

**ELEMENTARY EDUCATION IN MIZORAM: AN
INTER-DISTRICT ANALYSIS**

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Dissertation

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DECLARATION

I, Vanlalmangaihi, hereby declare that the subject matter of the dissertation entitled *Elementary Education in Mizoram: An- inter District Analysis* is the record of work done by me, that the contents of this dissertation did not form the basis of the award of any previous degree to me or the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other university/ Institute.

This is being submitted to the Mizoram University for the award of the degree of Master of Philosophy in Education.

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Vanlalmangaihi

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Chapter-I

Introduction

CHAPTER - I

INTRODUCTION

INTRODUCTION:

An elementary school is a school in which children between the ages of six to about fourteen receive elementary education. It is the first stage of compulsory education in most parts of the world, and is normally available without charge, but some schools may be a fee-paying independent school. According to World Development Report 2012, “Primary/elementary Education refers to programs normally designed to give students a sound basic education in reading, writing, and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured”.

Education in Modern day India:

The introduction of modern education was an event of great historical significance for India. It was definitely a progressive act of the British rule. Three main agencies were responsible for the spread of modern education in India: the Foreign Christian Missionaries, the British Government and Progressive Indians. Christian Missionaries, who did extensive work in the sphere of spread of modern

education in India, were inspired mainly by a proselytizing spirit to spread Christianity among the people. These Missionaries started educational institutions which along with imparting modern secular education also gave religious instructions in Christianity. The British Government was, however, the principal agent in disseminating modern education in India. It established a network of schools and colleges in India which turned out educated Indians well-versed in modern knowledge.

The introduction of modern education in India was primarily motivated by political and public-administrative and economic needs of Britain in India. However, they were convinced that the spread of British culture would bring about a social and political unification of the world. Modern education including online education is beneficial in India, specifically if obtaining a Master of Public Administration, which offers essential and advanced knowledge for forthcoming elected and appointed officials at all levels of Government. Persons like Raja Ram Mohan Roy, Keshab Chandra Sen, Rabindra Nath Tagore, Ishwar Chander Vidyasagar, Ranade, Dayanand Saraswati, Ramakrishna Vivekanand, etc. worked towards the establishment of modern education. Modern education had fundamentally different orientation and organization as compared to traditional education. Thus, with the introduction of the Western system of education both the meaning and content of education underwent significant changes.

Modern education was also the medium for spread of modern science and ideas of equality and liberty. It becomes less religious. Besides, many new branches of learning were introduced. The printing press revolutionized the educational system in that the emphasis shifted from personal, oral communication to impersonal communication of idea through books, journals and other media. It brought the sacred scripture within the reach of many castes who had not been allowed by custom to read them. Modern education was gradually thrown by custom to read them. Modern education was gradually thrown open to all castes, religious groups and to women. Education became the basis of exploiting new economic opportunities which were to a large extent caste-free. Education opportunities helped one to acquire the necessary skills outside caste. Occupations thus become a relatively independent element.

In India Education has been accorded much importance since Independence as it has been perceived that educational development is necessary to ensure economic and over all development of the country. In order to develop human resources in a better way it is important that education is imparted to all sections of population in the country. This is the reason that plans were developed for the expansion of educational facilities across the country so that all people can have opportunity of participating in education irrespective of one's caste, class, sex, religion. However, despite these provisions, it has been noticed that the spread of education is not uniform and there are disparities of all kinds in this field. These

include gender disparities (i.e. male-female disparities), regional disparities (inter-state, inter-district disparities), social disparities (disparities between SC, ST and other sections) and spatial disparities (rural-urban disparities).

The priority in the field of education in India at present is on universal elementary education. It is, therefore necessary to make provisions for primary and upper schooling facilities in every nook and corner of the country. It may be kept in view that provision does not only mean opening schools everywhere but it also means providing all basic facilities in the schools. According to the Constitution of India, elementary education is a fundamental right of children in the age group of 6-14 years. India has about 688,000 primary schools and 110,000 secondary schools. According to statistics two third of school going age children of India are enrolled in schools but the figures are deceptive as many don't attend schools regularly. At least half of all students from rural area drop out before completing school. The Government has rolled out many plans to increase the percentage of elementary education. The plans such as 'Sarva Shiksha Abhiyan (SSA), District Primary Education Program (DPEP), Operation Blackboard, Mid Day Meal have been successful to great extent.

Sarva Shiksha Abhiyan (SSA):

SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social

category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks & uniforms and support for improving learning achievement levels / outcome. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:

- Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.
- Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

- Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.
- Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
- Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

District Primary Education Program (DPEP):

This program was launched in 1994 with the objective of universalisation of primary education. Its main features are Universal Access, Universal Retention and Universal Achievement. It aims that the primary education should be accessible to each and every child of school going age, once a child is enrolled in school he/

she should be retained there. The final step is achievement of the goal of education.

The main components of this program are:

- Construction of classrooms and new schools.
- Opening of non-formal schooling centers.
- Setting up early childhood education centers.
- Appointment of teachers.
- Providing education to disabled children.

The goal and the objectives of funding and assistance of DPEP were within general discussion of universalisation of elementary education in India, with emphasis on access and quality. It aims to reduce the difference in enrollment, drop-out rate and learning achievement among boys and girls, raising learning achievements in terms of measured achievement level and further the project is described as a first investment in long-term programme to improve the literacy and numeric skills of the citizens of India.

Operation Blackboard Scheme (OBS):

It was started in 1987-88. The aim of this program is to improve human and physical resource availability in primary schools of India. According to this program every primary school should have at least two rooms, two teachers and essential teaching aids like blackboards, chalk, dusters etc. Operation Blackboard is a centrally sponsored programme which was started in 1987 immediately after the

Rajiv Gandhi NPE of 1986 was released to supply the bare minimum crucial facilities to all primary schools in the country. The objective of the scheme is providing students studying in primary settings with the necessary institutional equipment and instructional material to facilitate their education. There is a provision to provide salary for an additional teacher to those primary schools that have an enrolment of more 100 students or for a consecutive period of two years. In the ninth five year plan the scheme was extended to all upper primary schools as well.

National Bal Bhavan:

The National Bal Bhavan was opened with the aim of developing overall personalities of children of all strata of society irrespective of their caste, creed, religion and gender. It supplements school education by helping children to learn in play way and natural environment.

Other important endeavors taken up by Indian Government for the development of education in India includes:

- Navodaya Vidyalaya Samiti
- Kendriya Vidyalaya Sangathan
- Integrated Education for disabled children
- National Council of Educational Research and Training.

National Policy on Education (1986):

The New Education Policy 1986 was formulated with a view to preparing students for the 21st century to face the challenges associated with global developments, emerging technologies and cross-cultural complexities. Some of the Cardinal Principles contained in the National Education Policy 1986 were old but they had been stated in new spirit and perspective. The policy laid emphasis on creation of common school system as recommended by Kothari Commission. The NPE (1986) reiterated the issues of equality of educational opportunity and free and compulsory education for all children up to 14 years. The NPE (1986) opined the National System of Education and envisages a common education structure. It also launched the programme of NFE (Non Formal Education) to solve the problem of children dropping out of school and to adopt an array of meticulously formulated strategies based on micro planning and applied at the grass-root level all over the country, to ensure children's retention at school.

Recommendations of Various Commissions on Universalisation of Elementary Education:

Education Commission (1964-66). Kothari Commission very well recognized the role of education in the national development. The Commission opined that it is the responsibility of educational system to bring the different social

groups together. It further remarked that instead of removing the class distinctions education is perpetuating them. A large proportion of the good schools are private but charge high fees, which are normally beyond the means of many, therefore only the top ten percent of the people send their children to them. So, the Education Commission (1964-66) recommended a Common School System of Public Education (CSS) as the basis of building up the national System of Education with a view to bring the different social classes and groups together and thus promoting the emergence of an egalitarian & integrated society. It opined about equalization of educational opportunity to all without any discrimination on the basis of merit and also to provide a prescribed proportion of free studentship to prevent segregation of social classes. It recommended that all these provisions made for Universalisation of elementary education are for the fulfillment of the directive principle contained in Article 45 of the constitution and the state should strive to provide free and compulsory education for all children up to the age of 14 years.

Provisions of Indian Constitution on universalisation of elementary education:

The Government of India ensures in article 45 of the Indian Constitution that, state shall endeavor to provide within ten years of commencement of the constitution free and compulsory education to all children up to the age of fourteen years. To formulate this constitutional provision was not an easy task as during the Constitution Assembly 'debate' a member contended that the commitment made in

the draft Article (later to be known as Article 45) to provide free and compulsory education to children up to 14 year of age should be limited to only 11 years of age as India would not have the necessary resources. The dilution would have been made but for Dr. Ambedkar's clarity of mind that it is at this age of eleven years that a substantial proportion of children become child laborers. He forcefully argued that the place for children at this age in independent India should be in schools, rather than in farms or factories. This is how an unambiguous commitment to provide free education through regular full time schools to all children up to 14 years of age by 1960 became an integral part of Indian constitution. But the majority in constituent Assembly ignored Dr. Ambedkar's plea to place Article 45 in Part III of the Constitution, thereby denying education the status of a Fundamental Right in modern India. Instead, this article was placed in the Part IV of the Constitution making it a Directive Principle of the State Policy. It states that, "The state shall endeavour to provide, within a period of 10 years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of 14 years." The Article 45 has been interpreted to include:

- Early childhood care, balanced nutrition, health support and pre-primary education for children below six years of age.
- Elementary education of 8 years (class 1-8) for 6-14 age group children. The Article 45 of the constitution reveals that the provision of universalisation of primary education in India was to be fulfilled by 1960. But it had not been fulfilled

even up to the present time. Another step in the way of UEE is the provision through Article 30, which states that all minorities, whether based on religion on language, shall have the right to establish and administer educational institutions of their choice and Article 350-A pointed out that it shall be the endeavor of every state or of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic groups. While the constitution provided a basic framework, policies and programmes in education are also formulated on the basis of recommendations of various commissions and committees set up for the purpose.

Responses of Indian National Movement to Universalisation of elementary education:

Although before 1947 British Government made several educational plans to improve the condition of elementary education in India. During that time many Indians also came forward who played a remarkable role in Indian education by providing various suggestions and educational plans in the context of Indian situations and needs. This educational planning by Indians was different from British's policies and planning in the ways and means. In this direction Gopal Krishan Gokhale took first step in 1910 by moving a resolution in the Imperial Legislative council on 19 March 1910. It stated, "That this Council recommends that a beginning should be made in the direction of making elementary education

free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed at an early date to frame definite proposals.” The Elementary Education Bill also known as Gokhale’s Bill suggested that free and compulsory education for boys between the age of 6 and 10.

G. K. Gokhale believed that an illiterate and ignorant nation can never make any solid progress and must fall back in the race of life. So the Bill suggested the free and compulsory education, the expenditure was to be shared between the local bodies and the Government. Gokhale’s Bill also established compulsory elementary education as a state responsibility. The Bill included provision for banning the child labour of boys. When within the next one year nothing tangible was done for the progress of primary education in British India, Gokhale introduced a private Bill “to provide for the gradual introduction of the principle of compulsion into the elementary educational system of the country” on 16 March 1911. The Bill was circulated for opinion and came up for discussion on 17 March 1912. The debate lasted for two days and in course of the debates it was clear that the Government of India was not willing to accept the bill. It was argued that there was no popular demand for compulsory primary education, that the local bodies as well as provincial Government were against this measure as this would involve them in many a difficulty in respect of organization and administration of this subject. So, the bill was rejected by 38 votes to 13. But these efforts led the British government to review the whole field of education and government

increased the amount to be spent on elementary education. Mahatma Gandhi was also against the system of education propagated by the Britishers and he wrote a series of articles in the Harijan about his idea on educational reconstruction in India, suggesting a scheme of universal compulsory education for all children in the age group of 6-13 through the medium of mother tongue which would be self-supporting, leading to all-round development of the pupils. Afterward in October 1937, an all India National Educational Conference was summoned at Wardha under the Presidentship of Mahatma Gandhi and adopted the following four resolutions:

- That in the opinion of this conference free and compulsory education is provided for seven years on the nationwide scale.
- That the medium of instruction be the mother tongue.
- That the process of education throughout this period should centre round some form of manual productive work, and that all other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.
- That the conference expects that this system of education will gradually be able to cover the remuneration of teachers.

The conference then appointed a committee with Dr. Zakir Hussain as its chairman. The committee submitted its report on December 2, 1937 and the scheme of education suggested by it is popularly known as the “Wardha Scheme”.

The Indian National Congress which met at Haripura in February 1938 under the president ship of Subhash Chandra Bose accepted Gandhi's scheme and it was immediately implemented in the seven provinces with Congress Ministries. But with the resignation of the Congress Ministers any hopes of an educational reconstruction under provincial autonomy were lost.

Education in India is the joint responsibility of the Central and State Governments, and educational rights are provided for within the Constitution. Following the recommendations of the National Policy on Education (NPE) 1968 and subsequently by NPE 1986, attempts are being made to adopt a common structure of schooling across the country. The general pattern adopted at the national level, commonly known as the 10+2+3 pattern, envisages a broad-based general education for all pupils during the first ten years of schooling. Diversification of courses takes place only at the higher secondary level (grades 11 and 12), and is reliant on students successfully completing the secondary school examination at the end of grade 10. Successful completion of the public examination at the end of grade 12 qualifies the student for university entry. Of these twelve years of schooling, the first eight years are termed 'elementary education', and this should broadly correspond to the compulsory education period of 6-14 years of age.

At the operational level, elementary school is generally divided into two parts with five years of primary schooling (grades 1-5) followed by three years of

upper primary or middle school (grades 6-8). While the above description gives the general picture found in national level, actual decisions regarding the organization and structure of school education are the prerogative of State Governments. Consequently, considerable variations are found in the organizational patterns of schooling across the different states of India. Several states follow patterns in which elementary schooling consists of seven years, divided into four years of primary followed by three years of upper primary. Thus, even while grade 8 is part of the compulsory education age range, it is part of the secondary school cycle. Correspondingly, the length of secondary schooling also varies, while in 22 states/UTs, secondary stage consists of classes IX and X, it consists of classes VIII, IX and X in 13 states/UTs'. Variation is also found at the higher secondary level; in some states the higher secondary stage is part of collegiate education known as junior college.

Currently, SSA is implemented as one of India's flagship programmes for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and enhancement in learning levels of children. SSA provides for a variety of interventions, including, inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. The RTE Act has

important implications for the overall approach and implementation strategies of SSA, and it is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate. In this context the Department of School Education and Literacy set up a Committee under the Chairpersonship of Shri Anil Bordia, former Education Secretary, Government of India, to suggest follow up action on SSA vis-à-vis the RTE Act. During initial meetings of the committee it was conveyed on behalf of the Ministry of Human Resource Development that the committee may not strictly confine itself to the terms of reference and should as well make recommendations regarding implementation of RTE Act 2009. The Committee held seven meetings between September 2009 and January 2010, during which it had interaction with State Secretaries of Education, Educationists, representatives of Teachers' unions, Voluntary Organisations and Civil Society Organisations who are in close touch with field realities, and representatives of persons working with children with special needs. Consultation with representatives of Teachers' unions and Civil Society Organisations provided important insights, inter alia, for bringing out-of-school children from disadvantaged sections into age appropriate class, care and support in mainstream schools for children with special needs, education for girls, importance of forging partnerships with Voluntary agencies and Civil Society Organisations for developing capacities of School Management Committees (SMC) to formulate school development plans, realigning teacher education and training systems to build learning on children's experiences and pre-knowledge. Additionally,

interaction with State Secretaries of Education provided valuable inputs on issues relating to the nature of central assistance, implementation structure for SSA and RTE, and fund transfer mechanism for SSA and RTE.

SSA provides for opening of new primary and upper primary schools as per State norms, to ensure that all children have access to primary school within one kilometer of their habitation and to an upper primary school, within three kilometers of the habitation. Centres under the Education Guarantee Scheme (EGS) are intended to provide access to formal schooling, through a regular curriculum and textbooks, to children in habitations that do not qualify for a regular school due to existing state norms for opening schools. Often, EGS centres are sanctioned in remote habitations with few children, with the expectation that the State will alter its norms for opening schools and upgrade these EGS centres to regular schools within 2 years. Alternative and Innovative Education (AIE) centres are intended for children in difficult circumstances, with no regular schooling experience or whose schooling has been disrupted (street children, children from migrant families, children with special needs, children who have never enrolled or dropped out of schooling). AIE centres prepare them to attend formal schools within a short period of 9 months to a year. These centres transact a specially tailored curriculum and pedagogic practices that seek to impart the required age/grade specific knowledge and skills so that the child is ready to enrol in a regular school and continue her studies there. Girls from SC/ST and minority

communities and from families below poverty line, face greater challenges in continuing education after the primary stage. Residential schools for such girls are provided at the upper primary level under SSA. These schools are opened in educationally backward blocks, with low levels of female literacy.

Table no.1: Progress of Education in India since 1950

INDICATORS	1950-51	2000-2001	2001-2002	2002-2003	2004-2005
No. of Elementary schools	223,600	845,007	883,607	897,109	1,042,251
No. of teachers in elementary schools	0.624	3.22	3.39	3.49	3.75
Enrolment in primary schools	19.20	113.83	113.90	122.4	130.8
Enrolment in upper primary schools	3.00	42.81	44.80	46.9	51.2
Enrolment in elementary schools	22.20	156.64	158.70	169.3	182.0

Source: GOI (2007) Selected Educational Statistics: 2003-04 and 2004-05, MHRD, New Delhi; and GOI, Education in India, MHRD, New Delhi.

There has been substantial spatial and numerical expansion of primary and upper primary schools; access and enrollment at the primary stage of education have reached near universal levels; the gender gap in enrollment has narrowed, and the percentage of children belonging to scheduled castes and tribes enrolled is proportionate to their population. Nonetheless, there remains an unfinished agenda of universalising education at the upper primary stage. The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before completing upper primary education, remains high, and the quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education. Efforts to universalise elementary

education gained momentum during the 11th plan. The Indian education landscape saw significant developments during the 11th Plan. There was a surge in school enrollments, and gender and social category gaps in enrollments narrowed considerably. Expansion of school infrastructure and facilities significantly widened access to schooling, and incentives and child entitlements, such as textbooks, mid day meals and uniforms began reaching a considerably large number of children. The most significant development, however, was that Article 21-A, inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002 to make elementary education a fundamental right, and its consequential legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative on 1st April 2010. This development has far reaching implications for elementary education in the years to come: it implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The RTE Act incorporates the principles of child centred education spelt out in the National Policy on Education (NPE), 1986/92 and elaborated in the National Curriculum Framework (NCF) 2005; these have now become part of educational legislation.

Education in Mizoram:

Education in Mizoram consists of a diverse array of formal education systems ranging from elementary to university, from training institution to technical courses. The Government of India imposes mandatory education at least up to the basic level. For this public schools are made free of fees, and provided with free textbooks and school lunch.

The first formal education was started in 1894 by two British Christian Missionaries at Aizawl. They taught only two select students whom they could trust for further teaching and their own evangelism. The first Government school was started in 1897 at Aizawl. The first middle school opened in 1906, and secondary school in 1944. The first higher education institute, Pachhunga University College was started in 1958. The first university Mizoram University was established in 2001 by the University Grants Commission of India. The Christian Missionaries introduced the Roman scripts in 1894 for Mizo language. For more than half of a century, i.e. from 1895 to 1952, Elementary Education was looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 to 1972, the management of Primary Education was in the hand of District Council. When Mizoram became centrally administered territory, the administration and management of Elementary Education i.e. Primary and Middle School was transferred to the Government. Since then there has been phenomenal growth quantitatively. Elementary education in Mizoram is

looked after by The Directorate of School Education at the State level. The District Education Offices in the eight districts of the State are looking after elementary education in their respective districts. Funds for infrastructure and other facilities were provided by the State Government in all the districts except Saiha and Lawngtlai district which are under the administration of the Autonomous District Councils.

