oriental High School, Aizawl

148. Vaivakawn High School, Aizawl
149. Peniel High School, Aizawl
150. Green Hills High School, Kawnpui
151. Mamit High School, Mamit
152. Tachhip High School, Tachhip
153. Sacred Heart High School, Lunglei
154. Chanmari High School, Lunglei
155. Zote High School, Zote
156. Hauruang High School, Hauruang
157. New Colony High School, Saiha
158. Mampui High School, Mampui
159. Bungtlang High School, Bungtlang

## APPENDIX – B

Dear Madam/Sir,

I am carrying out a study on the progress of Secondary Education in Mizoram in the Post-Independence period Curricular, Organisations and Financial aspects for my Ph.D. (Education) programme.

I shall be thankful if you kindly extend your co-operation by furnishing your responses on the enclosed questionnaire. Since, the information is required for research purpose, your response will be treated as confidential.

Kindly return the questionnaire duly filled in at your earliest convenience.

Sincerely Yours,

(Lalsangliani)  
Research Scholar  
Department of Education  
North-Eastern Hill University  
Shillong

## QUESTIONNAIRE FOR HEADS

1. Name : Mr./Mrs.
2. Qualification :
3. Name and Address of the School :
4. Year of Establishment :
5. Management : Govt./Deficit/Private
6. Organization : Boys/Girls/Co-Education
7. Year of Recognition :

### A. Historical Background of the School

1. Name the founder/founders of the School
2. Where were the classes held in the beginning?
  - (i) Rented building
  - (ii) School building
  - (iii) Any other (please specify) -----
3. How much fund was available for the construction of school building?

### B. Present Position of the School

#### I. Facilities

4. Does your school have its own building?
5. What type of school building you have (please tick)
  - (i) Permanent

(ii) Pucca

(iii) Temporary

6. Is there a separate room in the school for each of the following (please tick)

(i) Head's Room

(ii) Teacher's Common Room

(iii) Office Room

(iv) Pupil's Common Room

(v) Science Laboratory

(vi) Auditorium

(vii) Gymnasium

7. Does each classroom have basic facilities like, blackboard, chair and table for teachers, desks and benches for students? Yes/No

8. Are the classrooms well lighted and ventilated? Yes/No

9. (a) Is there a library in your school? Yes/No

(b) Do you have reading room in the library? Yes/No

(c) Who is in charge of library? (please tick)

(i) Full time Librarian

(ii) Teacher on part time basis

(iii) Any other (please specify)

10. Does your school have playground? Yes/No

10. What kind of games and sports are generally organised in your school? (please tick)

- |        |                 |                          |
|--------|-----------------|--------------------------|
| (i)    | Football        | <input type="checkbox"/> |
| (ii)   | Volleyball      | <input type="checkbox"/> |
| (iii)  | Hockey          | <input type="checkbox"/> |
| (iv)   | Basketball      | <input type="checkbox"/> |
| (v)    | Badminton       | <input type="checkbox"/> |
| (vi)   | Table Tennis    | <input type="checkbox"/> |
| (vii)  | Chess           | <input type="checkbox"/> |
| (viii) | Carrom          | <input type="checkbox"/> |
| (ix)   | Chinese Checker | <input type="checkbox"/> |

12. Is there any NCC wing in your school? Yes/No

13. Is there any arrangement for Girls' Guides and Boys' Scouts in your school?

Yes/No

14. Does your school have provision for drinking water? Yes/No

15. Does your school have proper sanitation facilities? Yes/No

16. Do you have any facilities for the medical check-up of students? Yes/No

17. Are there any hostel facilities in the school for the students? Yes/No

## II. Curriculum

18. Who frames the curriculum of your school? (please tick)

- |       |                           |                          |
|-------|---------------------------|--------------------------|
| (i)   | Head of the School        | <input type="checkbox"/> |
| (ii)  | Board of School Education | <input type="checkbox"/> |
| (iii) | Managing Committee        | <input type="checkbox"/> |

(iv) School Teachers

19. Is the existing curriculum satisfactory in your opinion? Yes/No

If No, please tick out the defects from the following :

(i) It does not cater to the needs of the local students

(ii) It is over-crowded

(iii) It is bookish

(iv) It is theoretical

(v) Any other (please specify)

20. How are textbooks selected in your school? (please tick)

(i) Prescribed by the government

(ii) Prescribed by the Board of School education

(iii) Head decides where choice of book possible

(iv) Any other (please specify)

