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#### NOTIFICATION

**No. B.12012/15/2011-EDN/Pt, the 15<sup>th</sup> March, 2013.** Whereas the Government deems expedient to have a set of policy for School Education Department and Higher & Technical Education Department and whereas in the interest of public service and in pursuance of decision Item No. Addl. 7 of the minutes of the meeting of the Council of Ministers in their meeting on 7.3.2013 the Governor of Mizoram is pleased to notify '**the Education Policy of Mizoram, 2013**' as follows:-

#### 1. INTRODUCTION

- 1:01** The foundation of education and its growth in Mizoram started with the advent of Christianity in the year 1894. According to Prof. Siamkima Khawlhing, a makeshift school with two pupils was started at Aizawl by two Missionaries on the 1st April, 1894, barely 80 days after reaching Mizoram. The achievements of Missionaries in Mizoram in the spreading of the Gospel on one hand and the works of the Missionaries in the field of establishment and development of education in the other hand cannot be separated. Starting right from introducing *Roman script* and making alphabets for the Mizo people, the uphill task of education has been most successful that Mizoram has distinguished itself by occupying the position of second most literate State in India by the late twentieth century, being second only to Kerala.
- 1:02** Deprived of almost all aspects of economic development because of its geographical limitations, coupled with the virtual stoppage of all forms of development activities for a long twenty years, since 1966 when Mizoram (then one of the Districts under Assam State) was submerged into the turmoil of grave political disturbance which veered towards total insurgency, with peace returning finally only in 1986 with the historic signing of peace accord. It is, therefore, a hard fact that Mizoram, after having lost twenty valuable years, could actually begin rather late in the later part of the twentieth century, to really embark upon developments to catch up with the rest of the country.
- 1:03** Mizoram has produced a good number of educated people, some of whom have served in the All India Services and Central Civil Services, and other educated people getting employments under the Government, which delivers the demonstration effects on the Mizo people that education continues to be an investment with the highest possible dividends. It is fortunate that the Mizo people strongly believe in the transforming power of education.
- 1:04** With market demands in the past decades of the late twentieth century more simple almost all educated people, having matriculation and above qualifications could easily secure employment

under the Government. It is somewhat ironic to notice that in contrast to the prevailing unemployment today, barely twenty years ago, students pursuing medical and engineering courses were required to sign an undertaking that they would compulsorily work under the Government for at least five years failing which they would be required to refund the scholarships for their study. Now, things have greatly changed and there are today educated people, including bachelor-degree holders in engineering, who remain unemployed, according to the live register with the Labour and Employment Department in Mizoram while some work in private schools as teachers earning barely 20% of what Engineers in the Government Departments earn.

- 1:05** It is a fact that there are no industrial units capable of employing a large number of skilled, educated and even unskilled people in Mizoram, and that the Government has continued to be the sole employer till today. Want of industrial establishments, paucity of employment in private sectors underline the need to reform the education system so as to make education more employment-oriented in the State.
- 1:06** Therefore, education needs to come to the rescue. Realizing that educating the people in the right way is the need of the hour, the Congress Ministry in Mizoram, immediately on assuming charge of the Government, constituted the *MIZORAM EDUCATION REFORMS COMMISSION* to address the problem.
- 1:07** Fortunately and timely for the State, the constitution of *Mizoram Education Commission* coincides with the enactment of *The Right Of Children To Free And Compulsory Education Act, 2009*. Therefore, strictly in line with the recommendations of *The Mizoram Education Reforms Commission*, the Government of Mizoram begins to embark upon its journey to reform education. Ever convinced and feeling confident that the people of this State who are largely literate can excel in education, and with one of the best climates in the world and peace reigning supreme in the society as the necessary assets, the Government has formulated and announced this *EDUCATION POLICY*.