The general pattern of education is simply a progression from primary to secondary education. Only after secondary level students are able to pursue their lines of career opportunities or preferences. Industrial Training Institute for craftsmanship training courses (tailoring, mechanic, electrician, cooking, etc.) was started in Aizawl by the state government in 1964 (Mizoram was then under Assam state). Education on technical and vocational courses started only after 1980s. There are now various opportunities including engineering, veterinary, business management, technology, nursing, pharmacy, and other career oriented courses. The College of Veterinary Sciences and Animal Husbandry, Selesih was opened in 1997 as one of the constituent colleges of the Central Agricultural University. National Institute of Electronics and Information Technology, Aizawl was started by the Indian Ministry of Communications and Information Technology in 2000. The Government of Mizoram established The Institute of Chartered Financial Analysts of India University, Mizoram in 2006. National Institute of Technology Mizoram was established in 2010 by the Ministry of

Human Resources Development, Government of India. In spite of relatively late education system, as of the latest census in 2011, Mizoram is the second highest in literacy rate (91.58%) among the Indian states.

The office of Directorate of Education in Mizoram was started in 1973. It became a separate Directorate of School Education in 1989 and is located at McDonald Hill, Zarkawt, Aizawl. The department looks after elementary and secondary education within the state. The directorate administers the entire state which is divided into 8 administrative districts, namely Aizawl district, Champhai district, Kolasib district, Lawngtlai district, Lunglei district, Mamit district, Saiha district and Serchhip district . The structure of education in the state is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11–14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional course.

Mizoram was inhabited by the tribal groups of Tibeto-Burmese race. During the period 1750-1850 migrations led to settlements in the hills. The tribal groups were governed under a hereditary chieftainship. The Lushais are the most

predominant tribe besides a few others like Panei, Lakher, Chakma, Riang. Agriculture is the main occupation of this region. During the British period, Mizoram became a part of the territory of the British India in 1891 though the administration of the villages were left to the local chieftains. The influence of the British also extended to conversion into Christianity. After independence of India, Mizoram continued to be part of Assam. In 1966 the Mizos resorted to the use of armed struggle to put forth their demands to set up a homeland. It was in 1986 that peace was established and Mizoram joined the mainstream with the Indian union. When Mizoram became a [Union Territory](#) on 21 January 1972, it was divided into three districts: Aizawl, Lunglei and Saiha. Later five more districts were carved out of the already existing three districts namely Champhai, Serchhip, Lawngtlai, Mamit and Kolasib.



Figure 1: MAP OF MIZORAM

Mizoram is a mountainous region which became the 23rd State of the Indian Union in February, 1987. It was one of the districts of Assam till 1973 when it became a Union Territory. Sandwiched between Myanmar in the east and south and Bangladesh in the west, Mizoram occupies an area of great strategic importance in the north-eastern corner of India. It has a total of 722 Km. boundary

with Myanmar and Bangladesh. Mizoram has the most variegated hilly terrain in the eastern part of India. The hills are steep and are separated by rivers which flow whether to the north or south creating deep gorges between the hill ranges. The average height of the hill is about 1000 metres. The highest peak in Mizoram is the Blue Mountain (Phawngpui) with a height of 2210 metres. Mizoram has great natural beauty and endless variety of landscape and is also very rich in flora and fauna. Almost all kinds of tropical trees and plants thrive in Mizoram. The hills are marvelously green. Historians believe that the Mizos are a part of the green wave of the Mongolian race spilling over into the eastern and southern India centuries ago. Their sojourn in western Myanmar, into which they eventually drifted around the seventh century, is estimated to last about ten centuries. They came under the influence of the British Missionaries in the 19th century, and now most of the Mizos are Christians. One of the beneficial result of Missionary activities was the spread of education. The Missionaries introduced the Roman script for the Mizo language and formal education. The cumulative result is the Present high percentage of literacy of 88.49% which is considered to be the second highest in India. The population of Mizoram is 0.89 million, according to 2001 census and is scattered over 8 districts, 26 blocks and 817 villages. The State has a density of 42 persons per sq. km. The population of the state has grown by 29.18 % over the period 1991-2001 as against of 21.54 % at the national level. The sex ratio of Mizoram at 935 female to 1000 male is higher than the national average of 933 but has significantly declined since 1901 as that time the number of females was 1113

against 1000 males. One of the significant reasons for high population growth rate is the high crude birth rate of 18.2 and decline in the crude death rate which is 5.2. Total fertility rate is higher with 2.9 as against the All India Level of 2.7.

As a sequel of the signing of the Historic Memorandum of Settlement between the Government of India and the Mizo National Front (MNF) in 1986, Mizoram was granted Statehood on February 20, 1987 as per Statehood Act of 1986 and Mizoram became the 23rd State of the Indian Union. The Capital of Mizoram is Aizawl. The Mizoram State Legislative Assembly has 40 seats. Mizoram is now represented at the Parliamentary by two Members, one in the Lok Sabha and the other in the Rajya Sabha. Mizoram has witnessed vast constitutional, political and administrative changes during the past years. The traditional chieftainship was abolished and the District and Regional Councils created under the Sixth Schedule of the Constitution of India, give a substantial measure of local control. Today, the Lais, Maras and the Chakmas have separate Autonomous District Councils. The Village Councils are the grassroots of Democracy in Mizoram. The Mizo's are a distinct community and the Social unit was the village. Around it revolved the life of a Mizo. Mizo village was usually set on 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 way of the focal point in the village was the Zawlbuk where all young bachelors of the village slept. Zawlbuk was the training ground, and indeed, the cradle wherein the Mizo youth was shaped into a responsible adult member of the society.

The fabric of social life in the Mizo society has undergone tremendous change over the year. Before the British moved into the hills, for all practical purposes, the village and the clan formed units of Mizo society. The Mizo code of ethics or Dharma moved round "Tlawmngaihna", an untranslatable term meaning on the part of everyone to be hospitable, kind, unselfish and helpful to others. "Tlawmngaihna" to a Mizo stands for that compelling moral force which finds expression in self-sacrifice for the services of others. The old belief, 'Pathian' is still in use to term God till today. The Mizos have been enchanted to their new-found faith of Christianity 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 values has also undergone drastic change. Mizos are close-knit society with no class distinction and no discrimination on grounds of sex. 90% of them are cultivators and the village exists like a big family. Birth of a child, marriage in the village and death of a person in the village are important occasions in which the whole village is involved.

Before the land of the Mizos was annexed to the British Empire in 1890, Mizos were without written language and were totally illiterate. Most of knowledge was disseminated at Zawlbuk, the traditional school. In 1894 two English Missionaries of Arthington Aborigines Mission Dr. (Rev) J.H. Lorrain and Rev. F.W. Savidge arrived at Aizawl. They immediately worked on creating Mizo

alphabets based on Roman script. After a stay of only two and half months, they started the first school on 1 April 1894. Their first and only pupils were Suaka and Thangphunga. The two teachers were surprised that their students mastered the new alphabets in a week. The first textbook *Mizo Zir Tir Bu* (A Lushai Primer) was released on 22 October 1895 and became the first book in Mizo language. A Welsh Missionary Rev. D.E. Jones from the Calvinistic Methodist Mission then took up the education under Government recognition in 1898. He organised classes for about thirty students at the verandah of his residence. He was assisted by Khasi couple Rai Bhajur and his wife. A new Government school was opened in Lunglei in 1897, and Bengali script was used for teaching. In 1901 the government honoured Lallauva, the Chief of Khawngbâwk, for his deed towards the British by establishing primary school in his village. By 1903 there were schools in fifteen villages. In 1903 the British administration started promoting education by waiving forced labour (called *kuli*) for those who passed class IV (primary school), in addition to scholarship for meritorious students and grants to existing schools. The first scholarship was given to 8 students with the amount of Rs. 3 each per month for 2 years. The first systematic examination called Lower Primary Exam was conducted on 25 June 1903, with 19 candidates (2 girls among 17 boys). Eleven of them passed. Sir Bamfield Fuller, Assam Chief Commissioner, visited Mizoram (then Lushai Hills) in February 1904, and was so impressed with the mission schools that he immediately issued an order for dissolution of all Government schools. He also presented Gold Medal to

Chhuahkhama (among boys) and Saii (among girls). In 1904 the entire educational administration was charged under the mission, and Rev. Edwind Rowlands became the first Honorary Inspector of Schools from 1 April. The first middle school (was called upper primary) came up in 1906 in Aizawl. The first high school named Mizo High School was opened in February 1944 at Zarkawt. There were 56 students in class VII, under the headmaster Rev David Evan Jones.

By 1941 Census of India Lushai had attained highest literacy rate (36%) in India. Till the late 1952 the church managed elementary education through Honorary Inspector of Schools. On 25 April 1952 Lushai Hills became Mizo District Council under the Government of Assam. A post of Deputy Inspector was created by the Government. In 1953 the designation of Honorary Inspector was changed to Secretary, Education Management Committee. Under this administration all primary and middle scholarship examinations were coordinated. In 1953 the first teachers' training institute Basic Training Centre was opened. On 15 August 1958 Pachhunga University College (then Aijal College) was inaugurated to become the first institute of higher education. In 1961 Education Officer became the administrative authority of education in the Mizo District Council. After Mizoram became Union Territory (in 1972) a separate Directorate of Education was created in 1973 under a separate ministry. Mizoram Board of School Education (MBSE) was established in 1976. Within a hundred years of education, Mizoram remains at the top list of highest literacy rate in India.

Origin and Development of Modern Education in Mizoram:

The history of modern school education in Mizoram can be broadly classified into four periods/phases chiefly on the basis of major political changes taking place in Mizoram; as these political changes were in one way or another responsible for the development of school education in the State. The first phase covered the period from 1894-1952 from the year in which the Mizo alphabet was coined(that marked the beginning of formal education in the State) covering the period during which Mizoram was under the British rule till the year Mizoram entered a new political era-the year of attaining District Council Status. The second period covered the next 20 years of District Council Administration which extended up to 1972. The third phase covered the period between 1972-1986 during which Mizoram was under Union Territory Government. The fourth phase then cover the period from 1986 till date; the year from which Mizoram became a state of the Union India, attaining altogether a new political status.

(i) School education in Mizoram during the period from 1894 to 1952:

The real beginning of formal education in Mizoram started in the year 1894 with the coming of another two Welsh Christian Missionaries- Rev. F.W. Savidge and Rev. J.H. Lorrain (Sap Upa & Pu Buanga) . These two Missionaries also came to Mizoram with a mission to spread the Gospel of Christ (Christianity) among the Mizos for which they realized the need of educating the

masses in their mother tongue. For the purpose, they devised a system to reduce the Mizo language by using the Roman Script. They soon developed Mizo alphabet called A, AW, B that marked the foundation and origin of formal education in Mizoram in the year 1894. Therefore, they were considered to be the ones who actually started educating the Mizos. The initial and main objectives of which were to translate the Bible in Mizo and enabling them to read the Bible in their mother tongue. They also authored “A Grammar and Dictionary of the Lushai Language” which later on became one of the strong foundation of formal education and literature for the Mizos. They arrived in Aijal (now Aizawl) on 11th January, 1894 and the date is still commemorated by the Mizo Christians as “arrival date of Gospel”. This period extended up to 1952. The Mizos until the coming of these missionaries were isolated from the outside world having their own way of life- a barbaric life which was entirely different from the lives of the neighbouring tribes. For that reason, the Mizos were often called “Head Hunters”. Formal education was totally unknown to the Mizos till the advent of these Christian Missionaries.

The Mizo alphabet – A, AW, B exactly as it was coined at the beginning (1894) by the two Christian Missionaries was a little different from the one we have today. Pu Khamliana of Lungleng chief was known to be the first literate among the Mizos. Soon after the making of the Mizo alphabets, in the same year, the missionaries, with the help of some natives, built an open school at the place

now called Mc Donald Hill in Aizawl with a thatched roof on. This was in April 2nd, 1894. In some books this was recorded as the first formal school in Mizoram. But the new school was soon closed down for some reasons. The first Mizos who were to be educated first by the Missionaries besides the two chiefs mentioned above were Thangphunga and Lalchhinga. The first formal school in Mizoram was opened on 15th February, 1898 by Rev. D.E.Jones in celebration of his 28th birthday on the verandah of his own house in Mission Veng. This was the first school of formal education which continued, grew and developed into a full fledged recognized school in Mizoram. This was followed by establishment of three more primary schools at Khawrihnim, Phulpui and Chhingchhip in the year 1901. This was again followed by establishment of some more primary schools in Biate (1902) and Khandaih (1903). In the southern part of Mizoram, Serkawn primary school was opened in the same year (i.e.1903). Since then formal school education in Mizoram remained in the hands of the Christian Missionaries till 1952.

As already mentioned, the main purpose of teaching the Mizos the art of reading and writing at the initial stage was to enable them read the Bible which carried the message of Christianity and also to enable them to communicate in writing. The main teaching at this stage was limited to teaching the basic skills of reading and writing. With the initiatives of the Missionaries, more primary schools were set up in the following years elsewhere in Mizoram. The first primary school

examination (class III level) was conducted by the Church in 1903 in which 19 candidates appeared and all of them passed the examination. It is also recorded in some books that the Government of Assam had opened a few Bengali primary schools elsewhere in Mizoram prior to 1903. This means there were primary schools under the Government as well even before 1903 besides those non-formal ones set up by the Missionaries. Mizoram about this time was under the administration of Assam province. When sir J.B.Fuller, the then chief commissioner of Assam province visited Mizoram in 1904, he had observed that the mission schools were doing much better than those under the Government. He was very much impressed to see the schools under the management of the church, and consequently, management, control and supervision of schools in Mizoram was handed over to the missionaries with effect from 1st April, 1904. The chief Commissioner of Assam also appointed one of the missionary (Rev. Edwin Rowlands) as the first Honorary Inspector of schools for the whole of Lushai Hills. He even encouraged the Missionaries to open more schools and train more teachers. Certain amount of lumpsum grant-in-aid was granted by the Government of Assam. This resulted in the opening of more primary schools in other places of Mizoram. Since then, School Education in Mizoram was manned by Honorary Inspector of schools (Missionary in charge of education) who was assisted by Sub-Inspector of schools who were mostly Mizos.

The first upper primary school (middle school) was started in the year 1905 at Aizawl and Serkawn. The opening of middle schools in other parts of Mizoram began in 1944. The first High School in Mizoram was established in the same year in mission veng, Aizawl. Since then there had been a steady growth and expansion of schools in Mizoram and by the year India attained Independence from the British, there were as many as 303 schools (primary schools-258, middle schools 22 and High schools-2). Thus, school education in Mizoram had all along been in the hands of the Missionaries till the year 1952. During this period, school education in Mizoram was expanded and ran by the churches, with the Missionaries at the top of administration. At the beginning, the Missionaries faced a number of difficulties and educating the masses was not an easy task as there were resistance from the chiefs, and the socio-economic conditions of Mizoram during this time was still far from ideal for the establishment and growth of education. However, inspite of all these hurdles, they worked with sincerity and single minded devotion to duty against all odds that in turn inspired the teachers to work with a sense of duty and devotion to their profession. Due to these reasons, the schools in Mizoram about this time were very good schools of their times, the quality of their product being as good as any other schools elsewhere in the country. Many of the top officials and prominent citizens of Mizoram in the past as well as till today are the product of education during this period. The people increasingly realized the advantages and value of education, and the

closing years of the period saw a keen competition between villages in establishing institutions.

(ii) School Education in Mizoram under the District Council Administration (1952-1972):

In 1952, Mizoram was granted a new political status called District Council. Mizoram had been under the district council administration for 20 years i.e., till 1972. This period saw a number of changes in the political, economic and social life of the people of Mizoram which inevitably had its impact upon the state of education, too. In 1952 administration and supervision of elementary education in Mizoram, that had all along been under the Church was handed over to the Government of Assam. It was the Deputy Inspector of schools (DIS) who took the responsibility from the church. After 10 years in July 1961, the responsibility was passed on to the District Council Administration. Unfortunately, the following years witnessed one of the saddest periods in the modern history of Mizoram. Mizoram during this time was going through a very sad experience which was brought about by the Mizoram National Movement. Many of the Mizo youth joined the movement and went underground to fight for the independence of Mizoram in the year 1966. The growing insurgency in Mizoram as a result of this independence movement and the increasing retaliation of the Indian Army thus brought tremendous sufferings to many innocent Mizos that had changed the social, economic and political life of the Mizos. Life was indeed unsafe and insecure and

there were all kinds of threats and dangers from all corners. Thus many Mizos experienced their worst nightmare during this period of disturbances which happened in the year 1966.

One of the consequences of this movement that in turn had its serious impact upon the educational life of the Mizos was the grouping of villages (Khawkhawm) which the security forces resorted to in order to identify the insurgents and to restore peace and order in the area. More than 700 villages were reduced to about 200 villages as a result of this grouping. Several families abandoned their homes due to the compelling circumstances and struggled to survive and adapt in the new environment. The sufferings of the Mizos brought about by this grouping – mentally and physically were unspeakable. A big number of Mizos fled to the neighbouring states and some even to Burma (now Myanmar) for their survival. It affected almost every Mizo in Mizoram and the general masses were desperately starving for a peaceful and normal life. It is obvious that such a big change in the life of the people would definitely have significant impact on the educational life of the people. Whereas a big number of students discontinued their studies and joined the movement on their own wish, a bigger number of students were compelled to discontinue their studies due to shifting of homes and villages and other compelling circumstances. All the schools in Mizoram suffered a serious setback owing to these political disturbances. Not only did it affect education, it also changed their attitudes, their tastes and views of life and for

these reasons the year 1966 will always be remembered, particularly by those who had passed through, as the saddest year in the history of Mizoram.

However, even amidst such political turmoil, the general public increasingly realized the advantages and value of education. The thirst for education was so great that they continued to struggle for their survival amidst all odds perhaps due to the reason that they were already well aware of what education is all about – the need for life and its functions in building a nation and the need of it for social transformation. They were not daunted by what they had gone through. Instead, the struggle to establish more new schools was still on in spite of these problems. The District Council administration also recognized the will of the people and stepped out to help them in the establishment of schools in various parts of Mizoram. To improve the condition of school buildings, furniture, teaching aids etc. huge amount of funds had also been provided to the school authorities. As a result, this period saw significant physical improvement. The number of schools, teachers and students population across Mizoram also increased gradually. The number of schools at the closing year of this period stood at 979 schools (primary school- 425, middle school- 184, High school 70). By the close of this period, a number of schools which were still under the Church and the Missionaries were handed over to the District Council Administration which automatically became Government schools with all its teachers absorbed into Government service. This process of handing over schools to the Government by a

Church, trust or managing committee is called Provincialisation. Only a handful of schools remained in the hands of the Church. It was during this time the Catholic Church started entering in the field of education by establishing a few schools. In fact, some of the best schools we have today had their beginning during this period. It was during this period that a number of Mizos, who were educated had joined the country's elite services and many others were in the top position, be it Political or Social or Government Services.

(iii) School Education in Mizoram under the Union Territory Government (1972-1986):

In the year 1972, Mizoram became a Union territory. On becoming a union territory, the Mizo district council was dissolved with effect from the 29th April, 1972. With the new political status thus granted, Mizoram started having its own Government with Pu. Ch.Chhunga as the first Chief Minister. A new political and administrative set up came into existence which resulted in a big structural change in the administrative set up of school education. It may also be stated that the changes that took place in the sphere of educational administration brought about by the attainment of the new political status during this time is the beginning of the adoption of the present organizational set up of educational administration in the State. The first step taken by the new Government was creation of a new Education Department and appointment of Dr. Chatterjee, an eminent Scholar and Educational administrator, as the first Director of School Education in Mizoram.

This was followed by creation of posts of Officers under Education Department viz - Joint Director, Deputy Director and other Ministerial staff. In the new hierarchy of the educational administration set up, the Minister i/c Education or Education Minister was at the top. He was assisted by Secretary i/c Education who was drawn from Indian Administrative service cadre. He was further assisted by other secretaries and other Ministerial staff and formed an organization called 'secretariat'. The Secretary i/c Education functioned as head of the secretariat. He was made responsible for the successful coordination, supervision, control and inspection of all educational activities within the union territory. However, a number of his duties and responsibilities as Secretary were delegated to the Director of Education and the Director was the one who was really doing the work.

