



## HIGHER EDUCATION IN MIZORAM: A PERSPECTIVE

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### ABSTRACT :

*Higher Education is one of the important areas in the present society and growing complexity. It is an instrument of bringing desirable social change. A highly competitive person with his desirable socio-economic and political dimensions can bring modernization easily. But that competitive person first requires a specialized educational system for his own professional and social growth. That specialized education is nothing but higher education. But it is not possible to provide equal educational opportunity to every one through higher education. It plays an important role in developing the nation to a great extent. It helps the members of the society to get lives, to develop well and to improve the strength of the nation. There is pursuit of truth and excellence in man and only the higher education can direct the right path of it. The present study has to examine the progress of Higher Education in Mizoram. The main objectives of this study are: (i) to analyze the expenditure for the promotion of higher education in Mizoram. (ii) to study the enrolment of students in higher institutions in Mizoram .*

**KEYWORDS :** Higher Education , present society and growing complexity.

### INTRODUCTION

Higher education is an essential input for the formation of skilled man power which is needed in crucial sectors of national development. Since it provides upward mobility and access to higher level of economic activities for the weaker sections of the society, higher education is also a critical element to ensure social justice and equity. The issue of efficient use of resources can no longer be ignored in the functioning of education system. Educational cost analysis provides a powerful tool in the hands of the educational planners and decision makers to evaluate the working of educational institutions in terms of resource allocation and productivity. The main objectives of this study are: (i) to analyze the expenditure for the promotion of higher education in Mizoram and (ii) to study the enrolment of students in higher institutions in Mizoram.

Mizoram, situated in the North-Eastern region of India, is a small state with a total area of 21,081 sq. km. It is bounded by Myanmar in the East and South, Bangladesh and Tripura in the West, Assam and Manipur in the North. The state has been divided into 8 Districts, 23 Rural Development Blocks, 24 Sub-Division and 3 Autonomous District Councils. The total population of Mizoram according to 2011 census is 10,91,014. Mizos are of Mongoloid stock and the language also belongs to the Tibeto-Burman group.

### EDUCATIONAL PROFILE OF THE STATE

The foundation of modern education in Mizoram was laid down by two Christian missionaries who introduced mizo alphabets based on Roman script in 1894. The first educational institution in Mizoram was initiated by the missionaries in the Aizawl region in 1897. Later, three more Government primary schools were opened in Aizawl in 1898. In 1903, the Government handed over the responsibility of primary

education entirely to the missionaries. There were 15 Lower Primary Schools in 1903. The First Primary School Leaving Certificate (PSLC) examination was conducted in 1903. In 1907; the first upper Primary School was opened. In 1909, the first two English Middle Schools were established at Aizawl and Serkawn and Middle School Leaving Certificate (MSLC) examination was conducted for the first time in Mizoram. However, the opening of other Middle Schools followed much later in 1944. The First High School was started in 1944 and the first High School Leaving Certificate (HSLC) examination was conducted in 1948. In 1958 the **First College** was established, eleventh years after independence. The British administration had done very little to develop education in Mizoram. During the first forty years of their administration, government expenditure on education never exceeded even sixteen paise per head per year (McCall, 1977). It was only after independence that consistent efforts were made to develop educational facilities in Mizoram. The spread of Education in Mizoram was adversely affected by the migratory habits of Lushais. The Government's attention to education increased significantly after independence. Earlier the efforts were mainly to increase primary education. The numbers of educational institutions are keeping pace with the thirst of the Mizos for formal educational. Today, the state of Mizoram is ranked at the third position in India with a literacy rate of 91.58 per cent (2011 census).

Mizoram follows the national pattern of 10+2 educational system. Class XI and XII form the higher secondary stage. Until the middle of 1990s, class XI and XII were attached to colleges as pre-university courses. Today, college education mainly consists of three years degree course leading to Bachelor's degree in Arts, Science and Commerce. Mizoram had no university of its own until the Parliament passed a bill to establish central university in 2000. Earlier, Mizoram was under North Eastern Hill University (NEHU), having its separate campus at Aizawl, the state capital of Mizoram. The Mizoram University, which became functional in the year 2001, offers post graduate courses in different subjects. The University also provides Bachelor of Education (B.Ed) and Bachelor of Law (LL.B) education but no good facilities for professional educations such as Engineering, Medical etc. Educational institutions may be classified, on the basis of management, into government and non-government institutions. While government educational institutions are managed by the State government, non-government institutions are privately managed with financial assistance from the government. Non-government educational institutions are of two types-aided and private. Aided schools and colleges received grants-in-aid from the government whereas private institutions are solely managed by private agencies without any provision of funds from the state government. Table-1 represents the number of higher secondary school, students' enrolment and number of teachers.