## **2. LEGAL OBLIGATION**

- 2:01** Education is a subject under the 'Concurrent List' (List III) of the Constitution of India and therefore, State Governments are competent to make legislation on education, subject to the condition that the legislation of the Central Government shall prevail over the legislation of the State Government in the event of a conflict between the States and the Central Government on any matter concerning education. Article 21A of the Constitution also mandates that free and compulsory education has to be provided to all children from the age of six years to the age of 14 years. Further, Article 45 of the Constitution provides that the State shall endeavour to provide early childhood care and education to the children below the age of six years.
- 2:02** Moreover, with the implementation of the *Right Of Children To Free and Compulsory Education Act, 2009* effective from 1<sup>st</sup> April, 2010, every State Government is legally bound to provide free and compulsory education to all children between the age of 6 and 14 years.
- 2:03** *The Education Reforms Commission of Mizoram*, set up to recommend ways and means to raise the standards and improve quality in all sectors of education submitted its Report in July, 2010 which was accepted by the State Government '*in principle*.' To implement the recommendations, the State Government has made elaborate arrangements by forming Task Forces and Committees to address the problems enumerated by the *Education Reforms Commission*.

### **3. AIMS AND OBJECTIVES**

**3.01** One of the biggest challenges confronting Mizoram is to reform the prevailing and existing education system to conform to the requirement of the present day problems. Education reforms need to address diverse problems of unemployment, degradation of the environment, violence, militancy and insurgency the world over. Therefore, the focus of education reforms would be to impart education in such a manner that each student would -

- @ find employment in Public/Private sector or be able to have self-employment through skill development he so acquires;
- @ become a responsible, hard-working, honest, just and understanding citizen;
- @ appreciate the intrinsic values of humanities, importance of conservation of the environment and natural resources, *flora and fauna*, maintenance of preservation of law, order and peace in the world;
- @ be imbued with a life-long desire and hunger to learn:- after he leaves School, College and University, and even after he has settled down in his career.
- @ be equipped with *life skills* to face the challenges he encounters in his everyday-life and also the challenges of the world at large.

#### **TO ACHIEVE THESE OBJECTIVES:-**

*The Government of Mizoram has decided to stress and emphasize the importance of -*

**First** and foremost, communication skills. Human being is endowed with the gift of speech and with education and guidance he then learns to read and write. Communication skills, in speech and writing, continue to occupy top priority for meaningful education. One must start one's education in his mother tongue/ home language which is the language he best understands. It is of paramount importance that a child learns English since the world has virtually become a global village with English as a favoured means for communication whereby competency and fluency in the English language have become essential today. As Indians, we must be able to effectively communicate in Hindi with our brethren Indian citizens for which study of Hindi occupies a predominant position in education. Therefore, ability to speak and communicate in Hindi right from elementary education stage is considered important.

**Second** Science, Mathematics and Technology. Students must provide the necessary skills to his employer, whether at home or abroad. Science, Mathematics and Technology occupy an important place in education at present as compared to the situation prevailing earlier when one could find employment in almost any line after graduation without any essential requirement for specialisation in any of the subjects mentioned. Vocational education, where further development of skills beyond class-room study, is predicated upon, requires the study and deeper knowledge of Science, Mathematics and Technology.

**Third** higher sense of social and moral values in education. *National Policy On Education (NPE), 1986* has observed as follows -

*“The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.”*

This is not the first time that concern has been expressed about the decline in the standards of moral and social life of the people and attention drawn to the role of education in fostering a sense of values.

Several Committees and Commissions on Education that have deliberated on different aspects of our education ever since we became a free nation, have pointed to the need for value education. Now with increased means of swifter communication and ever increasing needs of human beings, maintenance of social and moral values has become more relevant than ever before in the history of man. Consideration for what is right and what is wrong plays a very important role in today's life. One's life and achievements are not measured only on tangible and physical achievements, but on what one has stood for in the society, in life and in death.

One of the guiding principles of *NATIONAL CURRICULUM FRAMEWORK (NCF), 2005* is enriching the curriculum to provide for overall development of children rather than remain textbook-centric thus stressing on making children sensitive to the environment as important curricular concern. Preservation of the beauty of nature, and its protection from degradation, sharing in a world-wide concern and of its necessity, is another thrust point.

A good education is, in essence, a process of developing the human personality in all its dimensions - intellectual, physical, social, moral and spiritual. But for a variety of reasons, the effective dimension of personality has in recent times been seriously neglected in our education. Education today has almost degenerated into a process of information-transmission, acquired through rote learning with its sole objective being passing of examinations. Education should not be a process whereby it has been transformed into a system where a man knows a screwdriver and a hammer, but does not know what to do with them. Therefore, when we speak of value education, the development of social, moral, aesthetic and spiritual aspects of man's personality are all taken into account.