21. Is there any facility for vocational education in your school? Yes/No

22. If the Government is willing to assist you, will you be interested in opening vocational subjects in your school? Yes/No

Is Yes, what problems do you anticipated (please mention)

### III. Method of Teaching

23. Do your teachers have freedom to adopt their own method of teaching? Yes/No

24. Do you discuss with the faculty members about the method of teaching?

Yes/No

25. Is there any arrangement for a talk from senior teachers/experts about the new method of teaching? Yes/No

#### IV. Examination Procedure

26. Did you allow your teachers to attend workshop on Examination reform? Yes/No

27. Who recruits the teachers in your school? (please tick)

- (i) Headmaster
- (ii) Managing Committee
- (iii) DEO
- (iv) Director

28. Are teachers entitled to draw :

- (i) Annual increment
- (ii) House Rent Allowance
- (iii) Medical Allowance
- (iv) Any Other

29. Are the teachers entitled to get other benefits such as :

- (i) Pension
- (ii) Gratuity
- (iii) Provident Fund
- (iv) Benefits for higher studies

30. Do the teachers enjoy benefits like :

- (i) Casual leave

- (ii) Maternity leave
- (iii) Medical leave
- (iv) Earned leave
- (v) Commuted leave
- (vi) Half pay leave

31. Are the teachers deputed for training regularly? Yes/No

32. (a) Is there a Teacher's Union in your School? Yes/No

(b) What are its Functions? .....

#### V School Supervision

33. Who supervise the class teaching? (Please tick)

- (i) Headmaster
- (ii) Managing Committee
- (iii) Inspector of School
- (iv) Director

34. The teachers being informed about the inspection in advance? Yes/No

35. Which of the following major areas are covered while supervising the school?

(Please tick)

- (i) School records and accounts
- (ii) Academic achievements
- (iii) Instructional work
- (iv) Building and environment
- (v) Classroom equipment

- (vi) Co-curricular activities
- (vii) Casual leave

### VI School Management

36. Is there any Managing Committee in your school? Yes/No

37. Is planning the year's work done in advance? Yes/No

38. Who prepare timetable? (Please tick)

- (i) Head
- (ii) Teachers
- (iii) Head and teachers
- (iv) Any other (please specify) .....

39. Is there any committee connected with the maintenance of discipline in the school? Yes/No

If No, how do you deal with the problems of maintaining school discipline (Please describe) .....

### VII Financing and Auditing

40. What are the sources of your school income? (Please tick)

- (i) Government grants
- (ii) Fees and Fines
- (iii) Donations

41. Please tick the type of financial assistance that your school received from the Government in the past five years from the following lists –

- (i) Maintenance grants
- (ii) Building and furniture grants
- (iii) Laboratory grants and scholarships for students

42. Did you get financial assistance in time? Yes/No

43. Are the accounts audited annually? Yes/No

44. Do you keep the following in your school office? (Please tick)

- (i) Admission Register
- (ii) Attendance Register
- (iii) Transfer and Leaving Certificate Register
- (iv) Accounts Book
- (v) Salary Register
- (vi) Service Book for teachers
- (vii) Circular file
- (viii) Staff Council proceeding Register
- (ix) Casual Leave Register
- (x) Students Conduct Book
- (xi) Co-Curricular Activities Register
- (xii) Supervision Book
- (xiii) Library Catalogue and Issue Register
- (xiv) Guardians' Meeting Proceeding Register

**VIII Innovative Practices**

45. Do you encourage your teachers to try out any innovative practices or ideas?

Yes/No

**IX Problems**

46. Kindly express your reactions to the following problems in the background of

your familiarity with the schools in Mizoram –

- (i) Problems with regard to physical facilities -----
- (ii) Administrative problems -----
- (iii) Academic problems -----
- (iv) Financial problems -----
- (v) Curricular problems -----

## QUESTIONNAIRE FOR TEACHERS

1. Name : Mr./Mrs.
2. Qualification :
3. Name and Address of the School :
4. Nature of post: Permanent/Temporary (Please tick)
5. Teaching Experience (Please specify the year): -----
6. Type of school: Government/Deficit/Private  
(Please tick mark)

### A. Teaching Work

1. Are you trained? Yes/No

If so, have you been benefit by training? Yes/No

2. (a) Have you attended any short course/ in-service training? Yes/No

If so, please specify the course/courses attended

(i)

(ii)

(iii)

- (b) Do you think that participation of such courses from time to time is necessary  
for High School teachers? Yes/No
- (c) Do you think that adequate facilities for attending such courses are provided  
by the authorities? Yes/No