**Table-1: Higher Secondary School in Mizoram**

Year	No. of Higher Secondary School.	No. of Students	No. of Teachers	Teacher-Pupil Ratio
2001-02	23	7011	355	1:19.7
2003-04	71	10539	663	1:15.9
2006-07	80	11762	929	1:12.7
2007-08	82	12816	941	1:13.6
2008-09	86	14649	1058	1:13.8
2009-10	95	17049	1224	1:13.9

*Source: Annual Publication, Directorate of School Education, Govt. of Mizoram.*

There has been a very marginal growth in the number of Higher Secondary School; it has increased from 23 in 2001-02 to 95 in 2009-10 (i.e., more than 4 times increased). The enrolment has also correspondingly increased from 7011 in 2001-02 to 17049 in 2009-10. The number of teachers has also gone up from 355 to 17049. The Teacher-Pupil Ratio is 1:19.7 in 2001-02 and 1:13.9 in 2009-10. In Mizoram, the number of government institutions is inadequate to impart education to all the students so some private schools are opened to impart education. In 2003-04, there are 71 schools in Mizoram. Out of these, 19

Schools are government institution, 8-Deficit School, 3-Private aided and 41-Private Unaided. The total number of Higher Secondary School is 95 in 2009-10. Out of these, one school is managed by the Central government and 20 schools are run by the State government, 44% of the total number of schools is private unaided schools. During Eight Plan (1991-95), the State Government proposed Rs.700 lakhs for the promotion of Secondary education.

#### HIGHER AND TECHNICAL EDUCATION:

The Directorate of Higher and Technical Education established in 1989 manages collegiate education, teacher education at the post graduate level, post-matric scholarship and research fellowship, Hindi Education and Technical Education. Secretariat is responsible for controlling and directing the two directorates. Table-2 represents the growth of education in college level of Mizoram.

S.No.	Year	No. of Students	No. of Teachers
1.	1971-72	946	37
2.	1980-81	4584	147
3.	1993-94	6057	494
4.	2000-01	6016	718
5.	2001-02	4159	468
6.	2002-03	4456	672
7.	2003-04	5138	671
8.	2006-07	5346	642
9.	2007-08	5465	642
10.	2008-09	6283	641
11.	2009-10	9307	654

*Source: Statistical Handbook, Directorate of Economics & Statistics; Govt. of Mizoram*

Table-2 shows that 946 students were enrolled with 37 teachers in 1971-72 which increased to 6016 students 2000-01. But the number of students decreased from 6,016 in 2000-01 to 4,159 in 2001-02. Students enrolled in 2002-03 were 4,456. Since 2002-03, there was a slight increased in the number of students. In 2006-07, 5,346 students were enrolled in the colleges which increased to 6,283 in 2008-09 and further to 9,307 in 2009-10. The growth rate of students in the college level from 2000-01 to 2009-10 was 35.36%. There was a reduction in the number of teachers in the colleges during this period. The total number of Colleges and other Higher Education institutions in the State in 2007-08 was 27. Of these, 22 are institutions (including one University College) imparting general education like Arts, Science, Commerce. There is one Law College, 2 Polytechnics and one College of Teachers' Education and Hindi Training College.

#### The State is also having the following professional and other Open University:

- Institute of Chartered Financial Analyst of India (ICFAI) University imparts PG & Degree in financial and business management.
- DoEACC imparts degree, Diploma and Certificate Courses in Computer and IT Education in the State.
- Regional Institute of Paramedical & Nursing Sciences (RIPAN) & Mizoram College of Nursing imparts Para-Medical & Nursing (up to Degree level Courses) in the State.
- Mizoram Hindi Training College imparts Hindi education (Degree and Diploma Level) in the State.
- Mizoram Polytechnic, Lunglei and Women Polytechnic Aizawl impart diploma level of various Engineering Courses, Modern Office Practice, Beauty Culture & Cosmetology and Garment Technology in the State.

- Open University like Indira Gandhi national Open University (IGNOU), Madurai Kamaraj University (MKU) and Himachal Pradesh University (HPU) imparts PG & Degree level in general education in the State.

### Governments' Expenditure on Higher and Technical Education:

Expenditure and Educational growth are not only interrelated but rather interdependent phenomena. Educational growth depends upon the availability of certain minimum facilities of resources. Simultaneously the growth of expenditure depends upon the need arising out of the growth of the educational sector. Considering the interdependence, the expenditure on Education can well be considering as an investment. This investment concept brings in the question of efficiency both in terms of quantitative and qualitative growth. The expenditures on Higher Education in Mizoram are summarized in Table-3.

**Table3: Expenditure on Education in Mizoram (Rs. in Lakhs)**

Year	Higher and Technical Education
1990-91	456.07
1991-92	532.68
1992-93	598.1
1993-94	903.68
1994-95	737
1997-98	1200.32
1998-99	1665.92
2000-01	2222.61
2001-02	2250.36
2002-03	2760.03
2003-04	2543.3
2004-05	3034.02
2006-07	3231.52
2007-08	5189.68
2008-09	4147.05
2009-10	7384.80

*Source: Mizoram budget (1990 - 2010), Govt. of Mizoram*

Expenditure on Higher and Technical education had been increased from Rs.456.07 lakhs in 1990-91 to Rs. 737 lakhs in 1994-'95 and further to Rs. 1665.92 lakhs i.e 3.6 times increased. During 1990s, the State governments' expenditure never exceeded Rs.2000 lakhs. This was limited to promote higher education in the State. But in 2000-01, it was Rs.2222.61 lakhs which increased to Rs.3034.02 lakhs in 2004-05 and further to Rs. 5189.69 lakhs (2007-08). The growth rate of increase in the expenditure on higher education (i.e. Rs.456.07 lakhs to Rs.7384.80 lakhs) was 16.2 times during 1990-2010.