**Fourth** development of aesthetic sense in life. Aesthetic sense, an ability to appreciate and understand the beauty of nature and art, needs to be developed for:

- @ preservation of the environment;
- @ development and preservation of art and culture
- @ development of the three faculties of personality -  
(i) knowing, (ii) feeling, (iii) doing;
- @ developing love and appreciation for art and artistic pursuits in diverse and different aspects;
- @ developing love and desirable attitudes towards nature, art and natural resources
- @ instilling the importance of maintaining moral standard right from the early formative years of children is important in today's fast dwindling morality in the world.
- @ addressing the importance and compulsion to prevent dangers and damage to earth planet by our senseless and greedy actions. The global warming resulting in snow storms and ever increasing ice melting, raising the levels of sea to swallow more and more areas of islands, seen in the Television as a sort of entertainment, is a stark reality that human existence on this planet is in real danger. Economic pursuits without consideration for environment also pose a risk to humanity. Therefore, students from their early age should be sensitised on this and be made to understand and contribute in every little possible way they can.

**Aesthetic sense can be cultivated and nurtured through -**

- (i) Poetry - which deals with the beauty and abundance of nature and life, in all its magnificent forms;
- (ii) Lessons in Language Classes - which deal with human nature, life and art in its varied forms;
- (iii) Lessons in Environmental Studies;
- (iv) Art Education that includes drawing, painting, sculpting, music, dance, drama and theatre

**THE MIZORAM EDUCATION POLICY**

Taking all the above in consideration, the State Government of Mizoram has formulated the following 10 (ten) points as ***MIZORAM EDUCATION POLICY*** which it will try to implement and achieve with its available resources:-

**ONE: REORGANISATION AND REVAMP OF EDUCATION DEPARTMENT:**

Some changes and reorganisations have taken place in education since Mizoram had its first government continuing till today. Some of these changes have indeed contributed towards achieving positive results in the State. But it is a fact that more improvements in the system within the organisation are needed. Services in the Education Department have to be re-organised to have efficient and smooth administration within the organisation.

Monitoring and Supervision of educational institutions, being an essential part of education, has to be re-inforced by adopting better system of inspection/supervision/monitoring and equipping the inspecting officer with the required inputs.

Better methods of recruitment of teachers, teacher education and teacher training and evolving meaningful and effective system of service delivery in the Department to be addressed. It is required for the State to improve the position, status and social standing of teachers, which all contribute to making the teaching profession noble and dignified. Service rules and conditions of service of teachers and non-teaching faculty need to be reviewed, and suitably changed to make services in education enviable to attract the best talents. The service conditions of those serving under the Education Department, such as the State Council of Educational Research and Training (SCERT), Mizoram Board of School Education (MBSE) and Institutions like the Institute of Advanced Study in Education (IASE), College of Teacher Education (CTE), District Institute of Teacher Education (DIET), District Resource Centre (DRC), Mizoram Hindi Training College, Polytechnics and Law College need to be reviewed and improved to suit the changed circumstances of the twenty-first century.

**TWO: UNIVERSALISATION OF ELEMENTARY EDUCATION:**

Since our independence in 1947, Universalisation of Elementary Education (UEE) has continued to be a priority of the Government of India. With the enactment of the ***Right Of Children To Free And Compulsory Education Act, 2009***, it has become a fundamental right of every child aged 6 to 14 years to be provided free and compulsory education by the Government. The contributions from the Central Ministry of Human Resource Development (MHRD) in setting the stage for UEE through immense input of the Sarva Shiksha Abhyan (SSA), have not only helped in realisation of UEE but also contributed in raising the literacy percentage of the State.

By school mapping and identifying the gap and providing schools and the necessary accompanying paraphernalia, Mizoram State is poised to become an exemplar of excellence in the country through contributions of the local community, local elected representatives, Non-Governmental Organisations like Young Mizo Association (YMA) and Mizo Hmeichhe Insuihkhawm Pawl (MHIP).

### **THREE: LEARNING WITH UNDERSTANDING AND COMPREHENSION:**

**The Mizoram Education Reforms Commission** reiterates the importance of *learning with understanding and comprehension and doing away with rote learning*. When a child learns by rote learning, the retention of what he learns matters only for a limited period of time and does not really contribute towards understanding of what he has learnt thereby having no real impact on his further studies. To do away with the system of rote learning *Learning outcomes* will be identified to ensure that objectives of learning are fulfilled. Steps will further be taken to promote overall understanding and competency of learning objectives through a *Child-centred approach* focusing on the needs of the child with activity-based learning at the primary stage.