The immediate control, monitoring and supervision of educational activities of education in Mizoram was, as already mentioned, placed in the hands of the Director of Education. He was assisted by one Joint Director and three Deputy Directors. This hierarchy formed an establishment called the Directorate of Education. Supervision and pedagogic guidance of educational institutions under the Directorate was carried out in each district by the District Education Officers and Sub- Divisional Education Officers. The District Education Officers headed the district administration and was made responsible for all matters relating to education at the district level. Another remarkable achievement made during this

period was the constitution of the Mizoram Board of School Education (MBSE) which came into existence in 1976. The Board is an autonomous body having perpetual existence created by an act of the Legislative Assembly. The administrative set up of the Board at the initial stage was one President, one Secretary, Deputy Secretary, controller of Examination and Asst. Controller of Examinations, four Academic officers and Ministerial Staff. (As per the MBSE (Amendment) Act, 1996 and 2008, slight modification in the administrative set up has been made).

The Board was made responsible for curriculum and syllabus development, conduct and control of public examinations-viz. elementary, secondary and higher secondary levels and also for the Teachers Training Institutes except for CTE, recognition of educational institutions for the purpose of examinations etc. the conduct of Mizoram Teachers Eligibility Test(MTET) which was introduced recently as a result of implementation of the Right to Education Act, 2009 has also been the responsibility of the Board. The Board had so far conducted 2 such tests. This closing year of the period witnessed a yet another remarkable development. A new type of school with private ownership in which English had been introduced as a medium of instruction came into existence in Mizoram. This may be viewed as an indication of the thirst of the public for a better quality of education and also the thirst for English Language which more or less became very important criteria of judging being educated by parents. It could also be

viewed upon as an indication that the present system of education had become outdated, and that those schools under the Government needed an overhaul and that the manner in which Government schools were being run and managed no longer served the need of the society. Unfortunately, due to lack of effective control over these institutions by the Government, a number of what seemed to be purely commercial with a motive to make monetary profit rather than imparting quality education also entered in the field as if education was becoming a big business. Although there were some schools who were doing very well, quite a bigger number of schools still continued to exist as a money making institutions and the number still continues to be on the rise till date.

Another remarkable progress during this period was up gradation of Basic Training School into a full-fledged Teachers Training Institute (TTI) for undergraduate training and establishment of State Council of Educational Research and Training (SCERT), a new wing created to take care of research and training pertaining to all aspects of education in Mizoram. One of the interesting features of this period in the history of modern school education is changing of class structure of elementary education in Mizoram. The class structure from the initial stage which was (primary School- classes I to III, Middle school - classes IV to VI, High school - classes VII to X) changed with effect from the year 1981 as given below:

Primary school - classes I to IV

Middle school - classes V to VII

High school - classes VIII to X

(iv) School Education in Mizoram under the State Government (1986-):

On the 30th of June 1986, Peace Accord was signed between India and the Mizo National Front (MNF) which resulted in attainment of a full fledged State of the Union India on the 20th February, 1987. Mizoram thus became the 23rd State of the Union India. During the early years of this period, a number of private schools, mostly English medium schools continued to be established. Besides a number of new Government schools were being set up by the State Government. The educational administration and policy in the State had also undergone numerous changes. At the same time, a number of projects/ programmes and schemes have been implemented to strengthen the existing schools by the State Government during this period. However, education under the State Government is more or less similar to that of the one under the Union Territory in terms of administrative set up and management.

Trifurcation of the then Directorate of Education into three full-fledged Department viz., School Education Department, Higher and Technical Department, and Art and Culture Department in the year 1989 has been one of the most significant development taking place within the Directorate of Education. The Director of Education then became Director of School Education. Besides administering the normal activities of school education, the Director of School

Education continued to be responsible for adult education and Hindi education which was manned from the Directorate directly. Rapid growth and expansion of private English medium schools has been another prominent characteristic of this period. This is more prevalent in urban areas. However, after the Church entered in the field and set up English medium schools, ownership of which were usually vested in the Church, there has been rapid growth of private English medium schools in rural areas as well.

During the past ten years or so, there has been a sharp decline in enrolment of students in Government schools as parents were of the opinion that private English medium schools would give better quality of education. A few schools had to be even closed down due to shortage of sufficient enrolment. While the Government is taking every possible step to ensure children below the age of 14 to have free and compulsory of education as stipulated in the constitution of India and right to education act, how parents could possibly opted to send their children to private English medium schools where they are obliged to pay expensive fees is one big question that has been engaging the minds of the Government, Educationists and Thinkers.

Regardless of the fact that Government schools have almost all teachers trained, have much better infrastructure, the students receiving all the good things that a student can get like free textbooks, uniforms, in some cases other study materials, and mid-day meal too, the fact remained that parents seem to be no

longer interested in these Government schools. There must be some reason behind this trend which needs to be specifically identified and tackled effectively. While the constitution of India guarantees free and compulsory education to children of the age groups from 6-14, parents seem to be increasingly losing their confidence in these Government schools and chose to send their children to private schools. If this is the case that is likely to persist, it is imperative to do something to relieve the burden that the parents are bearing. If not, the extent to which it may affect the social life and the economy of the state may soon become unbearable and the consequence could be very serious.

Some experiments and trials have been tried out during the past two decades with a view to raising the standard of education in the state. Some of the experiments which were being tried out but not resulting the desired outcome are Comprehensive School System, School Complex system, change of system of examination, change of school calendar etc. there is no doubt that all these changes were being introduced with a view to raising the quality education in the state, however, the same may be viewed upon as an indication of how shaky and baseless are the foundations where the system of education of the state has been founded.

From 2011 academic session, the existing class structure was again changes to be in tune with the provisions of the Right of children to free and compulsory education act, 2009 as below:

Primary school - classes I to IV

Middle school - classes V to VIII

High school - classes IX to X

Today the School Education Department is looking after Elementary Education in the State consisting of primary schools from Class-I to Class-IV as lower Primary and Middle Schools from Class-V to Class-VII as Upper Primary Schools. From the year 2011 academic session, Class-VIII which used to be one of the components of Secondary Schools has been shifted to Middle Schools so that the Elementary structure is now from Class-I to Class-VIII. The growth of elementary education in Mizoram is quite satisfactory especially after independence. According to the statistics of Department of School Education 2010-2011, there were 3174 elementary schools in Mizoram with an enrolment of 235470 and these were spread over the eight districts of the State.

RATIONALE OF THE STUDY:

There has been commendable progress in elementary education in Mizoram. The number of schools, teachers and enrolment have all increased many fold. Unfortunately, this expansion seems to be not even and some areas lagged behind others in terms of basic facilities of education. It is so much so that provisions of basic facilities are not uniformly distributed in the different districts

in the State. The growth rate of elementary education in Mizoram on selected variables from 2007 and 2012 (Table no.2) shows that there is an uneven pattern in the growth and development of elementary education in the eight districts of Mizoram.

Table No. 2: Pattern of Growth of Elementary Education from 2007-08 to 2011-12

Districts	No. of Schools			No. of Students			No. of Teachers		
	2007-08	2011-12	Growth%	2007-08	2011-12	Growth %	2007-08	2011-12	Growth %
Aizawl	724	717	-0.96	77489	80783	4.25	5935	4895	-17.52-
Champhai	354	345	-2.54	27906	32167	15.26	1999	1891	-5.40
Kolasib	211	230	9	22399	22777	1.68	1107	1249	12.82
Lawngtlai	370	391	5.67	28974	29486	1.76	1785	2278	27.61
Lunglei	524	608	16.3	29970	36984	23.40	2723	3098	13.77
Mamit	227	280	23.34	25493	28662	12.43	891	1247	39.95
Saiha	191	178	-6.80	11464	14539	26.82	1293	1403	8.50
Serchhip	190	180	-5.26	12392	13255	6.96	958	992	3.54
Total	2791	2929	4.94	236087	258653	9.55	16691	17143	2.70

Source: District Information System of Education (DISE), State Reports & Analysis (2007-08) & (2011-12), Mizoram Sarva Shiksha Abhiyan Mission.

A look at the table reveals that the overall growth rate of elementary schools from 2007 to 2012 is 4.94%. At the same time, highest growth rate is found in Mamit district with 23.34%.while the lowest growth rate is found in Aizawl district with-0.94%. The growth rate of elementary students in Mizoram from 2007 to 2012 is 9.55%. The highest growth rate is found in Saiha district with 26.82%, while the lowest growth rate is found in Kolasib district with 1.68%.The table also reveals that the growth rate of elementary teachers in

Mizoram from 2007 to 2012 is 2.70%. At the same time, highest growth rate is found in Mamit district with 39.95% while the lowest is found in Champhai district with -5.40%. All these findings bring the investigator to believe that there must be differences in other areas of elementary education in the different districts of the State.

Considering these, the investigator is interested to find out answers to the following research questions:

- What are the different facilities available at elementary stage of education in all the districts of Mizoram.
- Is there a difference in the trend of increase/decrease in number of schools and teachers as well as enrolment of students in the eight districts of Mizoram.
- Do teachers differ in terms of their qualification and age?

The present study is therefore taken up to analyze the various indicators to find out if there are any disparities between the districts in Mizoram in elementary education.

STATEMENT OF THE PROBLEM:

To find out answers to the questions raised, the topic of the study has been stated as, “Elementary Education in Mizoram: An Inter-District Analysis”.

OBJECTIVE OF THE STUDY:

- To analyse the school based indicators in all the districts of Mizoram.
- To examine the trend of enrolment in all the districts of Mizoram.
- To study teacher related indicators in all the districts of Mizoram.

OPERATIONAL DEFINITION OF THE TERMS USED:

Elementary Education: Elementary Education for the present study means education imparted to children between the ages of 6-14 years in Primary and Middle Schools.

DELIMITATION OF THE STUDY:

For analysis of various school based indicators, the latest available statistics (2011-12) was used and for trend analysis, the study was delimited to the latest five years (2007-08 to 2011-12) only.

Chapter-II

Review of Related Literature and Studies

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REVIEW OF RELATED LITERATURE AND STUDIES

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In any research study, the review of related literature provides a broad understanding of how the problems could be considered in relation to the work already carried out. Elementary education besides being a basic human need is vital for raising the standard of life, providing gainful employment, removal of regional backwardness, thereby ensuring overall development and well being of a country. It is therefore the need of the hour to review the literature carried out by different academicians, educational thinkers, researchers, policymakers and educational reformers in the field of education. I have examined the relevant published literature related to my study of research with a view to find out further scope of my objective of the research. A brief review of available researches carried out by the earlier investigators in the field of Elementary Education is presented as follows.

Sil, Chandra, Nibus (2013) conducted a study on the “Impact of Sarva Shiksha Abhiyan Programme on the status of Primary Education in west Tripura district”. The study reveals that SSA Programme helped to increase Net Enrolment Ratio (NER) and decreases the stagnation and dropout. Physical facilities were improved after implementation of SSA Programme. Achievement levels of urban

students were better than the rural students. Primary section attached with the High School and Higher secondary schools showed better results in student's achievement. Teachers were found to be trained although effectiveness of the training was not very clear as most teachers followed traditional method of teaching. Use of computer and its possession was very much lacking and library facilities need to be improved. With the implementation of the Right to Education Act 2009, the SSA Programmes and other projects of the Government Primary Education in West Tripura district will definitely try to reach the target of compulsory education of all children. It may also be recommended that the Junior Basic Schools are to be upgraded for the Universal Elementary Education in an integrated manner and the flexible sitting arrangement should be provided in primary sections attached with the High Schools and Higher Secondary Schools.

Alam, Mahbub Ul. (2012) conducted a study on "Response of Girl Children to Elementary Education: A Study of Sarva Shiksha Mission, Siliguri Educational District". A sample survey was carried out on 75 selected schools. It was observed that 32 % of the schools were established before 1960, 7 % during 1980-90, and 4 % after 2000; 55 % of the schools were of semi-pucca type and 4 % were having pucca building; there were 212 teachers in 64 primary schools; 51.60 % girls were enrolled in sampled schools; in primary schools the overall rate of enrolment of girl students was quite higher than the boys; among the schools surveyed, there were two hostels exclusively for the girls from poor families; residential hostel facilities were available only in 18 % schools; toilet

facilities for girl students were available in all the schools under survey; 73 % of the schools were providing free text books to the girl students; with reference to mid-day meal to the girl students it was observed that only one girls high school, had such arrangement; 51 % the girls students were belonging to scheduled castes, 58 % of the girl students were from families belonging to BPL category; 30 % of the girl students were living in kuchha and 40 % in semi- pucca houses; 19 % of the girl students had no electricity in their house.

Mir, G.H. (2012) conducted a “Study of Dropout Rate at Primary Level in Education Zone Qaimoh, District Kulgam (J&K)”. The objective was to find out the dropout rate in primary level in zone Qaimoh; to study ratio of dropouts with reference to sex; to find out the main causes of dropout rate. The sample for the present study of education zone Qaimoh was collected from eight clusters. 24 schools were selected for the study. He came to the conclusion that despite tremendous increase in enrolment process in class I, the dropout rate continued and many children did not complete full cycle of education and dropped out before reaching Class V. Poverty, practices of child marriage, illiteracy of the parents, inadequate infrastructure were some of the reasons for dropout of the children. He also recommended making adequate provisions as directed in NPE, 1986 in the form of non-formal education centres as alternative channels for dropouts, working children, girls and other types of children who are unable to attend full

time schools and also enhancement of more scholarships to the outreach children; ensure implementation of schemes/acts and its effective follow-up.

Kaur, Satvinderpal. (2012) studied “School dropouts at elementary stage: A study of selected districts of Punjab”. The objective was to find out the causes responsible for the dropping out of school. The present study was carried out in Punjab region. A sample of 150 children, 65 boys and 85 girls were included in the study. The sample comprised rural, urban, male and female who dropped out from school. The study reveals that children dropped out of school and leave school for various reasons like poverty, illiteracy of the parents, engagement in labour work, need of children at home for domestic duties, unattractive school system, absence of neighborhood schools, lack of employment opportunities after school education, etc. SSA has been able to enhance the enrolment figures but could not tackle the problem of dropouts and silent exclusion of children. Educational policies must reflect local socio-economic conditions of the country by considering regional and gender dimensions.

Nath, Indrani (2012) conducted a “Critical study of the problems of non-enrolment, drop-out and non-attendance of children at primary stage of education in urban slums of Kolkata: A case study”. A purposive sampling technique was adopted for selecting ten slums under two Kolkata Municipal Corporation wards. House hold survey was conducted and local schools were also visited and students, teachers and head teachers were interviewed. Out of the total 5-9 years age group 36.66% were non-enrolled, 6.25% dropout, 3.12% non-attending and

only 54.27% were attending school on regular basis. . All children who were not attending school were not necessarily engaged directly with any economic activities. Chief common causes for non-enrolment, drop-out and irregular attendance was found to be poverty, migration, health related problems and lack of suitable home and surrounding environment followed by house hold work, lack of parental awareness etc.

Mahmood Ahmad Khan, Feeroz Ahmad Koul, (2011) conducted an “Evaluative Study of Sarva Shiksha Abhiyan (SSA) in District Anantnag”. The study was undertaken to evaluate the functioning of centrally sponsored scheme Sarva Shiksha Abhiyan (SSA) in district Anantnag. The sample consists of all the 507 SSA schools of district Anantnag. The results of the study highlight that SSA has opened 507 schools in all the 12 educational zones of district Anantnag with total enrollment of 23590. A total of 1200 teachers have been appointed making overall pupil teacher ratio (PTR) of 1:20 in all the zones of the district Anantnag. There has been 16% increase in enrollment from 2008 to 2009.No provision has been made by the government for toilet and drinking water facilities in majority of these schools .All the education Guarantee scheme (EGS)centers are housed in single rooms donated by education volunteers (EV’S) themselves. 98% of teachers have received training under SSA. The study also reveals that the overall enrollment of Gujjars and Bakerwals is 447 in these SSA schools.

Dhaatri Resource Centre for Women and Children, Andhra Pradesh (2011) made a report on the status of Primary Education of Adivasi Children in Andhra

Pradesh and Orissa in the context of The Right to Education Act, 2009. The objective was to understand the current status and delivery of primary education by the state for ST children in India, particularly in the context of RTE Act 2009. The study covers ST children in the age group of 6-14 years. It was reported that a large section of ST children in both Andhra Pradesh and Orissa were not having access and right to free and compulsory education. Both the state should move beyond its target of enrolment to retention and completion of primary education of ST children upto high school in its 12th Five Year plan; primary schools should be increased in number and monitoring should be made rigorous; the anganwadi teachers and primary school teachers should be trained to work as one unit/school/institution in habitations having low student strength; an independent monitoring body on social security which conducts regular enquiries and reviews the status of schools, consults with local bodies and parents, should be constituted for protection of children's rights.

Jain, Sakshi and Mital, Meenakshi (2011) conducted a study on "Assessment of 'Sarva Shiksha Abhiyan' in Sarvodaya School of Delhi". The study was carried out in South West zone of Delhi. The sample consisted of 48 students aged 12-14 years, 12 teachers, five principals and five NGO functionaries. Tools used for the study were interview schedules, group discussions and informal talks. The finding reveals that the principals of the schools should be made aware of all the objectives of the programme as well as

the provisions that are made under it; awareness campaigns should be conducted at the community level to make the people aware about SSA. Measures should be taken to reduce the number of students that are merged from the feeder schools in order to maintain the proper ratio; special schemes should be launched for enrolling the girl child. The amount of money given for the purchase of TLM should be increased so that the teachers can purchase good quality material. NGOs should be provided with better funding and timely dispersal of funds so that they can work effectively.

Sandeep Kumar Sharma, Manju Rani and Ravendra Sharma (2010) studied “Elementary Education in Uttarakhand: An Appraisal”. The objective was to find out the scenario of elementary education in the state .As per 7th AISES there were 13,902 primary schools and 3,471 upper primary schools in Uttarakhand. More than 80 % primary and 70% Upper primary schools were purely government schools and less than 1 percent schools were running by local bodies. In Uttarakhand 81.44% has primary stage education facilities within one km and 85.96% has upper primary education facilities within 3 km . Lot of efforts are being made to provide education to all but unless and until children get access to school, other efforts would not be much effective. Government should also make sure that all schools should have their own pucca buildings. There is also a need to improve teacher-school ratio and improve the pupil-teacher ratio, particularly in government schools. The proportion of female teachers needs to be improved,

especially in upper primary schools, and they should be uniformly posted in all districts.

Panda, B.K., (2010) conducted a study on 'Achieving Universal Primary Education Mid-day Meal Programme in Residential Schools for the Scheduled Tribes in Chhattisgarh'. He conclude by saying that there is definitely a co-relation between the mid day meal and school feeding on enrolment in the schools, however, this programme can be more effective if the quality of food which is served in the schools is of satisfactory nature and the conducive environment can generate more retention in the schools.

Karihaloo, Sarla (2010) conducted a study on the progress of primary and upper primary education in Jammu & Kashmir (1950-52 to 2001-02). He reported that there were 1115 primary schools in entire J&K which increased to 7406 in 1980-81 and the number further increased to 10,934 in 2001-02. Due importance was given to the education needs of girl child which is reflected in opening of exclusive girls schools which consistently increased over the years. In 1950-51 there were only 175 girl's schools which increased to 2,681 in 1980-81 and at the end of 2001-02 they stood at 2,820. The total enrollment at primary education in the year 1950-50 was 0.64 lakhs which increased to 2.68 lakhs in 1980-81 and 9.68 lakhs in 2001-02. There were 2,162 teachers employed in primary schools in 1950-51 out of which 214 were woman which constituted only 9.89 % of teaching force. However, highest number of teachers was employed in

1998-99 (28,940) with corresponding increase of woman teachers (10,599) after which there was marginal fall in employment of teachers. He concluded by saying that there is a need of supervision policy. There is a need to evaluate that whether it reach to the real students. Monitoring is important coordination and cooperation is needed at all levels. Seriousness is needed.

Kaushik, Kapil (2010) studied the “Problems and prospects of primary education in Mathura district: A geographical analysis”. The objective was to addressed the micro-regional variations in the attainment of primary education in Mathura district ; to examine the causal relationship between the variables of attainment in primary education with variables of primary educational facilities and socio economic development and to suggest some suitable measures which can help to achieve 100% attainment in primary education. However, he came to the conclusion that the problems of primary education in Mathura district are serious, inspite of many Government run programmes like SSA, Mid- day meal etc. particular measures should be taken like increasing the employment rate in rural areas, transformation of technology, knowledge or ideas from urban to rural areas and increase in the numbers of private schools can bring the homogeneity and increase the rate of attainment in primary education in the Mathura district.