Higher Education is one of the important areas in the present society and growing complexity. It is an instrument of bringing desirable social change. A highly competitive person with his desirable socio-economic and political dimensions can bring modernization easily. It helps the members of the society to get lives, to develop well and to improve the strength of the nation. There is pursuit of truth and excellence in man and only the higher education can direct the right path of it. The status of the Mizo people in the higher levels of Education (as on March 2010) is illustrated in the following Table-4.

**Table4: Employment Statistics on Employment Exchange as on March 2010**

S.No.	Category	Male	Female	Total
1.	<b>HSSLC (XII)</b>	4521	3540	8061
2.	<b>GRADUATE</b>			
	Arts (General)	1708	1398	3106
	Arts (Hon)	945	857	1802
	Medical	81	56	137
	Science (Gen)	33	18	51
	Science (Hon)	180	284	464
	Engineering	191	45	236
	(vii) Commerce	174	100	274
	(viii) Others	151	135	286
	<b>TOTAL</b>	<b>3463</b>	<b>2893</b>	<b>6356</b>
3.	<b>POST GRADUATE</b>			
	Arts	669	769	1438
	Science	118	102	220
	Commerce	49	49	98
	Engineering	-	-	-
	Others	31	31	62
	<b>TOTAL</b>	<b>867</b>	<b>951</b>	<b>1818</b>
4.	<b>HINDI(Matric and above)</b>	1132	2821	3953

*Source: Employment Statistics, Govt. of Mizoram, 2010.*

Table-4 depicts that there are 8061 people in the Higher Secondary Level. In the graduate level, there are 6356 people. Out of these, 77.2% is in Arts-stream so that only 22.78% in Science and others' stream. In the post graduate level, 79.09% is in the Arts-Stream, only 12% and 5.39% in Science and Commerce respectively. 62 students are from other streams and no person in the engineering line. There are 3953 students in the Hindi Education in the year 2010.

This study shows that there is no good professional education in Mizoram. The numbers of Science Institutions are inadequate to impart better education to the students. So, most of the students need to go the private institution by paying a large sum of money. Many students do not afford to pay much money for this. Suggestion is that the government should pay more attention to promote Science and Technical Education.

The study showed that Mizoram has made rapid progress in Education. Though the Literacy rates, enrolment, teachers, institutions and public educational expenditure have increased, the state is still lagging behind in higher professional and technical education. Moreover, the existing college education has been largely dominated by liberal education in Arts stream while science and commerce education was relatively neglected. Efforts should be made by government to develop science and commerce along with technical and professional education in line with the manpower requirements of the state.

In Mizoram, the budgetary resources for education had been extremely limited while the demand for education greatly expanded due to various economic, socio-cultural and demographic pressures. The quantitative expansion of the educational sector along with qualitative improvement of the existing system requires huge amount of public resources. Expenditure on education is universally accepted as one of the most important components of investment expenditure that contributes immensely to the growth of national and per capita income. It may be argue that a reduction or slowing down of public investment on education may have adverse effects on the long run development of the state economy. Therefore, the state government needs to allocate more resources, on education.

The state has witnessed rapid expansion of college education. Many of these colleges were established due to popular and political considerations and little attention has been paid to whether the area or locality would attract sufficient number of students and to enable them operate at the optimal level of enrolment or not. In fact, there was no consideration for academic improvements and economic viability of the institutions. Lack of systematic educational planning has thus caused backwardness in the education. The following steps may be suggested to avoid such situation: (i) in order to remove the educational backwardness especially in the field of Higher Education, the state government may opt to subsidize higher education in terms of scholarship and stipends to students rather than through opening non-viable colleges. This policy may be more economical for the state and will also ensure better quality of education to students; (ii) hostel facilities for college students are not only poor in quality but also inadequate in quantity. There is an urgent need for expansion and improvement in the hostel facilities for attracting students from far areas. Further, concession may be given to the students from remote areas by reserving some seats for them in the college as well as in the hostels.

### CONCLUSION

Higher Education is one of the important areas in the present society and growing complexity. It is an instrument of bringing desirable social change. A highly competitive person with his desirable socio-economic and political dimensions can bring modernization easily. But that competitive person first requires a specialized educational system for his own professional and social growth. That specialized education is nothing but higher education. But it is not possible to provide equal educational opportunity to every one through higher education. It plays an important role in developing the nation to a great extent. It helps the members of the society to get lives, to develop well and to improve the strength of the nation. There is pursuit of truth and excellence in man and only the higher education can direct the right path of it. Higher education and socio-economic development are inseparably interlinked. They feed, support, sustain and strengthen each other. Access to higher education needs to be widened in Mizoram, both within the formal system and through other effective innovative measures.

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