Any learning system needs support of an equally sound system of evaluation and *Continuous and Comprehensive Evaluation (CCE)*, in place now in Mizoram, for two years, following the enactment of the RTE Act and the timely recommendation of the *Education Reforms Commission*, has substantially improved the level of learning in elementary education. Similarly, in the College level, Semester System has been introduced and has begun to show positive results and the Semester System, being the sister-system of CCE, would soon be introduced in secondary level.

The medium through which the Curriculum is transacted becomes vital to promote comprehensive learning and understanding. Taking into account the conviction that a child learns best when he understands what he learns the first choice for medium of instruction will undoubtedly be the *Home language/ Mother tongue/First language* of the child at the first years of schooling. But importance of English for communication and for the purpose of quality education at the secondary and tertiary levels cannot be minimized or over-emphasized. Learning in one's mother-tongue at Primary level of elementary education and in English from the upper primary, secondary and tertiary levels would enhance the quality of education in the State.

### **FOUR: VOCATIONAL EDUCATION (SKILL DEVELOPMENT):**

At present, almost all the schools in the entire State offer only general education with only a small percentage of students at secondary and College levels are pursuing vocational education. It is, therefore, no wonder that a large percentage of students are consigned to abandon further studies and remain unemployed. Therefore, vocational education needs to be introduced from Class IX as a separate stream of study for students to pursue their chosen field of study to cater to their different interests and aptitudes in addition to what is presently available in Industrial Training Institutes (ITI), Polytechnics and Vocational Education offered in a few Schools. The Ministry of Human Resource Development has come up with a comprehensive scheme called *National Vocational Education Qualification Framework (NVEQF)* which has a ten-stage of vocational education study beginning from Class IX continuing right up to the top level where one gets a Doctorate Degree. Therefore in order to implement this program proper linkage between School Education, Higher and Technical Education and University

needs to be established. The State needs to veer towards Vocational Education where skill development is part and parcel of the courses. It is the avowed determination of the State Government of Mizoram to enhance the employability of its youth for jobs in the domestic markets and abroad. Some Colleges in the State where only general education is taught would need to be converted to Community Colleges utilizing the infrastructure of the no longer viable Colleges in the State.

**FIVE: HIGHER STUDIES AND PROFESSIONAL COURSES:**

The number of existing Institutions offering higher education and professional courses is grossly inadequate. The two Universities of the State, namely *Mizoram University (Central Government)* and *Institute of Chartered Financial Analysts of India (ICFAI)*, a private university established by a State legislation are inadequate for the State. The State is yet to have a Medical College, an Engineering College or even an Agricultural College. *The National Institute of Technology (NIT)*, recently set up at Lengpui, is one of our valued educational institutions.

The Government of Mizoram is aware of the needs of the youths not only for the state of Mizoram but also for the entire nation in providing training of the youths to meet the needs of industries and technology within and outside the state. In order to achieve this goal, the government is placing more emphasis on vocational trainings. The government is also embarking on bringing experts in this field. The government will legislate more private universities who are willing to impart such training as to increase employability of Mizo youths in and outside Mizoram who will be able to face challenges with their knowledge anywhere in the world. The Government of India also sanctioned two (2) Community Colleges to be established in Mizoram recently. The courses offered in this Community Colleges will also prepare the youths in getting themselves employment and self reliant. Participation of private entities in the Educational System of the country is the need of the hour. The government is therefore, very much aware of the situation. The government welcomed private entities to participate in the Educational System of Mizoram not as a commercial venture but as a philanthropic and educator. The State Government is working on regulation as to how the private schools and colleges functions in compliance with the Right to Education Act. (RTE.)

The percentage of Mizoram students pursuing higher and professional education needs to be greatly increased to cope with the prevailing unemployment. To achieve this, it is the intention of the State Government to provide opportunities in the College thereby encouraging the students to study Science, Mathematics and Technology subjects for better prospects.

**SIX: INCLUSIVE EDUCATION:**

The world is full of unexpected surprises, some of them good and some not so good. The Central Government has enacted a number of legislations to ensure that physically challenged persons, who are differently abled, get their due place. It is the solemn affirmation of the Mizoram State Government to provide maximum opportunities to the people with special needs in matters of education, jobs and private enterprises.