Hazarika, D. (2009) investigated on the effectiveness of the present evaluation system in elementary level Society for Socio- Economic Awareness and Environment Protection, Nagaon. The study was conducted in five districts-

Bongaigaon, Kamrup, N.C., Hills. Sibsagar and Sonitpur. Two third (67.3%) of the head-teachers received text books in time for distribution. Most of the schools (70%) had teachers trained in setting question papers. Some head-teachers (44.2%) were in favour of a centralized body for setting question paper to address the issue of lack of consistency and uniformity in the quality of question papers across schools. Most of the schools (89.8%) were able to complete the course in time, however this was not so in 6 out of 11 single teacher schools. Most of the teachers (79.2%) consider question paper as ideal tool for evaluating students. Training was received for setting question paper by teachers (52%) and it was observed to be adequate by 39%. Most students (67.7%) stated that monthly evaluations are being conducted regularly and results were declared in time (89.2%), course books were received in time (70%).

Chattopadhyay, Aparajita and Durdhawale, Vijaya. (2009) studied “Primary schooling in a tribal district of rural Maharashtra: Some policy relevance”. A total of 245 children in the age group of 6-12 years from Nandurbar district of Maharashtra were selected for the study. Out of 245 children, 60 % were going to primary schools; 70 % boys were attending schools, against only half of the girls. Among the students 44 % faced or were facing some problems in studying and majority of the students who either dropped out or were going to schools did not know how to read and write. One fourth of the parents complained about constraints in transportation as a reason for non-attendance in schools. In

some villages student-teacher ratio ranged from 24 to 30, based on recorded statistics , 70 % parents reported that free books, and free dresses were provided, though toilet facilities were lacking in most of the schools about half of the schools did not had the provision for mid-day meals.

Chakraborty and Khanna, (2008) conducted a study on “Alternative Schooling under SSA, and its impact on universalisation of elementary education in Rajasthan”. They reported that community played a big role in setting up and sustaining AIE centres. Finances and other management issues were controlled by SDMCs of nearby government schools. Physical facilities were inadequate, but hours were flexible to suit the needs of students. Teaching learning processes were diagnostic, but use of TLM was not common. Mainstreaming of children to schools was difficult due to distance, rigid schools hours, migration, and engagement in household work and earning activities. Study suggested that training of functionaries should be more need specific. Wages of teachers/volunteers need to be rationalized. There is need for clarity in roles and responsibilities of functionaries at various levels. Concerted efforts are needed to bring the hardest to reach children to these centers. A system for monitoring school performance and performance of teachers /education volunteers should be developed.

Zaidi, S.M.I.A (2008) Carried out a study on “Facilities in Primary and Upper Primary Schools in India, An Analysis of DISE Data of Selected Major

States”. He reported that many schools in the country are still not equipped with many of basic facilities, only 70% primary schools and 63% upper primary schools have pucca building. There are 17.5% primary schools and 7.7% upper primary schools in the country that have only one teacher. It is a matter of serious concern that about 9 to 10 percent primary schools and upper primary schools do not even have blackboards. One fourth primary schools and one fifth upper primary schools do not have the provision of drinking water. Playground and boundary walls are not available in more than half of the primary schools and more than one fourth of the upper primary schools in the country. Common toilet and girls toilet are missing in more than 63% primary schools and 75% upper primary schools. There are lots of inter-state variations in the provision of these facilities.

Mehta, Arun (2008) presented analytical report 2006-07. The project covers both primary and upper primary schools/ sections of all the districts of the country six states in the north-eastern region which was true for primary and composite primary and upper primary levels of education. Seven states have been grouped under smaller states. These smaller states were doing much better than a number of bigger states. There is also need to analyze each indicator separately and identify states that need improvement. Many schools are left to Para teachers, who manage school affairs. Studies should be initiated on the functioning of all schools. The dropout rate was high at primary level; it needs to be checked,

without which neither the goal of universal primary education nor retention can be achieved.

RESU, TSG-SSA (2008) investigated on attendance of students in primary and upper primary schools –a study conducted in 20 major states. It was found that overall average attendance rate of students was 68.5% at primary and 75.7% at upper primary level. The attendance rate of girls was a little higher than that of boys. The average attendance rate of boys and girls at primary level in the first hour was 69% and 70.6% and at upper primary level, 75.2% and 78.7% respectively. The average attendance rate in first hour was a little lower for SC and Muslim students at primary level (68.7% and 66.4% respectively) compared with that of all students but at upper primary level there was not much difference between attendance rates of different social groups; these were between 76% and 79%. Suggestions: Among the measures suggested by the community for improving students' attendance rate were (i) improvement in environment and teaching-learning in school and providing incentives for regularity in attendance (ii) motivating parents to send children to school and ensuring that children are not involved much in household work and income generating activity at home, which actually requires poverty alleviation measures to be taken in rural areas.

Zhang, Yanhong (2008) “A View inside primary schools: World Education Indicators (WEI) Cross National Study”. The objective of the WEI-SPS study was to obtain cross-national data on how schools function, including

the level of school resources and potential indicators of practices related to quality and equality issues in education. Eleven countries participated in the SPS study. In India only four states were included in the sample. The other countries had response rates of about 90% or more. Data was collected through questionnaires and interviews and analyzed. The major findings include , i) In most countries, with the exception of India, Malaysia and Sri Lanka, majority of the teachers expressed low levels of satisfaction with their salaries. ii) Educators, parents, policy makers and the public need to work together in order to ensure that once young individuals enter schools they gain a fruitful learning experience.

Reddy,N.U.,& Rao, K.S(2006) conducted a study on “Elementary Education – Teachers’ opinions on present programmes and activities in Hyderabad”. The study covered all the 23 districts of the state. Findings indicate that CLIP (Children Language Improvement Programme) had developed cooperation among teachers. Giving class-wise responsibility to teachers was a good change. Teachers shoulder more responsibility in improving the competency level of students. Children have become confident; their achievement level has improved. Teachers expressed positive opinion on the allotment of library period in the time table. Half (50%) of the schools do not use library books properly. School grant and teacher grants help in facilitating better teaching. Community involvement helped in successful implementation of CLIP. However, head-teachers’ supervision, MRPs monitoring and MEOs visits to schools were not satisfactory. They conclude by saying Joyful techniques, songs, drama and stories

should form the means of teaching in classes I and II. Oral testing needs to be given emphasis in lower classes.

Mehta, Arun (2006) presented the analytical report for 2004-05 of elementary Education in 581 districts across 29 States and Union Territories (UTs) of India. The Major findings include i) A majority of the teachers in primary schools were in the age group 26-45 years. ii) 49% male and 48% female teachers were graduates and above. iii) As many as 379,000 Para teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools. There is still need to focus on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

Paul, B.K. et al (2006) investigated on the “Effect of social, economic and ecological background of areas and communities on Elementary Education of children in four districts of Gujarat”. This study was conducted in 16 villages each of four districts of Gujarat, namely, Mehsana, Navsari, Panchmahal and Surendranagar. School attendance rates varied significantly across different social groups, with general category being highest (89%), OBC (75%), SC (73%) and ST (61%) being the lowest. Natural calamities were observed to have an impact on attendance rate. The difference in attendance rate of schools in villages experiencing natural calamities and those not experiencing them in the last five years varied by as much as nine percent. Since parent’s education is a major factor influencing education of children, engaging uneducated parents in some learning

activity (like adult education centres) may increase the participation of their children in school education. The problems and challenges in elementary education are location specific and call for local level action.

Shah, V.K., Shah, I.& Rawal, A. et al. (2006) carried out a study on the “Causes of low enrolment and drop out of SC and ST girls in primary schools”. The present study was conducted in four districts, namely, Surendranagar, Narmada, Dahod and Banaskantha. Enrolment of SC/ST girls was found to be low in schools. Nearly half (45%) of the sampled schools had 60% to 90% enrolment of SC/ST girls. Low enrolment was due to children’s involvement in domestic work, large family size, economical backwardness, lack of awareness about the benefits of education, migration, social customs such as polygamy and under-age marriages. Suggestions for improvement included active community participation in increasing awareness of the importance of girls' education; improving attendance of girls, appointment of female teachers, teachers who stay in the same village and have knowledge of local language and customs. Flexible school timing, separate residential schools for SC/ST girls, Availability of drinking water and toilet facility with water, library in the school along with provision of proper and regular transport facility, educational equipment and health facility would also increase enrolment and reduce girls’ dropout rate.

Shah, V.K, Raval,A.J. & Shah,I.K.(2006) studied the “Impact of intervention of DPEP on enrollment, retention and quality of education at primary

level". The scope of the study was limited to three DPEP (Phase II & IV) districts, namely, Banaskantha, Sabarkantha and Bhavnagar. Teacher training programmes under DPEP/SSA have built teachers' capacity. Out of 59 teachers from sixty schools, majority were below 30 years; majority had SSC/PTC qualification & 50% of the teachers had 0-10 years experience. The bridge courses & alternative classes were functioning properly in three districts. The desired level of students appearing in examination & promotion of students to upper primary class is yet to be achieved. Majority (80%) of head-teachers were males. Majority of CRCs had PTC/under-graduate qualification and 25% had PTC/post-graduate qualification. Most of the CRC had 0-5 years of experience. Co-ordination between schools and CRC and BRC in these three districts was good. Majority of schools were getting financial help for their programme and school necessities through VEC/MTA/PTA & community partnership.

Shastri M. C. (2006) made a Comparative study of the perception of primary school teachers in government and private schools towards different attributes of SSA programme. The study was conducted in government and private schools of Ahmedabad Municipal Corporation (AMC) and Surat Municipal Corporation (SMC) and Olpad taluka. Difference in attitude of teachers from private and government schools was observed across areas. However, it was not related to their perception of SSA. Similar was the case with teaching methods, with teachers from private schools doing better in middle level group and

government school teachers from Olpad taluka doing better in high perception. More teachers from private schools got significantly higher scores than teachers in government schools. In other two categories teachers from government schools were found to be significantly high on efficiency in SMC (low perception group) and Olpad taluka (high perception group). With regard to awareness of needs and problems, teachers in government schools (AMC, SMC, Olpad taluka) were more aware than their counterparts in private schools. Overall with the single exception of AMC Government schools, perception of teachers in government schools was more favourable towards SSA as compared to teachers from private schools.

Maikhuri, (2005) Studied the “Status of the Elementary Education in Rural Areas of Chamoli District, Uttaranchal”. In the study it was found that in remote and rural areas there is a disparity in the school completion rate on account of heavy school dropout, resulting from economic deprivation. The school system has to allocate resources so that special support is provided to slow learners, children with physical and emotional needs or children who cannot attend school regularly due to some reason or the other.

Yadav, A.K & Gupta, K.P.(2005) investigated on the barriers in achieving universalisation of elementary education by 2010. The scope of the study was limited to state of Haryana. From the secondary data it appeared that Haryana had not been able to ensure 100 percent enrolment. Experts were of the opinion that around 5 percent of children were still out of school. Apart from the out of school

children, there was the problem of dropouts. Opinion of the experts varied; some attributed students' dropout to lack of interest and others to repeating the same class. There were few takers of the here were few takers of the economic factors as barrier at entry level or responsible for dropping out of the school.

Blue, Julia. (2005) investigated on the "Government primary school mid day meals scheme: An assessment of programme implementation and impact in Udaipur district". Findings indicate that the Mid-Day Meals Scheme has had some impact on enrolment and attendance, but this effect has been uneven across age groups and communities. School meals have boosted enrolment and attendance of the youngest primary school children, but their ability to affect attendance and retention of older students is questionable. Since school meals were usually less nutritious than roti sabzi (bread, vegetable) most respondents ate at home, which was a cause for concern. Future improvements to the quality of school meals will ameliorate many of the Mid-Day Meal Scheme's problems and enhance its beneficial effects on both nutritional status and school attendance.

Yadav, B.K. (2004) undertook a study to assess utilization of Teacher Grant and its impact on elementary education. All educational blocks of Fatehabad, Hisar, Jhajjar & Jind districts of Haryana were covered. Majorities (83%) of the teachers had adequate knowledge about the TLM grant and were receiving the grant (cash) in the months of November& December. All teachers admitted that the use of TLM had good effect on teaching; it increased motivation/ interest

among students (59%), improved understanding of the content (21%) and enhanced students' curiosity and homework performance (8%). Majority (81%) of primary school teachers purchased readymade TLM from the market whereas only one fifth (19%) of upper primary teachers did so. Young teachers generally preferred to prepare the TLM with the help of students in the school as compared to the old teachers. Teachers' qualification had no significant correlation with preparation of TLM in schools. No special training for TLM development was given to the teachers. Teachers were facing problem in the use of the grant. Most of the teachers spent the whole grant in one go in the last few months. Most of them were scared of the intricacies of purchase procedures, maintenance of vouchers and even keeping of the TLM (77%).

Kothari, (2004) Studied the "Challenge of universalization of Elementary education in India". He reported that adult literacy rate was found to be extremely low in India 55.7% in 1998, youth literacy rate was 71% and enrolment ratio in primary education (1997) was found to be 77.2%. To conclude, it was emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80% - 85% enrolment rates,

while most of the developing countries would be heading towards 100% enrolment.

Sharma, (2004) carried out a study on utilization of School Improvement Grant in primary and upper primary schools in Haryana. He suggested that the grant should take into consideration the level of school (primary, middle, secondary), strength of the students in school and condition of school building. Orientation to the teachers and community about increasing partnership in managing school affairs is needed.

Sangai, S. (2004) conducted a study of role of EGS and AIE centres in universalising Elementary Education and in mainstreaming the children to formal schools. The study was undertaken in Rajasthan and Madhya Pradesh. His Main finding was that infrastructural conditions of EGS and AIE centres were generally good. There was no difference in the age group of children in EGS and AIE centres. Functionaries lacked training and exposure. Qualification of instructors was generally high. Achievement levels of learners were low especially in mathematics. The position regarding mainstreaming differed in both the states. The training programmes organized by BRC, DIET and Lok Jumbish were found to be useful by the teachers. Adequate training to functionaries using participatory and discussion based methodology along with field level experience and regular academic support is needed. Regular maintenance of centre premises and basic facilities need to be ensured by the supervising authority and local community.

Instructors and members of VECs should be oriented about the provisions regarding mainstreaming as given in the EGS and AIE scheme. It is necessary to ascertain the factors causing low achievement and provide necessary interventions.

Singh, Joshi, and Garia, (2003) conducted a study highlighting the social acceptability of Parishad Primary Schools of Uttar Pradesh (Faizabad and Agra) in terms of enrolment, quality of education and teachers, infrastructure of schools, parents views, and compared parishadiya schools with private schools functioning in the same area. They noted that Primary education provides the base on which an individual proceeds to acquire higher education. It was suggested that the quality of education of Parishad schools must be improved by giving training to teachers, providing learning and teaching materials, filling the vacant posts of teachers, and paying teachers a good salary.

Yadappanavar, (2002) Undertook a study on “Factors Influencing elementary schools in Deodurg Block, Raichur district, Karnataka”. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Infrastructure facilities including toilet, drinking water, playground were not satisfactory. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of roads/ transport, upgradation of lower primary schools into primary and higher primary school and good infrastructure was also recommended.

Sangai, S., Vashishtha, K,K, Dutta, U. et al (2002) conducted a study on “Universalisation of Elementary Education – Search for relevance”. Study covered Alternative Education centres in Rajasthan and Madhya Pradesh. They find out that the EGS & AIE centres provided education to children who were not going to school. The infrastructural conditions of EGS and AIE centres were generally good. There was no difference in the age group of children in EGS and AIE centres. The centres were managed by the community through VEC or PTA, the functionaries lacked training and exposure to perform their task effectively. The training programmes were found to be very useful by them. Achievement levels of learners were found to be low especially in mathematics. There was a wide variation in the number of centres supervised by each CRCC. They conclude by saying that different functionaries and officials in the implementation of scheme need to be oriented on salient features of EGS and AIE scheme in participatory mode. Training material to be distributed during training programmes. Training on action research would enable teachers/instructors to improve their performance. Variation in the number of centres supervised by each CRCC needs to be rationalized. Regular maintenance of centre premises and basic facilities need to be ensured by the supervising authority and local community.

Jyotirmayee, Kar (2002) undertook the study to assess the extent to which enrolment in Primary and secondary schools in the state of Orissa is determined by access to schools and quality of schooling. The study is based on secondary data

compiled from various economic Survey, records and statistical abstracts of the state of Orissa. The data incorporates a cross- section of information on the socio-economic and demographic features of the 30 districts of the State. It was revealed that there is no significant difference between the factors influencing girls and boys enrolment at the primary and secondary stages of Schooling. With regard to primary school enrolment, an economic variable represented by agricultural development plays a major role while in the secondary stage, educational factors like the number of schools and literacy rate becomes predominant. In educational system, the role of school is instrumental in promoting secondary school education, but not in the case of primary school enrolment

Reddy (2001) Studied “Primary Education in Manipur- A study of two districts”. He reported that the study was carried out in two districts of Manipur as a part of the evaluation of Operation Blackboard Scheme. Most of the primary school surveyed (200 in the two districts) were located at a distance of above 3kms from the block headquarters. About 77% and 89% schools had their own building in Churachandpur and Imphal districts respectively. Nearly three fourths of the teachers in Churachandpur and more than half of them in Imphal did not have any teaching training certificates. School buildings and space were not adequate. Motivation of teachers, involvement of communities and monitoring by Education Officials was recommended. Construction of additional rooms, posting of

additional teachers and provision of physical amenities was also recommended to improve the learning environment.

Aggrawal, Yash. (2001) examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats .The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps and the community has to be strengthened, secondarily, periodic validation of data through scientifically designed sample surveys should be undertaken and the margin of error should be estimated at the district level.

Kaul, Rekha. (2001) “Accessing primary education - going beyond the classroom”. The study identified the major reasons for poor access and retention, dropout and non-enrollment of children in 93 primary schools in Karnataka. The study included backward districts like Raichur and Bijapur, and advanced districts like Kodagu, Bangalore, Mysore, Kolar and Mandya. Results revealed that denial of education was linked to the socio-economic conditions of families. In upper

primary classes, text books, uniforms and school bags were given only to SC/ST children. Social and cultural barriers, inappropriate location of schools, and class, caste and gender factors were other reasons for non-enrollment and drop-out. Poor quality infrastructure, less number of teachers and indifferent teaching also resulted in low achievement levels among children. Access to primary education and its quality, retention and dropout rates were ruled by prevailing caste, class and gender divides in the region. To improve the education scenario, the study recommended implementation of integrated government-supported development projects which reduce widespread inequalities, alleviate poverty and provide adequate support programmes.

Ramachandran, Vimala. (2001) studied “Community participation in primary education: Innovations in Rajasthan”. The study evaluated two innovative education programmes in Rajasthan - Shiksha Karmi Project and Lok Jumbish. The Shiksha Karmi Project started in 1987 with the objective of identifying villages/hamlets where primary schools were not existent or non functioning, where significant proportions of children were out of school or where schools were plagued with teacher absenteeism. The study also depicted the plight of scheduled caste children who attend school. The Shikha Karmi Project (SKP), based on the Social Work and Research Centre (SWRC), provides a dynamic, functional model of education, involving training of local school dropouts as primary teachers, to provide education to the most vulnerable sections of society,

including girls. Important features of the SKP are monitoring by Village Education Committees (VEC) to bring in mid-course correction, problem solving, adopting a process oriented approach, and involvement of NGOs. The study recommended community participation in the specific context of people who have little or no access to basic education. An atmosphere has to be created for creating a supportive environment for girl's participation.

Banerji, Rukmini. (2000) Investigated on "Poverty and primary schooling: field studies from Mumbai and Delhi". The study, based on field work in Delhi and Mumbai, analysed the hurdles which have to be crossed in order to achieve universal primary education. The study revealed that the reason for so many children not being in school had less to do with their families economic circumstances than with the school system's short comings. The inadequacy of the school system to attract and keep children is more crucial than households' economic conditions. School enrolment has risen dramatically in cities and villages, but the ability of the government school system to retain and adequately educate children has been less impressive. The study also revealed that achievement levels in primary schools were the same between Classes III and IV. It was observed that children who had been to school for several years are not permanently literate. The study suggested adopting a flexible approach, accountability to the community, innovative actions at the local level whether in the classroom or in the community must be recognized for the universalisation of

primary education in India. Commitment on the part of schools and communities to the education of all children must be publicly rewarded.