3. Do you have any off periods? Yes/No

If yes, specify the number of off periods per week

4. Please give your workload as for the following :

- (i) Name of the subject/subjects you teach
- (ii) Specify the classes you teach
- (iii) Total number of periods taken per week

5. Are you holding any extra-curricular activities in your school? Yes/No

If yes, please specify the kind of activity

6. Do you give extra coaching to your students? (please tick)

- (i) Often
- (ii) Sometimes
- (iii) Never

7. Do you take Private tuition? Yes/No

8. What are your suggestions for rationalizing workload of teachers in Mizoram High Schools?

**'B' CURRICULUM**

9. Do you think that the present curriculum for secondary school is suitable to the students? Yes/No

10. Are the present prescribed text-books suitable to the needs of the students? Yes/No

11. Are the prescribed textbooks available in the market for student's use? Yes/No

**'C' METHODS OF TEACHING**

12. What method of teaching do you generally follow in your classes? (please tick)

- |                                   |                          |
|-----------------------------------|--------------------------|
| (i) Lecturing                     | <input type="checkbox"/> |
| (ii) Lecturing and Discussions    | <input type="checkbox"/> |
| (iii) Lecturing and Demonstration | <input type="checkbox"/> |
| (iv) Lecturing and Notes Giving   | <input type="checkbox"/> |

13. What subject do you find to be most difficult for the students?

**'D' SCHOOL DEMONSTRATION**

14. Do you participate in the following (please tick)

- |                              |                          |
|------------------------------|--------------------------|
| (i) Planning the school work | <input type="checkbox"/> |
| (ii) Time-table preparation  | <input type="checkbox"/> |
| (iii) Examination            | <input type="checkbox"/> |

- |        |                             |                          |
|--------|-----------------------------|--------------------------|
| (iv)   | School Account              | <input type="checkbox"/> |
| (v)    | School Library              | <input type="checkbox"/> |
| (vi)   | Extra curricular activities | <input type="checkbox"/> |
| (vii)  | Guidance and counselling    | <input type="checkbox"/> |
| (viii) | School-parents meetings     | <input type="checkbox"/> |
| (ix)   | School supervision          | <input type="checkbox"/> |

### ‘E’ EXAMINATION

15. Are the students given suggestions to improve their learning? Yes/No

16. Have you attended any workshop on examination reform? Yes/No

### ‘F’ SERVICE MATTER’S AND TEACHERS PROBLEMS

17. Do you get pay and allowances and other benefits as government approved rates?

Yes/No

If yes, is it paid regularly.

18. Are you satisfied with the present method of recruitment of teachers? Yes/No

If no, state the reasons

19. Give your suggestions for the improvement of recruiting and improvement of teachers’ servicing condition.

20. Do you think that by taking the following steps, which may contribute to their efficiency and commitment it would improve to incentive of the teachers (please tick)

- |       |  |                          |
|-------|--|--------------------------|
| (i)   | By giving higher pay   | <input type="checkbox"/> |
| (ii)  | Providing financial help to continue higher studies            | <input type="checkbox"/> |
| (iii) | Treat them as per with Government employces in service matters | <input type="checkbox"/> |
| (iv)  | Providing pension scheme                                       | <input type="checkbox"/> |
| (v)   | Any other (please specify)                                     | <input type="checkbox"/> |

21. How satisfied are you with regard to your teaching job:

- |       |                  |                          |
|-------|------------------|--------------------------|
| (i)   | Highly satisfied | <input type="checkbox"/> |
| (ii)  | Satisfied        | <input type="checkbox"/> |
| (iii) | Dissatisfied     | <input type="checkbox"/> |

22. In case you are not fully satisfied which of the following factors are responsible for the same? (please rank them in order of the importance)

- | Factors  | Rank Order               |
|--|--------------------------|
| (i) Deplorable conditions of school building and lack of school facilities | <input type="checkbox"/> |
| (ii) Poor service condition  | <input type="checkbox"/> |
| (iii) Lack of recognition by the society and government                    | <input type="checkbox"/> |
| (iv) Poor salary   | <input type="checkbox"/> |
| (v) Work not challenging   | <input type="checkbox"/> |
| (vi) Lack of competency  | <input type="checkbox"/> |
| (vii) Interference in work   | <input type="checkbox"/> |
| (viii) Any other   | <input type="checkbox"/> |