It is unfortunate that even in the most advanced countries, the general attitude towards people with disabilities remain the same as in the earlier ages and they are still considered not as equals. It is the intention and policy of the State Government of Mizoram to give efforts to affording equal opportunities to the people with special needs, and strictly implementing statutory provisions of legislations to benefit them.

**SEVEN: TEACHERS' WELFARE AND TEACHER EDUCATION:**

Happy in their status and satisfied in their career as teachers are good teachers. Correct and differential treatment of teachers by the Government and by public make ideal teachers. Their service conditions, their welfare and future prospects all combine to create the right ingredients for good teachers. Good teachers give birth to good students, good students give birth to good nations. Therefore, the Government of Mizoram is committed towards improving the service conditions and affording teachers their rightful place in their career and society.

Good academicians and excellent qualifications do not necessarily make good teachers. New techniques and methods in teaching to reach the understanding levels of the students through appropriate and suitable trainings are needed to make good teachers. To achieve this, the State Government is determined to make efforts in improving the service conditions of the teachers and providing Teacher Education Institutions for them.

**EIGHT: STRONG CULTURAL ROOTS AND MORAL VALUES:**

The old saying -

*“When wealth is lost, nothing is lost;  
When health is lost, something is lost;  
But when character is lost, everything is lost”*

still holds true today, and it is likely to be more so in the future. Therefore, classroom and out of classroom teachings in education need to be more comprehensive and relate to all-round development of the students. It is paramountly important to instill moral values to children in their formative years and even later in life.

In this turbulent and fast-life civilization, the younger generation has to be nourished with cultural and moral values that have stood the test of time. Lessons in textbooks should also be so designed to shape correct moral behaviour and life attitudes.

School students in Japan are taught to clean their class rooms and the school premises. Similarly, the Mizo people, used to hard work, from days immemorial, are never known to shirk work at any period in recent history. They happily work in community as members of Young Mizo Association (YMA) and some Church and community Associations. Therefore, work and labour continue to be an integral part of Mizo community. Dignity of labour, however highly placed one may be in society, is what is intended to be embedded in the schools and colleges at all levels from Pre-Primary to University. Education, is an effective means of improving society, because education not only provides, but it is also a major contributor towards uprightness in society and promoting peace at all levels. The sayings of these two famous people abundantly manifest the importance of education for the people and the country-

Victor Hugo - *“He who opens a school door, closes a prison”*

Henry Peter, Lord Brougham - *“Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave”*



**NINE: PRIVATISATION IN EDUCATION:**

For two or three centuries, the world witnessed a scenario where the State has been burdened with its sacred duty to deliver education to its people. It is on this context that President Franklin D. Roosevelt of USA said, “*The school is the last expenditure on which America should be willing to economize.*” Education still continues to be one of the important obligations of State, not only in India, but throughout the world at large.

In spite of the State’s obligation to provide education to its people, privatisation of education from the lowest to the highest level has been found to be in vogue, not only in India but also in other parts of the world.

There are a good number of reasons privatised education fares better than education provided under government control. One of the reigning factors responsible for this is evidently that private educational institutions have to compete with one another to attract students as they are commercial institutions. Therefore, it is the avowed intention of the Mizoram State Government to encourage private educational institutions from the State as well as from outside the state. At the same time, healthy competition should also be encouraged amongst the State-run educational institutions and there should also be healthy competition between them and the privately-run educational institutions.

**TEN: EMPOWERMENT OF COMMUNITY:**

A new English word ‘*communitisation*’ has been coined in Nagaland recently to describe a system of community empowerment in improvement of public utilities, such as primary school education, water supply and village health care by directly involving the community in the day to day activities of the public service utilities. As evidently true from the oft saying that “*Government does not have all the answers*” there are areas where the community can manage much better than the government because the community is the stake-holder in the affairs. This is one reason why decentralisation, depending directly on the local people, for its successful execution of works and programmes, has continued to be the favourite in efficient administration and development. It is, therefore, the endeavour of Mizoram State to encourage empowerment of community in education.

**CONCLUSION**

The Government of Mizoram, having formulated the above **EDUCATION POLICY**, is committed to take all necessary steps to execute and implement the above given points to achieve the targets in the best interest and benefits of the people of Mizoram.

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