Gandhe, et al. (2000) Conducted a research study on externally aided projects in the field of elementary education in Rajasthan. The study attempts to analyze, conceptualize and understand the operationalization and programme implementation techniques of Lok Jumbish and Shiksha Karmi Projects of Ajmer District of Rajasthan. Equipped with innovative strategies and active involvement of the people, these projects with specific focus on girls' participation in education, hope to pave the way for faster educational development. The innovations adopted include micro-planning, retention (and monitoring) register, low cost hostels for children of migrants, night classes, repairing school buildings with community involvement, minority education and teacher training. There is a need to raise consciousness among rural women for educating their daughters, and also deal with the issue of child marriage, which is a stumbling blocks to girls' education.

Saxena, R.R.et al. (2000) investigated on “State policies on incentive schemes in primary schools and their contribution to girls' participation”. The study reviewed the policies on incentives for girls' participation and their implementation strategies in States and UTs. It identified factors which contributed to girls' participation in primary education and sought the opinion of parents and village heads about the implementation of incentive schemes in Tamil Nadu and Uttar Pradesh. Factors pertaining to percentage of population below the

poverty line, per capita expenditure on elementary education and percentage of SC population were negatively associated with GER. Increased educational facility in rural areas, number of female teachers and serving cooked meals resulted in higher girl's enrolment. Broader coverage under the 3 schemes, namely, free text books, free uniform and attendance scholarship also indicated positive association. Parents and village heads in UP recommended that text books should be supplied in time, and cooked meals served instead of dry cereals.

Mohapatra, (1998) Undertook a "Historical study tracing the development of primary education in the Orissa Division of the Bengal Presidency from 1803 to 1903". He reported that Adam's survey showed the existence of a large network of indigenous schools. Missionaries introduced English education in 1835. Starley's Dispatch in 1859 re-affirmed the need for improvement of both English and vernacular education. However, according to the Hunter Commission, the Orissa division had lagged behind in the field of education. The administration took a meaningful step to introduce the vernacular scheme in 1901 that prescribed a method of education based on the need and availability of resources of the local area.

Ralte, (1992) Undertook an analytical study of Primary Education in Mizoram during the post-independence period. She reported that primary education developed in a big way in Mizoram during that period.

Naik, (1992) Studied the development of Primary Education in the Sundargarh District of Orissa with special emphasis on the role played by the local leadership. He reported that there was an exceptional increase in the number of schools and teachers, in general, and in Sundargarh District in particular, between 1951-52 and 1988-89, thereby resulting in expansion of primary education facilities. The State Government opened 68% new primary schools in the post – independence period, the enrolment in which comprised 52% tribal children.

Birdi, (1992) Studied the growth and development of Primary Education in Punjab from 1947 to 1987. The major conclusion was that while there was a considerable growth of primary education, it still lagged behind the all-India indicators.

Mishra, (1992) Investigated the development of girl's education at the primary stage in Orissa since Independence. He reported a steady growth in the number of girls' schools from 1947 to 1965. However, the growth declined between 1965-66 and 1977-88, thereby resulting in a decrease from 2.801% in 1947 to 0.607% in 1977, even when there was a constant and steady growth of primary schools.

Gupta, R.K. and Gupta, D (1992) investigated the extent of utilization of the equipment and educational materials supplied to primary schools in three states, viz. Gujarat, Rajasthan and Tamil Nadu, under the centrally sponsored Operation Blackboard Scheme (OBS). They reported that 83.8% of the schools

had two all-weather rooms and 55.6% of schools had Verandahs whereas only 9.7% of schools had toilet facilities, while 46.2% schools had at least two teachers ,20.4% had more than two teachers. The female teachers constituted less than 50% of the total teachers. The majority of the teachers (93.5%) was using the materials supplied and they opined that these supplies would help improve enrolment, retention and achievement levels of pupils.

Hasan, A (1992) reported that while physical facilities in schools , especially in rural schools, were inadequate, teaching condition of schools were considerably good in four districts of Bihar.

Sarma, H.N. et al (1991) studied primary education problems in Jorhat District of Assam. He find out that there is a lack of physical facilities at schools. In 81.0 % of schools, no teaching aids were available. The same team of researchers undertook a similar study to identify the problem of the upper primary stage, i.e, classes VI to VIII. The major findings were that these schools were much better off than the primary schools with respect to physical facilities and teaching aids i.e., 74.0% had permanent buildings as well as blackboards, 57% had urinals, 44% had drinking water facility ,68 % had teaching aids, 58% had playgrounds and 68 % had a games teacher.

Bhargava, S.M. (1990) covered a span of 40 years of the growth of educational facilities at the elementary stage in India. However, he made state-wise analyses of the growth of primary education from 1975 to 1986. He found

out that educational facilities grew steadily and substantially i.e., from 59.75 % in 1957 to 80.34% in 1986. Educational facilities for girls and ST and SC improved remarkably i.e, from 38.5% in 1978 to 74.46% in 1986. Middle stage education facilities increased from 3.13% in 1957 to 13.25% in 1986 with one km distance from school being the criterion. In spite of this, UEE still remains a distant dream.

Buch, M.B., Sudame, G.R (1990) Carried out an in-depth study of the status of primary education in selected urban areas in Gujarat. They come to the conclusion that a large number of primary schools, irrespective of their managements, faced shortage of space. Many of them were located in areas that were prone to heavy traffic and noise pollution. The location of some of these schools was in unhealthy surroundings and even frequented by anti-social elements. Many primary schools did not have their own buildings and conducted classes in rented buildings; while most of these schools had provision of drinking water, some of them lacked toilet facilities, libraries and laboratories.

Packkiam, M. (1990) investigated the implementation of OBS in Sakkottai Panchayat Union, Tamil Nadu. He conclude the study by saying that 83% of primary schools did not have adequate physical facilities. The OB materials were utilized to a great extent by the teachers; however, the private school teachers utilized the classroom teaching materials, i.e., primary science kit, library books and classroom equipment to a greater extent than their counterparts in the Government schools. There was no significant difference between these two

groups in the use of play materials, game materials, mathematics kit and musical instruments.

Govinda, R. and Varghese, N.V. (1991) conducted a case study of Primary schooling in Madhya Pradesh, sponsored by IIEP, Paris. They come to the conclusion that the level of infrastructure facilities provided in the schools played an important role in improving the teaching learning environment and, consequently, the learners achievement level as well as overall school quality.

Mishra, (1989) Studied the development programme of Primary education in Orissa with special reference to coastal districts. He reported that a majority of the subjects consisting of a heterogeneous cross-section of the society favoured the introduction of eight years of primary education so that the students could equip themselves with the necessary knowledge and skills to face the future.

Sachchidananda (1989) undertook an in-depth analysis of disparities in elementary education in Bihar State. He find out that in respect of literacy and elementary education, Bihar is far behind most of the other states in the country. The drop-out rate at the elementary stage was heavy and increased over the years. Until the children completed the first three years of schooling, they tended to relapse into illiteracy. The literacy and enrolment were poorer among SC,s and non Christian tribals.

CONCLUSION:

These reviews revealed that there were a number of studies conducted in Elementary education. There were studies conducted regarding school facilities, enrolment of the students, development programme of primary school, problems and prospects of primary education, girl's education and enrolment at the elementary level, access and retention at DPEP districts, universalization of primary education, SSA scheme and many more. The review also revealed that there were a number of studies conducted in remote and tribal areas of the country. After 2013, there had been no study conducted so far dealing with Elementary education.

The present study is undertaken while keeping the above considerations in view. The study assumes significance as it is directed to find out the difference in all the eight districts of Mizoram. It is hoped that the study will give the real scenario of elementary education in Mizoram and arouse interest and motivate researchers to conduct research in a wider perspectives.

Chapter-III

Methodology

and

Procedure

CHAPTER - III

METHODOLOGY AND PROCEDURES

A sound methodology for conducting any kind of research is important as it helps the researcher to realize the objectives of the study. Besides, the reliability and validity of research findings mainly depends on the methodology taken up by the researcher. This chapter deals with the issues such as method of study, population, sources of data and analysis of data. The methodology and procedures followed by the investigator in the present study is discussed in the following manner -

1. Method of study
2. Population
3. Sources of data
4. Analysis of data

Method of Study:

The present study employs the descriptive survey method. A descriptive survey attempts to picture or document current conditions or attitudes, that is, to describe what exists at the moment. Although it does not explain why certain situation exists, the investigator, by using this method can discover a

number of facts that form the characteristics of the current situation and enables her to understand the practices in a given area.

As the present study is mainly concerned with an analysis of data already available, the method adopted is an analytical method. The data had been collected using secondary sources only. Survey of existing information will be the procedure adopted for the study.

Population:

The population for the proposed study comprise of all the eight (8) districts of Mizoram. As the study is an inter-district analysis including all the existing districts, the question of selecting sample does not arise.

Sources of data:

For the present study, secondary sources of data were utilized for the collection of necessary information. The State Reports and Analysis Mizoram based on District Information System for Education (DISE) from the academic year 2007-08 to 2011-12 were collected from State Project Office of SSA, Mizoram. The investigator also collected the Annual Publication of Directorate of School Education, Government of Mizoram from 2007-08 to 2011-12.

Analysis of data:

School based indicators in the form of existing facilities in schools, growth rate of number of schools, growth rate of enrolment, growth rate of number of teachers, average number of students per school, pupil-teacher ratio and profile of teachers were analyzed using percentage.

Chapter-IV

Analysis

and

Interpretation of Data

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of collected data and its interpretation. The analysis of the data was carried out with the help of percentage, keeping in view the objectives of the study. For a meaningful presentation, analysis was done and interpretation was made under the following categories:

4.1 School Based Indicators

4.2 Teacher Based Indicators

4.1 SCHOOL BASED INDICATORS

To analyse and compare the different districts on various school based indicators, the following classification was made

4.1.1 Comparison of existing facilities in the Schools:

Various facilities existing in the schools like buildings, common toilet, boy's toilet, girl's toilet, furniture for students, furniture for teachers, blackboards, computer, water, ramps, playground, electricity, kitchen-shed are presented in the following table.

Table no. 3: Comparison of Existing Facilities in the Schools – 1

Districts	No. of schools	Building	Common toilets	Boys toilet	Girls toilet	Furniture for students	Furniture for teachers
Aizawl	717	717 (100%)	623 (86.88%)	117 (16.3%)	569 (79.35%)	544 (75.87%)	394 (54.95%)
Champhai	345	345 (100%)	247 (71.59%)	25 (7.24%)	279 (80.86%)	308 (89.27%)	305 (88.40%)
Kolasib	230	230 (100%)	183 (79.56%)	27 (11.73%)	184 (80%)	210 (91.30%)	184 (80%)
Lawngtlai	391	387 (98.97%)	265 (67.77%)	46 (11.76%)	216 (55.24%)	203 (51.91%)	167 (42.71%)
Lunglei	608	605 (99.50%)	365 (60.3%)	44 (7.23%)	347 (57.7%)	474 (77.96%)	449 (73.84%)
Mamit	280	280 (100%)	194 (69.28%)	6 (2.14%)	168 (60%)	197 (70.35%)	137 (48.92%)
Saiha	178	178 (100%)	156 (87.64%)	36 (20.22%)	149 (83.70%)	125 (70.22%)	124 (69.66%)
Serchhip	180	180 (100%)	135 (75%)	1 (0.5%)	151 (83.88%)	0	0
Total	2929	2922 (99.76%)	2168 (74.1%)	302 (10.31%)	2063 (70.43%)	1760 (60.8%)	1760 (60.8%)

Source: District Information System of Education (DISE), State Reports & Analysis (2011-12), Mizoram Sarva Shiksha Abhiyan Mission.

Table – 3 and 4 shows school based indicators showing a comparison of existing facilities in the schools of all the eight districts. A perusal of the two tables gives the following picture.

School Building: Out of the eight districts, as many as 6 districts had every school having their own building. These districts were Aizawl, Champhai, Kolasib, Mamit, Saiha and Serchhip district. At the same time, there were 98.97% in

Lawngtlai district and 99.50% in Lunglei district which were having their own building.

Common Toilets: Common toilet was available in 86.88% of the schools in Aizawl district, 71.59% in Champhai district, 79.56% in Kolasib district, 67.77% in Lawngtlai district, 60.3% in Lunglei district, 69.28% in Mamit district, 87.64% in Saiha district and 75% in Serchhip district.

Boys Toilet: Boys toilet was available in 16.31% of the schools in Aizawl district, 7.24% in Champhai district, 11.73% in Kolasib district, 11.76% in Lawngtlai district, 7.23% in Lunglei district, 2.14% in Mamit district, 20.22% in Saiha district and 0.5% in Serchhip district.

Girls Toilet: Girls toilet was available in 79.35% of the school in Aizawl district, 80.86% in Champhai district, 80% in Kolasib district, 55.24% in Lawngtlai district, 57.7% in Lunglei district, 60% in Mamit district, 83.70% in Saiha district and 83.88% in Serchhip district.

Furniture for Students: Furniture for the students was available in 75.87% of the schools in Aizawl district, 89.27% in Champhai district, 91.30% in Kolasib district, 51.91% in Lawngtlai district, 77.96% in Lunglei district, 70.35% in Mamit district, 70.22% in Saiha district and 0% in Serchhip district.

Furniture for Teachers: Furniture for teachers was available in 54.95% of the schools in Aizawl district, 88.40% in Champhai district, 80% in Kolasib district,

42.71% in Lawngtlai district, 73.84% in Lunglei district, 48.92% in Mamit district, 69.66% in Saiha district and 0% in Serchhip district.

Table no. 4: Comparison of Existing Facilities in the Schools – 2

Districts	Blackboards	Computer	Water	Ramps	Playground	Electricity	Kitchen-shed
Aizawl	711 (99.16%)	290 (40.44%)	692 (96.51%)	490 (68.34%)	385 (53.69%)	512 (71.40%)	513 (71.54%)
Champhai	345 (100%)	103 (29.85%)	324 (93.91%)	66 (19.13%)	289 (83.76%)	212 (61.44%)	276 (80%)
Kolasib	230 (100%)	67 (29.13%)	209 (90.86%)	118 (51.30%)	141 (61.30%)	151 (65.65%)	159 (69.13%)
Lawngtlai	390 (99.74%)	51 (13.4%)	300 (76.72%)	213 (54.47%)	64 (16.36%)	91 (23.27%)	343 (87.72%)
Lunglei	606 (99.67%)	167 (27.46%)	542 (89.14%)	110 (18.9%)	58 (9.53%)	189 (31.8%)	435 (71.54%)
Mamit	280 (100%)	58 (20.71%)	239 (85.35%)	136 (48.57%)	143 (51.7%)	129 (46.7%)	238 (85%)
Saiha	178 (100%)	41 (23.3%)	157 (88.20%)	88 (49.43%)	42 (23.59%)	34 (19.10%)	153 (85.95%)
Serchhip	180 (100%)	59 (32.77%)	180 (100%)	147 (81.66%)	62 (34.44%)	159 (88.33%)	150 (83.33%)
Total	2920 (99.69%)	836 (28.54%)	2643 (90.23%)	1368 (46.70%)	1184 (40.42%)	1477 (50.42%)	2267 (77.39%)

Source: District Information System of Education (DISE), State Reports & Analysis (2011-12), Mizoram Sarva Shiksha Abhiyan Mission.

Blackboards: Blackboards was available in 99.16% of the schools in Aizawl district, 100% in Champhai district, 100% in Kolasib district, 99.74% in Lawngtlai district, 99.67% in Lunglei district, 100% in Mamit district, 100% in Saiha district and 100% in Serchhip district.

Computer: Computer sets were available in 40.44% of the schools in Aizawl district, 29.85% in Champhai district, 29.13% in Kolasib district, 13.4% in Lawngtlai district, 27.46% in Lunglei district, 20.71% in Mamit district, 23.3% in Saiha district and 32.77% in Serchhip district.

Water: Drinking water facilities was available in 96.51% of the schools in Aizawl district, 93.91% in Champhai district, 90.86% in Kolasib district, 76.72% in Lawngtlai district, 89.14% in Lunglei district, 85.35% in Mamit district, 88.20% in Saiha district, 100% in Serchhip district.

Ramps: Ramps was available in 68.34% of the schools in Aizawl district, 19.13% in Champhai district, 51.30% in Kolasib district, 54.47% in Lawngtlai district, 18.9% in Lunglei district, 48.57% in Mamit district, 49.43% in Saiha district and 81.66% in Serchhip district.

Playground: Playground was available in 53.69% of the schools in Aizawl district, 83.76% in Champhai district, 61.30% in Kolasib district, 16.36% in Lawngtlai district, 9.53% in Lunglei district, 51.7% in Mamit district, 23.59% in Saiha district and 34.44% in Serchhip district.

Electricity: Electricity was available in 71.40% of the schools in Aizawl district, 61.44% in Champhai district, 65.65% in Kolasib district, 23.27% in Lawngtlai district, 31.8% in Lunglei district, 46.7% in Mamit district, 19.10% in Saiha district and 88.33% in Serchhip district.

Kitchen-shed: Kitchen-shed was available in 71.54% of the schools in Aizawl district,80% in Champhai district, 69.13% in Kolasib district,87.72% in Lawngtlai district,71.54% in Lunglei district, 85% in Mamit district,85.95% in Saiha district and 83.33% in Serchhip district.

4.1.2 Year wise comparison of growth of number of schools: The increase or decrease in the total number of schools in all the eight districts was compared and analysed in the following table:

Table no. 5: Year wise Comparison of Growth of Number of Schools in all The Districts

Districts	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Growth % from 2007-08 to 2011-12
Aizawl	724	700 (-3.31%)	706(0.86%)	698(-1.13%)	717(2.72%)	-0.96%
Champhai	354	349 (-1.41%)	356 (2.05%)	350 (-1.68%)	345 (-1.42%)	-2.54%
Kolasib	211	230 (9.04%)	227 (-1.30%)	220 (-3.8%)	230 (4.54%)	9%
Lawngtlai	370	395 (6.75%)	399 (1.01%)	382 (-4.26%)	391 (2.35%)	5.67%
Lunglei	524	534 (1.90%)	595 (11.42%)	596 (0.17%)	608 (2.1%)	16.3%
Mamit	227	247 (8.81%)	273 (10.52%)	291 (6.59%)	280 (-3.78%)	23.34%
Saiha	191	195 (2.09%)	183 (-6.15%)	182 (-0.54%)	178 (-2.19%)	-6.80%
Serchhip	190	185 (-2.63%)	184 (-0.54%)	182 (-1.8%)	180 (-1.9%)	-5.26%
Total	2791	2835 (1.57%)	2923 (3.10%)	2901 (-0.75%)	2929 (0.96%)	4.94%

Source: District Information System of Education (DISE), State Reports & Analysis (2007-12), Mizoram Sarva Shiksha Abhiyan Mission.

Table no.5 gives a comparison of the growth of number of schools in all the districts from 2007-2008 to 2011-2012. A perusal of the table shows that the total no. of schools increased by 4.94% from 2007-2008 to 2011-2012. However, a detailed analysis reveals that there was an increase in the total no. of schools from 2007-2008 to 2011-2012 in four districts only viz Kolasib (9%), Lawngtlai (5.67%), Lunglei (16.3%) and Mamit (23.34%). There was a decrease in the total number of schools in Aizawl district (-0.96%), Champhai district (-2.54%), Saiha (-6.80%) and Serchhip district (-5.26%).

A closer study of the table shows that the growth or decrease trend was not consistent in any of the eight districts.

In Aizawl district, there was a decrease of -3.31% in 2008-09 from 2007-08, a slight increase of 0.86% in 2009-10 from 2008-09, -1.13% decrease in 2010-11 from 2009-10 and an increase by 2.72% in 2011-12 from 2010-11.

In Champhai district, there was decrease of -1.41% in 2008-09 from 2007-08, increased by 2.5% in 2009-10 from 2008-09, a slight decrease of -1.68% in 2010-11 from 2009-10 and also a decrease by -1.42% in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 9.4% in 2008-09 from 2007-08, decrease by -1.30% in 2009-10 from 2008-09 and also a decrease by -3.8% in 2010-11 to 2009-10, increase by 4.54% in 2011-12 from 2010-11.