**'G' PROBLEMS OF SECONDARY EDUCATION**

23. Do you think that dropout is high in secondary schools? Yes/No

If yes, tick if the following factors contribute

- |       |                                      |                          |
|-------|--------------------------------------|--------------------------|
| (i)   | Lack of better schools               | <input type="checkbox"/> |
| (ii)  | Lack of incentive                    | <input type="checkbox"/> |
| (iii) | Unfavourable condition at home       | <input type="checkbox"/> |
| (iv)  | Lack of hostel facilities            | <input type="checkbox"/> |
| (v)   | Poor quality of teaching             | <input type="checkbox"/> |
| (vi)  | High rates of failure in examination | <input type="checkbox"/> |

24. What is your opinion about the standard of Secondary Education in Mizoram

(please tick)

- |       |                  |                          |
|-------|------------------|--------------------------|
| (i)   | it has improved  | <input type="checkbox"/> |
| (ii)  | It is the same   | <input type="checkbox"/> |
| (iii) | It has gone down | <input type="checkbox"/> |
| (iv)  | Not sure         | <input type="checkbox"/> |

25. Some problems in the field of secondary education are listed below. Please tick

the one that you think to apply in the case of Mizoram.

- |       |   |                          |
|-------|---|--------------------------|
| (i)   | High enrolment and overcrowded classes        | <input type="checkbox"/> |
| (ii)  | Insufficient number of teachers               | <input type="checkbox"/> |
| (iii) | Unsatisfactory service conditions of teachers | <input type="checkbox"/> |
| (iv)  | Lack of funds for secondary education         | <input type="checkbox"/> |

26. Do you try any innovative ideas/practice in your teaching? Yes/No

If yes, please describe

27. It is generally said that the standard in science and mathematics is low at the

High School level in Mizoram? Do you agree? Yes/No

If yes, what according to you are the reason

29. Check the following to indicate how much help and co-operation you receive in

carrying out your duties (please tick)

|                                       | Much                     | Some                     | None                     |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| (i) From Heads                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) From parents                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) From State Education Department | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

30. What is your specific problem with reference to organizational curricular and financial aspects (please specify accordingly)

(i) Organisational

(ii) Curricular

(iii) Financial

31. Please study the following problems and indicate how acute they are by encircling the appropriate ratings. The number stands for the following judgments :

4 = very acute

3 = acute

2 = not acute

1 = not a problem at all

|   | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| (i) Poor salary   |   |   |   |   |
| (ii) Lack of instructional facilities                       |   |   |   |   |
| (iii) Inadequate staff                                      |   |   |   |   |
| (iv) Heavy workload of staff                                |   |   |   |   |
| (v) Lack of facilities for in-service education of teachers |   |   |   |   |
| (vi) Absence of retirement benefits                         |   |   |   |   |
| (vii) Lack of recognition in the society                    |   |   |   |   |
| (viii) Traditional curriculum                               |   |   |   |   |
| (ix) Lack of teaching aid                                   |   |   |   |   |
| (x) Lack of promotional facilities for teachers             |   |   |   |   |

32. What specific suggestions and recommendations, plan or proposal would you like to offer in respect of the following :

- (i) Service condition
- (ii) Salary
- (iii) Training
- (iv) Promotion
- (v) Any other problems

## CANDIDATE'S BRIEF BIO-DATA

1. Name : Ms. Lalsangliani
2. Father's Name : Mr. Kawllianchhunga
3. Date of Birth : 1.3.1961
4. Permanent Address : T-49 Thakthing Veng, Aizawl – 796005, Mizoram.
5. Occupation : Lecturer, Department of Education, Govt. Champhai College, Champhai – 796321, Mizoram.
6. Experience : 15 years
7. Educational Qualification : (i) H.S.L.C. 1976  
(ii) P.U.C. 1978  
(iii) B.A. 1980  
(iv) M.A. 1984  
(v) M.Phil. 1991
8. Area of Research : Secondary Education
9. Participation in :

1. Refresher Course in Educational Technology Organised by the Department of Education, NEHU, 29<sup>th</sup> October to 7<sup>th</sup> November, 1984.

2. Orientation Training in Teaching Methodologies, Pedagogy, educational Psychology, etc. Organised by National Institute of Educational Planning and Administration (NIEPA) October 1987.

3. Refresher Course in Education Organised by the Department of Education,  
Pachhunga University College (NEHU), December 1993.
4. Refresher Course in education Organised by the Department of Education,  
NEHU, Shillong, August, 1994.
5. Workshop on Environmental Education, Organised by the Department of  
Education, NEHU, Shillong, June 1996.

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