In Lawngtlai district, there was an increase of 6.75% in 2008-09 from 2007-08, a slight increase by 1.1% in 2009-10 from 2008-09, there was a decrease of -4.26% in 2010-11 from 2009-10, increase by 2.35% in 2011-12 from 2010-11.

In Lunglei district, there was an increase of 1.90% in 2008-09 from 2007-08, and again increase by 11.42% in 2009-10 from 2008-09, still increasing by 0.17% in 2010-11 from 2009-10 and increased by 2.1% in 2011-12 from 2010-11.

In Mamit district, there was an increase of 8.81% in 2008-09 from 2007-08, a slight increase by 10.52% in 2009-10 from 2008-09, 6.59% increase 2010-11 from 2009-10, there was a decrease of -3.78% in 2011-12 from 2010-11.

In Saiha district, there was an increase of 2.9% in 2008-09 from 2007-08, a decrease by -6.15% in 2009-10 from 2008-09, -0.54% decrease in 2010-11 from 2009-10, a decrease of -2.19% in 2011-12 from 2010-11.

In Serchhip district, there was a decrease of -2.63% in 2008-09 from 2007-08, a decrease of -0.54% in 2009-10 from 2008-09, -1.8% decrease in 2010-11 from 2009-10, -1.9% decrease in 2011-12 from 2010-11.

4.1.3 Growth of enrolment in percentage: Increase or decrease in growth of enrolment is shown in the following table.

Table no.6: Growth of Enrolment in Percentage

Districts	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Aizawl	77489	78227 (0.95%)	77721 (-0.64%)	75557 (-2.78%)	80783 (6.91%)
Champhai	27906	28091 (0.66%)	28189 (0.35%)	27878 (-1.10%)	32167 (15.38%)
Kolasib	22399	23252 (3.80%)	24072 (3.52%)	19102 (-20.6%)	22777 (19.23%)
Lawngtlai	28974	26233 (-9.46%)	26859 (2.38%)	26727 (-0.49%)	29486 (10.32%)
Lunglei	29970	30478 (1.69%)	36612 (20.12%)	31433 (-14.14%)	36984 (17.65%)
Mamit	25493	26254 (2.98%)	26931 (2.58%)	24684 (-8.34%)	28662 (16.11%)
Saiha	11464	13990 (22.3%)	13762 (-1.63%)	13386 (-2.73%)	14539 (8.61%)
Serchhip	12392	12902 (4.11%)	13297 (3.6%)	11660 (-12.31%)	13255 (13.67%)
Total	236087	239427 (1.41%)	247443 (3.34%)	230427 (-6.87%)	258653 (12.24%)

Source: District Information System of Education (DISE), State Reports & Analysis (2007-12), Mizoram Sarva Shiksha Abhiyan Mission.

Table no.6 gives a comparison of the growth of enrolment in all the districts from 2007-08 to 2011-12. A closer study of the table reveals the following:

In Aizawl district, there was an increase of 0.95% of enrolment of the students in 2008-09 from 2007-08, a slight decrease by -0.64% in 2009-10 from

2008-09, -2.78% decrease in 2010-11 from 2009-10, there was an increase of 6.91% in 2011-12 from 2010-11.

In Champhai district, there was an increase of 0.66% in 2008-09 from 2007-08, 0.35% increase in 2009-10 from 2008-09, a decrease by -1.10% in 2010-11 from 2009-10, there was an increase of 15.38% in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 3.80% in 2008-09 from 2007-08, 3.52% increase in 2009-10 from 2008-09, a decrease of -20.6% in 2010-11 from 2009-10, 19.23% increase in 2011-12 from 2010-11.

In Lawngtlai district, there was a decrease of -9.46% in 2008-09 from 2007-08, there was a slight increase by 2.38% in 2009-10 from 2008-09, -0.49% decrease in 2010-11 from 2009-10, there was an increase of 10.32% in 2011-12 from 2010-11.

In Lunglei district, there was an increase of 1.69% in 2008-09 from 2007-08, 20.12% increase in 2009-10 from 2008-09, there was a decrease of -14.14% in 2010-11 from 2009-10, 17.65% increase in 2011-12 from 2010-11.

In Mamit district, there was an increase of 2.98% in 2008-09 from 2007-08, 2.58% increase in 2009-10 from 2008-09, there was a decrease of -8.34% in 2010-11 from 2009-10, 16.11% increase in 2011-12 from 2010-11.

In Saiha district, there was an increase of 22.3% in 2008-09 from 2007-08, a slight decrease of -1.63% in 2009-10 from 2008-09, -2.73% decrease in 2010-11 from 2009-10, there was an increase of 8.61% in 2011-12 from 2010-11.

In Serchhip district, there was an increase of 4.11% in 2008-09 from 2007-08, 3.6% increase in 2009-10 from 2008-09, there was a decrease of -12.31% in 2010-11 from 2009-10, 13.67% increase in 2011-12 from 2010-11.

4.1.4 Number of students per school: The number of students per each school is shown in Table no. 7

Table no.7: Number of Students per School

Districts	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Aizawl	107.3	111.75	110.8	108.24	112.66
Champhai	78.83	80.48	79.18	79.65	93.23
Kolasib	106.15	101.9	106.4	86.82	99.3
Lawngtlai	78.30	66.41	67.31	69.96	75.41
Lunglei	57.19	57.7	61.53	52.73	60.82
Mamit	112.30	106.29	98.64	84.82	102.36
Saiha	60.2	71.74	75.2	73.54	81.67
Serchhip	65.22	69.74	72.26	64.6	73.63
Total	665.4	666.1	671.32	620.36	699.8

Source: District Information System of Education (DISE), State Reports & Analysis (2007-12), Mizoram Sarva Shiksha Abhiyan Mission.

The above table shows the number of students per school from the year 2007-08 to 2011-12. The table reveals the following:

In Aizawl district, the no. of students per school is 107.3 in the year 2007-2008, a slight increase of 111.75 in 2008-2009, decreased by 110.8 in 2009-2010 and 108.24 in 2010-2011, there was an increase by 112.66 in 2011-12.

In Champhai district, it was 78.83 in the year 2007-2008, it was increased by 80.48 in 2008-2009, there was a decrease of 79.18 in 2009-2010, a slight increase by 79.65 in 2010-2011, and 93.23 increase in 2011-2012.

In Kolasib district, the total number of students per school is 106.15 in the year 2007-2008, a slight decrease of 101.9 in 2008-2009, 106.4 increase in 2009-2010, 86.82 decrease in 2010-2011, there was an increase of 99.3 in 2011-2012.

In Lawngtlai district, the number of students per school was 78.30 in 2007-2008, there was a decrease of 66.41 in 2008-2009, 67.31 increase in 2009-2010, there was an increase of 69.96 in 2010-2011, 75.41 increase in 2011-2012.

In Lunglei district, the number of students per school was 57.19 in 2007-2008, a slight decrease of 57.7 in 2008-2009, there was an increase of 61.53 in 2009-2010 and a decrease in 52.73 in 2010-2011, an increase of 60.82 in the year 2011-2012.

In Mamit district, the number of students per school was 112.30 in 2007-2008, there was a decrease of 106.29 in the year 2008-2009 , 98.64 in 2009-2010 and 84.82 in 2010-2011, there was an increase of 102.36 in the year 2011-2012.

In Saiha district, there were 60.2 in the year 2007-2008, there was an increase of 71.74 in 2008-2009 and 75.2 in 2009-2010, decrease of 73.54 in 2010-2011 and increase of 81.67 in 2011-2012.

In Serchhip district, the number of students per school was 65.22 in the year 2007-2008, there was an increase of 69.74 in 2008-2009 and 72.26 in 2009-2010, 64.6 decrease in 2010-2011 and 73.63 in 2011-12.

4.1.5 Pupil Teacher Ratio: The ratio of pupil and teacher is presented in the following table:

Table no. 8: Pupil Teacher Ratio (PTR)

Districts	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Aizawl	13.5:1	13.67:1	15.25:1	15.96:1	16.50:1
Champhai	13.95:1	13.16:1	16.91:1	17.67:1	16.23:1
Kolasib	20.23:1	19.78:1	22.49:1	17.17:1	18.23:1
Lawngtlai	16.23:1	13.57:1	12.28:1	12.64:1	12.94:1
Lunglei	11.6:1	9.86:1	14.2:1	11.77:1	11.93:1
Mamit	28.61:1	22.86:1	20.71:1	18.28:1	22.98:1
Saiha	8.86:1	10.15:1	10.61:1	9.99:1	10.36:1
Serchhip	12.93:1	12.97:1	13.55:1	12.68:1	13.36:1

Source: District Information System of Education (DISE), State Reports & Analysis (2007-12), Mizoram Sarva Shiksha Abhiyan Mission.

Table no.8 shows the Pupil Teacher Ratio (PTR) of all the districts from 2007-2008 to 2011-2012. The table reveals the following:

In Aizawl district, the pupil teacher ratio was 13.5:1 in 2007-2008, which was increased to 13.67:1 in 2008-2009, 15.25:1 in 2009-2010, 15.96:1 in 2010-2011 and 16.50:1 in 2011-2012.

In Champhai district, the pupil teacher ratio was 13.95:1 in 2007-2008, which was decreased to 13.16:1 in 2008-2009, there was an increase of 16.91:1 in 2009-2010 and 17.67:1 in 2010-2011, there was a slight decrease of 16.23:1 in 2011-2012.

In Kolasib district, the pupil teacher ratio was 20.23:1 in 2007-2008, there was a decrease of 19.78:1 in 2008-2009, the ratio increase by 22.49:1 in 2009-2010 and decrease in 17.17:1 in the year 2010-2011, the ratio again increase by 18.23:1 in 2011-2012.

In Lawngtlai district, the pupil teacher ratio was 16.23 in 2007-2008, which was decreased to 13.57:1 in 2008-2009. There was an increase in the ratio by 12.28:1 in 2009-2010, 12.64:1 in 2010-2011 and 12.94:1 in 2011-2012.

In Lunglei district, the ratio was 11.6:1 in 2007-2008, which was decreased to 9.86:1 in 2008-2009, the ratio increase by 14.2:1 in the year 2009-2010, 11.77:1 decrease in 2010-2011 and a slight increase in the year 2011-2012 by 11.93:1.

In Mamit district, the pupil teacher ratio was 28.61:1 in 2007-2008, which was decreased to 22.86:1 in 2008-2009, 20.71:1 in 2009-2010 and 18.28:1 in the year 2010-2011. The ratio increase in 2011-2012 by 22.98:1.

In Saiha district, the ratio was 8.86:1 in the year 2007-2008, which was increased to 10.15:1 in 2008-2009 and 10.61:1 in the year 2009-2010. The year 2010-2011 shows a decrease by 9.99:1 and a slight increase of 10.36:1 in 2011-2012.

In Serchhip district, the pupil teacher ratio was 12.93:1 in 2007-2008, which was increased to 12.97:1 in 2008-2009 and 13.55:1 in the year 2009-2010. The ratio decrease by 12.68:1 in 2010-2011 and shows a slight increase in the year 2011-212 by 13.36:1.

4.2 TEACHER BASED INDICATORS

4.2.1 Growth percentage of Teachers: Increase or decrease in the growth

percentage of teachers is presented in Table no. 9

Table no.9: Growth Percentage of Number of Teachers

Districts	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Aizawl	5935	5722 (-3.58%)	5094 (-10.97%)	4733 (-7.8%)	4895 (3.42%)
Champhai	1999	2133 (6.70%)	1667 (-21.84%)	1577 (-5.39%)	1981 (25.61%)
Kolasib	1107	1175 (6.14%)	1070 (-8.93%)	1112 (3.92%)	1249 (12.32%)
Lawngtlai	1785	1933 (8.29%)	2186 (13.8%)	2114 (-3.29%)	2278 (7.75%)
Lunglei	2723	3091 (13.51%)	2611 (-15.52%)	2670 (2.26%)	3098 (16.3%)
Mamit	891	1148 (28.84%)	1300 (13.24%)	1350 (3.84%)	1247 (-7.63%)
Saiha	1293	1378 (6.57%)	1296 (-5.95%)	1339 (3.31%)	1403 (4.78%)
Serchhip	958	994 (3.75%)	981 (-1.30%)	919 (-6.32%)	992 (7.94%)
TOTAL	16691	17574 (5.29%)	16205 (-7.78%)	15814 (-2.41%)	17143 (8.40%)

Source: District Information System of Education (DISE), State Reports & Analysis (2007-12), Mizoram Sarva Shiksha Abhiyan Mission.

Table no.9 reveals the growth percentage of number of teachers from 2007-08 to 2011-12. A deeper study of the table reveals the following:

In Aizawl district, the number of teachers was decreased by 3.58% in 2008-09 as compared to 2007-08, a 10.97% decrease in 2009-10 from 2008-09, and 7.8% decrease to 2010-11 from 2009-10. However, there was a 3.42% increase in 2011-12 from 2010-2011.

In Champhai district, the number of teachers was increased by 6.70% in 2008-09 as compared to 2007-08, a -21.84% decrease in 2009-10 from 2008-09, and -5.39% decrease in 2010-11 from 2009-10, 25.61% increase in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 6.14% in 2008-09 as compared to 2007-08, -8.93% decrease in 2009-10 from 2008-09, there was a 3.92% increase in 2010-11 from 2009-10 and 12.32% increase in 2011-12 from 2010-2011.

In Lawngtlai district, there was an increase of 8.29% in 2008-09 as compared to 2007-08, a 13.8% increase in 2009-10 from 2008-09, there was a decrease of -3.29% in 2010-11 from 2009-10, 7.75% increase in 2011-12 from 2010-11.

In Lunglei district, the number of teachers was increased by 13.51% in 2008-09 from 2007-08, -15.52% decrease in 2009-10 as compared to 2008-09, 2.26% increase in 2010-11 from 2009-10, 16.3% increase in 2011-12 from 2010-11.

In Mamit district, there was 28.84% increase in 2008-09 from 2007-08, an increase of 13.24% in 2009-10 from 2008-09, 3.84% increase in 2010-11 from 2009-10, there was a decrease of -7.63% from 2011-12 to 2010-11.

In Saiha district, there was 6.57% increase in 2008-09 from 2007-08, a decrease of -5.95% in 2009-10 from 2008-09, there was an increase of 3.31% in 2010-11 from 2009-10, 4.78% increase in 2011-2012 from 2010-11.

In Serchhip district, there was an increase of 3.75% in 2008-09 from 2007-08, a decrease of -1.30% in 2009-10 from 2008-09 and -6.32% decrease in 2010-11 from 2009-10, there was an increase of 7.94% in 2011-12 from 2010-11.

4.2.2 Agewise comparison of Teachers of Different Districts: Table no.10 presents the agewise comparison of teachers in the eight districts of Mizoram.

Table no.10: Age wise Comparison of Teachers of Different Districts

Districts	Age of Teachers														
	18-35 Yrs (in percentage)					36-55 Yrs(in percentage)					55& Above(in percentage)				
	2007-08	2008-09	2009-10	2010-11	2011-12	2007-08	2008-09	2009-10	2010-11	2011-12	2007-08	2008-09	2009-10	2010-11	2011-12
Aizawl	20.40	17.87	23.20	42.4	55.38	7.75	8.82	13.92	29.3	34.30	71.84	73.29	62.89	28.92	10.31
Champhai	55.7	58.93	53.26	56.37	66.12	41.42	38.77	45.29	42.99	33.41	3.50	2.29	1.43	0.63	0.45
Kolasib	56.27	62.55	60.65	64.11	68.37	39.74	35.57	38.13	35.16	30.82	3.97	1.87	1.21	0.71	0.80
Lawngtlai	65.49	68.2	72.50	72.56	74.75	32.49	30.26	26.2	26.34	24.18	2.1	1.70	1.46	1.8	1.5
Lunglei	55.49	60.82	59.55	60.71	66.68	41.9	37.46	38.98	37.64	32.31	3.41	1.71	1.45	1.64	1.0
Mamit	54.88	58.36	61.92	64.51	68.88	42.64	40.24	34.38	34.88	30.95	2.46	1.39	1.38	0.59	0.16
Saiha	61.71	62.48	62.42	63.77	67.99	35.96	35.19	35.80	34.65	31.7	2.32	2.32	1.77	1.56	0.92
Serchhip	43.94	46.98	47.8	50.48	56.14	53.75	51.30	50.76	49.7	43.34	2.29	1.71	1.42	0.43	0.50

Source: District Information System of Education (DISE), State Reports & Analysis (2007-12), Mizoram Sarva Shiksha Abhiyan Mission.

Table no.10 shows the age wise comparison of Teachers of different districts from 2007-08 to 2011-12. The age of the teachers was divided into three category, i.e. 18-35 years, 36-55 years and 55 years and above. In the 18-35 years category Lawngtlai district has the highest number with 65.94% in 2007-08, 68.2% in 2008-09, 72.50 in 2009-10, 72.56% in 2010-11 and 74.75% in 2011-12. In the 36-55 years category Serchhip district has the highest number with 53.75% in 2007-08, 51.30% in 2008-09, 50.76% in 2009-10, 49.75% in 2010-11 and 43.34% in 2011-12. Lastly, in 55 years & above category, Aizawl district has the highest percentage with 71.84% in 2007-08, 73.29% in 2008-09, 62.89% in 2009-10, 28.92% in 2010-11 and 10.31% in 2011-12.

4.2.3 Teacher's profile by Academic Qualification: Academic qualification of the teachers are presented in Table no. 11

Table no.11: Teacher's Profile by Academic Qualification

Districts	Total	Below Secondary	Secondary	Higher Secondary	Graduate	Post graduate	M. Phil/Ph. D	Others
Aizawl	2774	331 (11.93%)	615 (22.17%)	505 (18.20%)	1207 (43.51%)	108 (3.89%)	5 (0.18%)	2 (0.07%)
Lawngtlai	1731	230 (13.28%)	715 (41.30%)	197 (11.38%)	570 (32.92%)	15 (0.86%)	1 (0.05%)	3 (0.17%)
Lunglei	2009	181 (9%)	544 (27.07%)	424 (21.10%)	787 (39.17%)	59 (2.93%)	2 (0.09%)	12 (0.59%)
Mamit	1102	69 (6.26%)	207 (18.78%)	313 (28.40%)	366 (33.21%)	34 (3.08%)	0	0
Saiha	1255	76 (6.05%)	522 (41.59%)	239 (19.04%)	403 (32.11%)	14 (1.11%)	0	1 (0.07%)
Serchhip	767	59 (7.69%)	167 (21.77%)	157 (20.46%)	353 (46.02%)	31 (4.04%)	0	0
Total	11829	1072 (9.07%)	3168 (26.78%)	2469 (20.87%)	4665 (39.43%)	315 (2.66%)	8 (0.06%)	18 (0.15%)

Source: District Information System of Education (DISE), State Reports & Analysis(2011-12), Mizoram Sarva Shiksha Abhiyan Mission.

In Aizawl district, there were 2774 teachers, out of these 43.51% were graduates, 22.17% were secondary passed, 18.20% were higher secondary passed, 11.93% were below secondary level, 3.89% were post graduate and 0.18% were M.phil/Ph.d.

In Champhai district there were 1410 teachers, out of these 43.61% were graduates, 31.98% were higher secondary passed, 17.44% were secondary passed, 5.17% were below secondary passed and 1.77% were post graduate.

In Kolasib district, there were 781 teachers and out of these 46.60% were graduates, 23.41% were higher secondary passed, 19.46% were secondary passed, 6.78% were below secondary passed and 3.71% were post graduates.

In Lawngtlai district, there were 1731 teachers and out of these 41.30% were secondary passed, 32.92% were graduates, 13.28% were below secondary passed, 11.38% were higher secondary passed, 0.86% were post graduates, 0.17% were in the Others category and 0.05% were in M.phil/Ph.d level.

In Lunglei district, there were 2009 teachers and out of these 39.17% were graduates, 27.07% were secondary passed, 21.10% were higher secondary passed, 9% were below secondary passed, 2.93% were post graduates, 0.59% were in the Others category and 0.09% were M.phil/Ph.d.

In Mamit district, there were 1102 teachers and out of these 33.21% were graduates, 28.40% were higher secondary passed, 18.78% were secondary passed, 6.26% were below secondary and 3.08% were post graduates.

In Saiha district there were 1255 teachers, out of these 41.59% were secondary passed, 32.11% were graduates, 19.04% were higher secondary passed, 6.05% were below secondary, 1.11% were post graduates and 0.07% were in the Others category.

In Serchhip district, there were 767 teachers and out of these 46.02% were graduates, 21.77% were secondary passed, 20.46% were higher secondary passed, 7.67% were below secondary and 4.04% were post graduates.

Out of a total of 1072 teachers with a qualification of below secondary, Lawngtlai district had the highest percentage (13.28%) while Champhai district had the lowest with 5.17%, Aizawl district had 11.93%, Kolasib district had 6.78%, Lunglei had 9%, Mamit had 6.26%, Saiha district had 6.05% and Serchhip district had 7.69%.

There were 3168 teachers with a qualification of Secondary in all the eight districts, out of these Saiha district had the highest percentage 41.59% while Champhai district had the lowest with 17.44%, Lawngtlai district had 41.30%, Aizawl district had 22.17%, Lunglei district had 27.07%, Kolasib had 19.46%, Serchhip district had 21.77% and Mamit district had 18.78%.

There were 2468 teachers with a qualification of higher secondary in all the districts and out of these Champhai district had the highest percentage with 31.98% while Lawngtlai district had the lowest with 11.38%, Mamit had 28.40%, Kolasib district had 23.41%, Lunglei had 21.10%, Serchhip had 20.46%, Saiha district had 19.04% and Aizawl district had 18.20%.

Out of a total of 4665 teachers with a qualification of graduates, Kolasib district had the highest percentage with 46.60% while Saiha district had the lowest

with 32.11%, Serchhip had 46.02%, Champhai had 43.61%, Aizawl district had 43.51%, Lunglei had 39.17%, Mamit had 33.21% and Lawngtlai district had 32.92%.

There were 315 teachers with a qualification of Post-graduate and out of these Serchhip had the highest percentage with 4.04% while Lawngtlai district had the lowest with 0.86%, Aizawl district had 3.89%, Kolasib had 3.71%, Mamit district had 3.08%, Lunglei district had 2.93%, Champhai had 1.77% and Saiha district had 1.11%.

There were 8 teachers with a qualification of M.phil/Ph.d and out of these Aizawl district had the highest percentage with 0.18%, Lunglei district had 0.09% and Lawngtlai district had 0.05%.

There were 18 teachers in the 'Others' category, out of these Lunglei district had the highest percentage with 0.59%, Lawngtlai district had 0.17%, Aizawl district had 0.07% and Saiha district also had 0.07%.

Chapter-V

Summary, Major findings,

Discussion and

Suggestion for Further

Studies

SUMMARY, MAJOR FINDINGS, DISCUSSIONS AND SUGGESTIONS FOR FURTHER STUDIES

This chapter deals with the summary, major findings, discussions and suggestions for further studies.

5.1 SUMMARY:

An elementary school is a school in which children between the ages of six to about fourteen receive elementary education. It is the first stage of compulsory education in most parts of the world, and is normally available without charge, but some schools may be a fee-paying independent school. According to World Development Report 2012, “Primary/elementary Education refers to programs normally designed to give students a sound basic education in reading, writing, and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured”.

In India Education has been accorded much importance since Independence as it has been perceived that educational development is necessary to ensure economic and over all development of the country. In order to develop human resources in a better way it is important that education is imparted to all sections of population in the country. This is the reason that plans were developed for the

expansion of educational facilities across the country so that all people can have opportunity of participating in education irrespective of one's caste, class, sex, religion. However, despite these provisions, it has been noticed that the spread of education is not uniform and there are disparities of all kinds in this field. These include gender disparities (i.e. male-female disparities), regional disparities (inter-state, inter-district disparities), social disparities (disparities between SC, ST and other sections) and spatial disparities (rural-urban disparities).

Education in Mizoram consists of a diverse array of formal education systems ranging from elementary to university, from training institution to technical courses. The Government of India imposes mandatory education at least up to the basic level. For this public schools are made free of fees, and provided with free textbooks and school lunch.

The first formal education was started in 1894 by two British Christian Missionaries at Aizawl. They taught only two select students whom they could trust for further teaching and their own evangelism. The first government school was started in 1897 at Aizawl. The first middle school opened in 1906, and secondary school in 1944. The first higher education institute, Pachhunga University College was started in 1958. The first university Mizoram University was established in 2001 by the University Grants Commission of India. The Christian Missionaries introduced the Roman scripts in 1894 for Mizo language. For more than half of a century, i.e. from 1895 to 1952, Elementary Education was

looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 to 1972, the management of Primary Education was in the hand of District Council. When Mizoram became centrally administered territory, the administration and management of Elementary Education i.e. Primary and Middle School was transferred to the Government. Since then there has been phenomenal growth quantitatively. Elementary education in Mizoram is looked after by The Directorate of School Education at the State level. The District Education Offices in the eight districts of the State are looking after elementary education in their respective districts. Funds for infrastructure and other facilities were provided by the State Government in all the districts except Saiha and Lawngtlai district which are under the administration of the Autonomous District Councils.

The general pattern of education is simply a progression from primary to secondary education. Only after secondary level students are able to pursue their lines of career opportunities or preferences. Industrial Training Institute for craftsmanship training courses (tailoring, mechanic, electrician, cooking, etc.) was started in Aizawl by the state government in 1964 (Mizoram was then under Assam state).). Education on technical and vocational courses started only after 1980s. There are now various opportunities including engineering, veterinary, business management, technology, nursing, pharmacy, and other career oriented courses. The College of Veterinary Sciences and Animal Husbandry, Selesih was

opened in 1997 as one of the constituent colleges of the Central Agricultural University. National Institute of Electronics and Information Technology, Aizawl was started by the Indian Ministry of Communications and Information Technology in 2000. The Government of Mizoram established The Institute of Chartered Financial Analysts of India University, Mizoram in 2006. National Institute of Technology Mizoram was established in 2010 by the Ministry of Human Resources Development, Government of India. In spite of relatively late education system, as of the latest census in 2011, Mizoram is the second highest in literacy rate (91.58%) among the Indian states.

The office of Directorate of Education in Mizoram was started in 1973. It became a separate Directorate of School Education in 1989 and is located at McDonald Hill, Zarkawt, Aizawl. The department looks after elementary and secondary education within the state. The directorate administers the entire state which is divided into 8 administrative districts, namely Aizawl district, Champhai district, Kolasib district, Lawngtlai district, Lunglei district, Mamit district, Saiha district and Serchhip district . The structure of education in the State is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11-14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary

classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional course.

5.1.1 RATIONALE OF THE STUDY :

There has been commendable progress in elementary education in Mizoram. The number of schools, teachers and enrolment have all increased many fold. Unfortunately, this expansion seems to be not even and some areas lagged behind others in terms of basic facilities of education. It is so much so that provisions of basic facilities are not uniformly distributed in the different districts in the State. The growth rate of elementary education in Mizoram on selected variables from 2007-08 to 2011-12 shows that there is an uneven pattern in the growth and development of elementary education in the eight districts of Mizoram.

The overall growth rate of elementary schools from 2007 to 2012 is 4.94%. At the same time, highest growth rate is found in Mamit district with 23.34%.while the lowest growth rate is found in Aizawl district with-0.94%. The growth rate of elementary students in Mizoram from 2007 to 2012 is 9.55%. The highest growth rate is found in Saiha district with 26.82%, while the lowest growth rate is found in Kolasib district with 1.68%.The table also reveals that the growth rate of elementary teachers in Mizoram from 2007 to 2012 is 2.70%.At the

same time, highest growth rate is found in Mamit district with 39.95% while the lowest is found in Champhai district with -5.40%. All these findings brings the investigator to believe that there must be differences in other areas of elementary education in the different districts of the State.

5.1.2 STATEMENT OF THE PROBLEM:

To find out answers to the questions raised, the topic of the study had been stated as, “Elementary Education in Mizoram: An Inter-District Analysis”.

5.1.3 OBJECTIVE OF THE STUDY:

- To analyse the school based indicators in all the districts of Mizoram.
- To examine the trend of enrolment in all the districts of Mizoram.
- To study teacher related indicators in all the districts of Mizoram.

5.1.4 DELIMITATION OF THE STUDY:

For analysis of various school based indicators, the latest available statistics (2011-12) was used and for trend analysis, the study was delimited to the latest five years (2007-08 to 2011-12) only.

5.1.5 METHOD OF STUDY:

The present study employs the descriptive survey method. A descriptive survey attempts to picture or document current conditions or attitudes, that is, to describe what exists at the moment. Although it does not explain why certain situation exists, the investigator, by using this method can discover a number of facts that form the characteristics of the current situation and enabled her to understand the practices in a given area.

As the present study is mainly concerned with an analysis of data already available, the method adopted was an analytical method. The data were collected using secondary sources only. Survey of existing information was the procedure adopted for the study.

5.1.6 SOURCES OF DATA:

For the present study, secondary sources of data were utilized for the collection of necessary information. The State Reports and Analysis Mizoram based on District Information System for Education (DISE) from the academic year 2007-08 to 2011-12 were collected from State Project Office of SSA, Mizoram. The investigator also collected the Annual Publication of Directorate of School Education, Government of Mizoram from 2007-08 to 2011-12.

5.2 MAJOR FINDINGS:

5.2.1 Findings on School Based Indicators:

To analyse and compare the different districts on various school based indicators, the following classification was made.

5.2.1.1 School Building:

Out of the eight districts, as many as 6 districts had every school having their own building. These districts were Aizawl, Champhai, Kolasib, Mamit, Saiha and Serchhip district. At the same time, there were 98.97% in Lawngtlai district and 99.50% in Lunglei district which were having their own building.

5.2.1.2 Common Toilets:

Common toilet was available in 86.88% of the schools in Aizawl district, 71.59% in Champhai district, 79.56% in Kolasib district, 67.77% in Lawngtlai district, 60.3% in Lunglei district, 69.28% in Mamit district, 87.64% in Saiha district and 75% in Serchhip districts.

5.2.1.3 Boys Toilet:

Boys toilet was available in 16.31% of the schools in Aizawl district, 7.24% in Champhai district, 11.73% in Kolasib district, 11.76% in Lawngtlai

district, 7.23% in Lunglei district, 2.14% in Mamit district, 20.22% in Saiha district and 0.5% in Serchhip district.

5.2.1.4 Girls Toilet:

Girls toilet was available in 79.35% of the schools in Aizawl district, 80.86% in Champhai district, 80% in Kolasib district, 55.24% in Lawngtlai district, 57.7% in Lunglei district, 60% in Mamit district, 83.70% in Saiha district and 83.88% in Serchhip district.

5.2.1.5 Furniture for Students:

Furniture for the students was available in 75.87% of the schools in Aizawl district, 89.27% in Champhai district, 91.30% in Kolasib district, 51.91% in Lawngtlai district, 77.96% in Lunglei district, 70.35% in Mamit district, 70.22% in Saiha district and 0% in Serchhip district.

5.2.1.6 Furniture for Teachers:

Furniture for teachers was available in 54.95% of the schools in Aizawl district, 88.40% in Champhai district, 80% in Kolasib district, 42.71% in Lawngtlai district, 73.84% in Lunglei district, 48.92% in Mamit district, 69.66% in Saiha district and 0% in Serchhip district.

5.2.1.7 Blackboards:

Blackboards was available in 99.16% of the school in Aizawl district, 100% in Champhai district, 100% in Kolasib district, 99.74% in Lawngtlai district, 99.67% in Lunglei district, 100% in Mamit district, 100% in Saiha district and 100% in Serchhip district.

5.2.1.8 Computer:

Computer was available in 40.44% of the schools in Aizawl district, 29.85% in Champhai district, 29.13% in Kolasib district, 13.4% in Lawngtlai district, 27.46% in Lunglei district, 20.71% in Mamit district, 23.3% in Saiha district and 32.77% in Serchhip district.

5.2.1.9 Water:

Drinking water facilities was available in 96.51% of the schools in Aizawl district, 93.91% in Champhai district, 90.86% in Kolasib district, 76.72% in Lawngtlai district, 89.14% in Lunglei district, 85.35% in Mamit district, 88.20% in Saiha district, 100% in Serchhip district.

5.2.1.10 Ramps:

Ramps was available in 68.34% of the schools in Aizawl district, 19.13% in Champhai district, 51.30% in Kolasib district, 54.47% in Lawngtlai district, 18.9% in Lunglei district, 48.57% in Mamit district, 49.43% in Saiha district and 81.66% in Serchhip district.

5.2.1.11 Playground:

Playground was available in 53.69% of the school in Aizawl district, 83.76% in Champhai district, 61.30% in Kolasib district, 16.36% in Lawngtlai district, 9.53% in Lunglei district, 51.7% in Mamit district , 23.59% in Saiha district and 34.44% in Serchhip district.

5.2.1.12 Electricity:

Electricity was available in 71.40% of the school in Aizawl district, 61.44% in Champhai district, 65.65% in Kolasib district, 23.27% in Lawngtlai district, 31.8% in Lunglei district, 46.7% in Mamit district,19.10% in Saiha district and 88.33% in Serchhip district.

5.2.1.13 Kitchen-shed:

Kitchen-shed was available in 71.54% of the school in Aizawl district,80% in Champhai district, 69.13% in Kolasib district,87.72% in Lawngtlai district,71.54% in Lunglei district, 85% in Mamit district,85.95% in Saiha district and 83.33% in Serchhip district.

5.2.2 Growth of Number of Schools:

In Aizawl district, there was a decrease of -3.31% in 2008-09 from 2007-08, a slight increase of 0.86% in 2009-10 from 2008-09, -1.13% decrease in 2010-11 from 2009-10 and an increase by 2.72% in 2011-12 from 2010-11.

In Champhai district, there was decrease of -1.41% in 2008-09 from 2007-08, increased by 2.5% in 2009-10 from 2008-09, a slight decrease of -1.68% in 2010-11 from 2009-10 and also a decrease by -1.42% in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 9.4% in 2008-09 from 2007-08, decrease by -1.30% in 2009-10 from 2008-09 and also a decrease by -3.8% in 2010-11 to 2009-10, increase by 4.54% in 2011-12 from 2010-11.

In Lawngtlai district, there was an increase of 6.75% in 2008-09 from 2007-08, a slight increase by 1.1% in 2009-10 from 2008-09, there was a decrease of -4.26% in 2010-11 from 2009-10, increase by 2.35% in 2011-12 from 2010-11.

In Lunglei district, there was an increase of 1.90% in 2008-09 from 2007-08, and again increase by 11.42% in 2009-10 from 2008-09, still increasing by 0.17% in 2010-11 from 2009-10 and increased by 2.1% in 2011-12 from 2010-11.

In Mamit district, there was an increase of 8.81% in 2008-09 from 2007-08, a slight increase by 10.52% in 2009-10 from 2008-09, 6.59% increase 2010-11 from 2009-10, there was a decrease of -3.78% in 2011-12 from 2010-11.

In Saiha district, there was an increase of 2.9% in 2008-09 from 2007-08, a decrease by -6.15% in 2009-10 from 2008-09, -0.54% decrease in 2010-11 from 2009-10, a decrease of -2.19% in 2011-12 from 2010-11.

In Serchhip district, there was a decrease of -2.63% in 2008-09 from 2007-08, a decrease of -0.54% in 2009-10 from 2008-09, -1.8% decrease in 2010-11 from 2009-10, -1.9% decrease in 2011-12 from 2010-11.

5.2.3 Growth of Enrolment in Percentage:

In Aizawl district, there was an increase of 0.95% of enrolment of the students in 2008-09 from 2007-08, a slight decrease by -0.64% in 2009-10 from 2008-09, -2.78% decrease in 2010-11 from 2009-10, there was an increase of 6.91% in 2011-12 from 2010-11.

In Champhai district, there was an increase of 0.66% in 2008-09 from 2007-08, 0.35% increase in 2009-10 from 2008-09, a decrease by -1.10% in 2010-11 from 2009-10, there was an increase of 15.38% in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 3.80% in 2008-09 from 2007-08, 3.52% increase in 2009-10 from 2008-09, a decrease of -20.6% in 2010-11 from 2009-10, 19.23% increase in 2011-12 from 2010-11.

In Lawngtlai district, there was a decrease of -9.46% in 2008-09 from 2007-08, there was a slight increase by 2.38% in 2009-10 from 2008-09, -0.49% decrease in 2010-11 from 2009-10, there was an increase of 10.32% in 2011-12 from 2010-11.

In Lunglei district, there was an increase of 1.69% in 2008-09 from 2007-08, 20.12% increase in 2009-10 from 2008-09, there was a decrease of -14.14% in 2010-11 from 2009-10, 17.65% increase in 2011-12 from 2010-11.

In Mamit district, there was an increase of 2.98% in 2008-09 from 2007-08, 2.58% increase in 2009-10 from 2008-09, there was a decrease of -8.34% in 2010-11 from 2009-10, 16.11% increase in 2011-12 from 2010-11.

In Saiha district, there was an increase of 22.3% in 2008-09 from 2007-08, a slight decrease of -1.63% in 2009-10 from 2008-09, -2.73% decrease in 2010-11 from 2009-10, there was an increase of 8.61% in 2011-12 from 2010-11.

In Serchhip district, there was an increase of 4.11% in 2008-09 from 2007-08, 3.6% increase in 2009-10 from 2008-09, there was a decrease of -12.31% in 2010-11 from 2009-10, 13.67% increase in 2011-12 from 2010-11.

5.2.4 Number of Students Per School:

In Aizawl district, the no. of students per school is 107.3 in the year 2007-2008, a slight increase of 111.75 in 2008-2009, decreased by 110.8 in 2009-2010 and 108.24 in 2010-2011, there was an increase by 112.66 in 2011-12.

In Champhai district, it was 78.83 in the year 2007-2008, it was increased by 80.48 in 2008-2009, there was a decrease of 79.18 in 2009-2010, a slight increase by 79.65 in 2010-2011, 93.23 increase in 2011-2012.

In Kolasib district, the total number of students per school is 106.15 in the year 2007-2008, a slight decrease of 101.9 in 2008-2009, 106.4 increase in 2009-2010, 86.82 decrease in 2010-2011, there was an increase of 99.3 in 2011-2012.

In Lawngtlai district, the number of students per school was 78.30 in 2007-2008, there was a decrease of 66.41 in 2008-2009, 67.31 increases in 2009-2010, there was an increase of 69.96 in 2010-2011, 75.41 increases in 2011-2012.

In Lunglei district, the number of students per school was 57.19 in 2007-2008, a slight decrease of 57.7 in 2008-2009, there was an increase of 61.53 in 2009-2010 and a decrease in 52.73 in 2010-2011, an increase of 60.82 in the year 2011-2012.

In Mamit district, the number of students per school was 112.30 in 2007-2008, there was a decrease of 106.29 in the year 2008-2009, 98.64 in 2009-2010 and 84.82 in 2010-2011, there was an increase of 102.36 in the year 2011-2012.

In Saiha district, there were 60.2 in the year 2007-2008, there was an increase of 71.74 in 2008-2009 and 75.2 in 2009-2010, decrease of 73.54 in 2010-2011 and increase of 81.67 in 2011-2012.

In Serchhip district, the number of students per school was 65.22 in the year 2007-2008, there was an increase of 69.74 in 2008-2009 and 72.26 in 2009-2010, 64.6 decrease in 2010-2011 and 73.63 increase in 2011-2012.

5.2.5 Pupil Teacher Ratio:

In Aizawl district, the pupil teacher ratio was 13.5:1 in 2007-2008, which was increased to 13.67:1 in 2008-2009, 15.25:1 in 2009-2010, 15.96:1 in 2010-2011 and 16.50:1 in 2011-2012.

In Champhai district, the pupil teacher ratio was 13.95:1 in 2007-2008, which was decreased to 13.16:1 in 2008-2009, there was an increase of 16.91:1 in 2009-2010 and 17.67:1 in 2010-2011, there was a slight decrease of 16.23:1 in 2011-2012.

In Kolasib district, the pupil teacher ratio was 20.23:1 in 2007-2008, there was a decrease of 19.78:1 in 2008-2009, the ratio increase by 22.49:1 in 2009-2010 and decrease in 17.17:1 in the year 2010-2011, the ratio again increase by 18.23:1 in 2011-2012.

In Lawngtlai district, the pupil teacher ratio was 16.23 in 2007-2008, which was decreased to 13.57:1 in 2008-2009. There was an increase in the ratio by 12.28:1 in 2009-2010, 12.64:1 in 2010-2011 and 12.94:1 in 2011-2012.

In Lunglei district, the ratio was 11.6:1 in 2007-2008, which was decreased to 9.86:1 in 2008-2009, the ratio increase by 14.2:1 in the year 2009-2010, 11.77:1 decrease in 2010-2011 and a slight increase in the year 2011-2012 by 11.93:1.

In Mamit district, the pupil teacher ratio was 28.61:1 in 2007-2008, which was decreased to 22.86:1 in 2008-2009, 20.71:1 in 2009-2010 and 18.28:1 in the year 2010-2011. The ratio increase in 2011-2012 by 22.98:1.

In Saiha district, the ratio was 8.86:1 in the year 2007-2008, which was increased to 10.15:1 in 2008-2009 and 10.61:1 in the year 2009-2010. The year 2010-2011 shows a decrease by 9.99:1 and a slight increase of 10.36:1 in 2011-2012.

In Serchhip district, the pupil teacher ratio was 12.93:1 in 2007-2008, which was increased to 12.97:1 in 2008-2009 and 13.55:1 in the year 2009-2010. The ratio decrease by 12.68:1 in 2010-2011 and shows a slight increase in the year 2011-2012 by 13.36:1.

5.2.6 Teacher Based Indicators:

5.2.6.1 Growth percentage of Teachers:

In Aizawl district, the number of teachers was decreased by 3.58% in 2008-09 as compared to 2007-08, a 10.97% decrease in 2009-10 from 2008-09, and 7.8% decrease to 2010-11 from 2009-10. However, there was a 3.42% increase in 2011-12 from 2010-2011.

In Champhai district, the number of teachers was increased by 6.70% in 2008-09 as compared to 2007-08, a -21.84% decrease in 2009-10 from 2008-09, and -5.39% decrease in 2010-11 from 2009-10, 25.61% increase in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 6.14% in 2008-09 as compared to 2007-08, -8.93% decrease in 2009-10 from 2008-09, there was a 3.92% increase in 2010-11 from 2009-10 and 12.32% increase in 2011-12 from 2010-2011.

In Lawngtlai district, there was an increase of 8.29% in 2008-09 as compared to 2007-08, a 13.8% increase in 2009-10 from 2008-09, there was a decrease of -3.29% in 2010-11 from 2009-10, 7.75% increase in 2011-12 from 2010-11.

In Lunglei district, the number of teachers was increased by 13.51% in 2008-09 from 2007-08, -15.52% decrease in 2009-10 as compared to 2008-09, 2.26% increase in 2010-11 from 2009-10, 16.3% increase in 2011-12 from 2010-11.

In Mamit district, there was 28.84% increase in 2008-09 from 2007-08, an increase of 13.24% in 2009-10 from 2008-09, 3.84% increase in 2010-11 from 2009-10, there was a decrease of -7.63% from 2011-12 to 2010-11.

In Saiha district, there was 6.57% increase in 2008-09 from 2007-08, a decrease of -5.95% in 2009-10 from 2008-09, there was an increase of 3.31% in 2010-11 from 2009-10, 4.78% increase in 2011-2012 from 2010-11.

In Serchhip district, there was an increase of 3.75% in 2008-09 from 2007-08, a decrease of -1.30% in 2009-10 from 2008-09 and -6.32% decrease in 2010-11 from 2009-10, there was an increase of 7.94% in 2011-12 from 2010-11.

5.2.7 Agewise Comparison of Teachers of Different Districts:

The age of the teachers was divided into three category, i.e 18-35 years, 36-55 years and 55 years and above. In the 18-35 years category Lawngtlai district has the highest number with 65.94% in 2007-08, 68.2% in 2008-09, 72.50 in 2009-10, 72.56% in 2010-11 and 74.75% in 2011-12. In the 36-55 years category Serchhip district has the highest number with 53.75% in 2007-08, 51.30% in 2008-09, 50.76% in 2009-10, 49.75% in 2010-11 and 43.34% in 2011-12. Lastly, in 55 years & above category, Aizawl district has the highest percentage with 71.84% in 2007-08, 73.29% in 2008-09, 62.89% in 2009-10, 28.92% in 2010-11 and 10.31% in 2011-12.

5.2.8 Teachers Profile By Academic Qualification:

In Aizawl district, there were 2774 teachers, out of these 43.51% were graduates, 22.17% were secondary passed, 18.20% were higher secondary passed, 11.93% were below secondary level, 3.89% were post graduate and 0.18% were M.phil/Ph.d.

In Champhai district there were 1410 teachers, out of these 43.61% were graduates, 31.98% were higher secondary passed, 17.44% were secondary passed, 5.17% were below secondary passed and 1.77% were post graduate.

In Kolasib district, there were 781 teachers and out of these 46.60% were graduates, 23.41% were higher secondary passed, 19.46% were secondary passed, 6.78% were below secondary passed and 3.71% were post graduates.

In Lawngtlai district, there were 1731 teachers and out of these 41.30% were secondary passed, 32.92% were graduates, 13.28% were below secondary passed, 11.38% were higher secondary passed, 0.86% were post graduates, 0.17% were in the Others category and 0.05% were in M.phil/Ph.d level.

In Lunglei district, there were 2009 teachers and out of these 39.17% were graduates, 27.07% were secondary passed, 21.10% were higher secondary passed, 9% were below secondary passed, 2.93% were post graduates, 0.59% were in the others category and 0.09% were M.phil/Ph.d.

In Mamit district, there were 1102 teachers and out of these 33.21% were graduates, 28.40% were higher secondary passed, 18.78% were secondary passed, 6.26% were below secondary and 3.08% were post graduates.

In Saiha district there were 1255 teachers, out of these 41.59% were secondary passed, 32.11% were graduates, 19.04% were higher secondary passed, 6.05% were below secondary, 1.11% were post graduates and 0.07% were in the Others category.

In Serchhip district, there were 767 teachers and out of these 46.02% were graduates, 21.77% were secondary passed, 20.46% were higher secondary passed, 7.67% were below secondary and 4.04% were post graduates.

Out of a total of 1072 teachers with a qualification of below secondary, Lawngtlai district had the highest percentage (13.28%) while Champhai district had the lowest with 5.17%, Aizawl district had 11.93%, Kolasib district had 6.78%, Lunglei had 9%, Mamit had 6.26%, Saiha district had 6.05% and Serchhip district had 7.69%.

There were 3168 teachers with a qualification of Secondary in all the eight districts, out of these Saiha district had the highest percentage 41.59% while Champhai district had the lowest with 17.44%, Lawngtlai district had 41.30%, Aizawl district had 22.17%, Lunglei district had 27.07%, Kolasib had 19.46%, Serchhip district had 21.77% and Mamit district had 18.78%.

There were 2468 teachers with a qualification of higher secondary in all the districts and out of these Champhai district had the highest percentage with 31.98% while Lawngtlai district had the lowest with 11.38%, Mamit had 28.40%, Kolasib district had 23.41%, Lunglei had 21.10%, Serchhip had 20.46%, Saiha district had 19.04% and Aizawl district had 18.20%.

Out of a total of 4665 teachers with a qualification of graduates, Kolasib district had the highest percentage with 46.60% while Saiha district had the lowest with 32.11%, Serchhip had 46.02%, Champhai had 43.61%, Aizawl district had 43.51%, Lunglei had 39.17%, Mamit had 33.21% and Lawngtlai district had 32.92%.

There were 315 teachers with a qualification of Post-graduate and out of these Serchhip had the highest percentage with 4.04% while Lawngtlai district had the lowest with 0.86%, Aizawl district had 3.89%, Kolasib had 3.71%, Mamit district had 3.08%, Lunglei district had 2.93%, Champhai had 1.77% and Saiha district had 1.11%.

There were 8 teachers with a qualification of M.phil/Ph.d and out of these Aizawl district had the highest percentage with 0.18%, Lunglei district had 0.09% and Lawngtlai district had 0.05%.

There were 18 teachers in the 'Others' category, out of these Lunglei district had the highest percentage with 0.59%, Lawngtlai district had 0.17%, Aizawl district had 0.07% and Saiha district also had 0.07%.

5.3 DISCUSSIONS:

The present study, which is an analysis of different aspects of Elementary Education in the eight Districts of Mizoram, will serve no purpose unless meaningful interpretation based on the findings is given.

After a careful and detailed study of the different aspects was made, the following points were considered and presented as a discussion.

1. A comparison of growth of number of schools in all the Districts showed that Aizawl, the State capital had a negative growth rate of .96% while Mamit which is one of the youngest district had a positive growth rate of 23.34% from 2007-2008 to 2011-2012 academic session. This finding is contradictory to the popular belief that growth in all areas of development is always concentrated in the State Capital.
2. The inconsistency in the growth of number of schools and the growth in enrolment is one issue that needs a more comprehensive study. The finding that on certain years in which there is positive growth in number of schools corresponding with decline in enrolment is a contradictory finding considering

normal trend in normal circumstances. District specific comprehensive study may help in finding the cause behind these contradicting finding.

3. From an analysis of the number of students per school, it is clear that districts with more population did not necessarily have more students per school. The reason for these may be the existence of more Private English Medium Schools in the districts where there was more population.
4. The pupil teacher ratio which was lowest in Saiha District and highest in Mamit District agreed with the number of students per school.
5. The growth rate of number of teachers is very low in the State with only 2.7% from 2007-2008 to 2011-2012. However, this finding seem to agree with the growth rate in the number of schools as well as the number of students. The low growth rate may be attributed to high growth rate of Private English Medium Schools.
6. High percentage of teachers in the age group 55 & above in Aizawl district may be an indication of the policy of Government to post senior teachers in the State Capital. The rapid decline of teachers in this age group from 2010-2011 may also be an indication of the Government which offered voluntary retirement to senior teachers. High percentage of teachers in the age group of 18-35 years in majority of the districts is found to be one important step for quality improvement starting with appointing young and dynamic teachers.

5.4 SUGGESTIONS FOR FURTHER STUDIES:

As the present study had been taken up within a short duration of time, there were certain limitations as regards to time and resources. The following studies were suggested for further studies:

1. A more in depth study on the various indicators may be taken up by collecting primary data from all the eight districts.
2. A similar study covering Secondary Education maybe taken up,
3. The role played by different schemes of Central Government in the elementary education sector maybe studied to find out its effectiveness in different districts of Mizoram.

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**ELEMENTARY EDUCATION IN MIZORAM: AN INTER-DISTRICT
ANALYSIS**

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Abstract of the Dissertation
Submitted in Fulfillment for the Degree
of Master of Philosophy
in Education

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INTRODUCTION:

An elementary school is a school in which children between the ages of six to about fourteen receive elementary education. It is the first stage of compulsory education in most parts of the world, and is normally available without charge, but some schools may be a fee-paying independent school. According to World Development Report 2012, “Primary/elementary Education refers to programs normally designed to give students a sound basic education in reading, writing, and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured”.

In India Education has been accorded much importance since Independence as it has been perceived that educational development is necessary to ensure economic and over all development of the country. In order to develop human resources in a better way it is important that education is imparted to all sections of population in the country. This is the reason that plans were developed for the expansion of educational facilities across the country so that all people can have opportunity of participating in education irrespective of one’s caste, class, sex, religion. However, despite these provisions, it has been noticed that the spread of education is not uniform and there are disparities of all kinds in this field. These include gender disparities (i.e. male-female disparities), regional disparities (inter-state, inter-district disparities), social disparities (disparities between SC, ST and other sections) and spatial disparities (rural-urban disparities).

Education in Mizoram consists of a diverse array of formal education systems ranging from elementary to university, from training institution to technical courses. The Government of India imposes mandatory education at least up to the basic level. For this public schools are made free of fees, and provided with free textbooks and school lunch.

The first formal education was started in 1894 by two British Christian Missionaries at Aizawl. They taught only two select students whom they could trust for further teaching and their own evangelism. The first Government school was started in 1897 at Aizawl. The first middle school opened in 1906, and secondary school in 1944. The first higher education institute, Pachhunga University College was started in 1958. The first university Mizoram University was established in 2001 by the University Grants Commission of India. The Christian Missionaries introduced the Roman scripts in 1894 for Mizo language. For more than half of a century, i.e. from 1895 to 1952, Elementary Education was looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 to 1972, the management of Primary Education was in the hand of District Council. When Mizoram became centrally administered territory, the administration and management of Elementary Education i.e. Primary and Middle School was transferred to the Government. Since then there has been phenomenal growth quantitatively. Elementary education in Mizoram is looked after by The Directorate of School Education at the State level. The District Education Offices in the eight districts of the State are looking after elementary education in their respective districts. Funds for infrastructure and other facilities were provided by the State Government in all the districts except Saiha and Lawngtlai district which are under the administration of the Autonomous District Councils.

The general pattern of education is simply a progression from primary to secondary education. Only after secondary level students are able to pursue their lines of career opportunities or preferences. Industrial Training Institute for craftsmanship training courses (tailoring, mechanic, electrician, cooking, etc.) was started in Aizawl by the state government in 1964 (Mizoram was then under Assam state). Education on technical and vocational courses started only after 1980s. There are now various opportunities including engineering, veterinary,

business management, technology, nursing, pharmacy, and other career oriented courses. The College of Veterinary Sciences and Animal Husbandry, Selesih was opened in 1997 as one of the constituent colleges of the Central Agricultural University. National Institute of Electronics and Information Technology, Aizawl was started by the Indian Ministry of Communications and Information Technology in 2000. The Government of Mizoram established The Institute of Chartered Financial Analysts of India University, Mizoram in 2006. National Institute of Technology Mizoram was established in 2010 by the Ministry of Human Resources Development, Government of India. In spite of relatively late education system, as of the latest census in 2011, Mizoram is the second highest in literacy rate (91.58%) among the Indian states.

The office of Directorate of Education in Mizoram was started in 1973. It became a separate Directorate of School Education in 1989 and is located at McDonald Hill, Zarkawt, Aizawl. The department looks after elementary and secondary education within the state. The directorate administers the entire state which is divided into 8 administrative districts, namely Aizawl district, Champhai district, Kolasib district, Lawngtlai district, Lunglei district, Mamit district, Saiha district and Serchhip district . The structure of education in the state is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11–14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional course.

RATIONALE OF THE PRESENT STUDY:

There has been commendable progress in elementary education in Mizoram. The number of schools, teachers and enrolment have all increased many fold. Unfortunately, this expansion seems to be not even and some areas lagged behind others in terms of basic facilities of education. It is so much so that provisions of basic facilities are not uniformly distributed in the different districts in the State. The growth rate of elementary education in Mizoram on selected variables from 2007-08 to 2011-12 shows that there is an uneven pattern in the growth and development of elementary education in the eight districts of Mizoram.

The overall growth rate of elementary schools from 2007 to 2012 is 4.94%. At the same time, highest growth rate is found in Mamit district with 23.34%.while the lowest growth rate is found in Aizawl district with-0.94%. The growth rate of elementary students in Mizoram from 2007 to 2012 is 9.55%. The highest growth rate is found in Saiha district with 26.82%, while the lowest growth rate is found in Kolasib district with 1.68%.The table also reveals that the growth rate of elementary teachers in Mizoram from 2007 to 2012 is 2.70%.At the same time, highest growth rate is found in Mamit district with 39.95% while the lowest is found in Champhai district with -5.40%. All these findings brings the investigator to believe that there must be differences in other areas of elementary education in the different districts of the State.

STATEMENT OF THE PROBLEM:

To find out answers to the questions raised, the topic of the study had been stated as, “Elementary Education in Mizoram: An Inter-District Analysis”.

OBJECTIVE OF THE STUDY:

- To analyse the school based indicators in all the districts of Mizoram.
- To examine the trend of enrolment in all the districts of Mizoram.
- To study teacher related indicators in all the districts of Mizoram.

DELIMITATION OF THE STUDY:

For analysis of various school based indicators, the latest available statistics (2011-12) was used and for trend analysis, the study was delimited to the latest five years (2007-08 to 2011-12) only.

OPERATIONAL DEFINITION OF THE TERMS USED:

Elementary Education: Elementary Education for the present study means education imparted to children between the ages of 6-14 years in Primary and Middle Schools.

ORGANISATION OF THE REPORT

The report of the present study has been divided into five (5) chapters to facilitate a systematic presentation.

CHAPTER I: INTRODUCTION- The first chapter is an introduction which begins with the concept of Elementary education. This chapter also deals with rationale of the study, statement of the problem, objectives of the study, operational definition of the terms used and delimitation of the study.

CHAPTER II: REVIEW OF RELATED LITERATURE AND STUDIES- This chapter deals with the review of related studies on elementary education.

CHAPTER III: METHODOLOGY AND PROCEDURES- The third chapter deals with the method adopted for the study. The method of study, population, sources of data and analysis of data have been discussed in this chapter.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA-This chapter presents an analysis and interpretation of the collected data. The different indicators are reported separately.

CHAPTER V: SUMMARY, MAJOR FINDINGS, DISCUSSIONS AND SUGGESTIONS FOR FURTHER STUDIES- The fifth chapter is the concluding chapter which devoted to summary, major findings, discussions and suggestions for further studies.

METHODOLOGY:

A sound methodology for conducting any kind of research is important as it helps the researcher to realize the objectives of the study. Besides, the reliability and validity of research findings mainly depends on the methodology taken up by the researcher. This chapter deals with the issues such as method of study, population, sources of data and analysis of data. The methodology and procedures followed by the investigator in the present study is discussed in the following manner -

1. Method of study
2. Population
3. Sources of data
4. Analysis of data

Method of Study:

The present study employs the descriptive survey method. A descriptive survey attempts to picture or document current conditions or attitudes, that is, to describe what exists at the moment. Although it does not explain why certain situation exists, the investigator, by using this method can discover a number of facts that form the characteristics of the current situation and enables her to understand the practices in a given area.

As the present study is mainly concerned with an analysis of data already available, the method adopted is an analytical method. The data had been collected using secondary sources only. Survey of existing information will be the procedure adopted for the study.

Population:

The population for the proposed study comprise of all the eight (8) districts of Mizoram. As the study is an inter-district analysis including all the existing districts, the question of selecting sample does not arise.

Sources of data:

For the present study, secondary sources of data were utilized for the collection of necessary information. The State Reports and Analysis Mizoram based on District Information System for Education (DISE) from the academic year 2007-08 to 2011-12 were collected from State Project Office of SSA, Mizoram. The investigator also collected the Annual Publication of Directorate of School Education, Government of Mizoram from 2007-08 to 2011-12.

Analysis of data:

School based indicators in the form of existing facilities in schools, growth rate of number of schools, growth rate of enrolment, growth rate of number of teachers, average number of students per school, pupil-teacher ratio and profile of teachers were analyzed using percentage.

MAJOR FINDINGS:**Findings on School Based Indicators:****School Building:**

Out of the eight districts, as many as 6 districts had every school having their own building. These districts were Aizawl, Champhai, Kolasib, Mamit, Saiha and Serchhip district. At the same time, there were 98.97% in Lawngtlai district and 99.50% in Lunglei district which were having their own building.

Common Toilets:

Common toilet was available in 86.88% of the schools in Aizawl district, 71.59% in Champhai district, 79.56% in Kolasib district, 67.77% in Lawngtlai district, 60.3% in Lunglei district, 69.28% in Mamit district, 87.64% in Saiha district and 75% in Serchhip districts.

Boys Toilet:

Boys toilet was available in 16.31% of the schools in Aizawl district, 7.24% in Champhai district, 11.73% in Kolasib district, 11.76% in Lawngtlai district, 7.23% in Lunglei district, 2.14% in Mamit district, 20.22% in Saiha district and 0.5% in Serchhip district.

Girls Toilet:

Girls toilet was available in 79.35% of the schools in Aizawl district, 80.86% in Champhai district, 80% in Kolasib district, 55.24% in Lawngtlai district, 57.7% in Lunglei district, 60% in Mamit district, 83.70% in Saiha district and 83.88% in Serchhip district.

Furniture for Students:

Furniture for the students was available in 75.87% of the schools in Aizawl district, 89.27% in Champhai district, 91.30% in Kolasib district, 51.91% in Lawngtlai district, 77.96% in Lunglei district, 70.35% in Mamit district, 70.22% in Saiha district and 0% in Serchhip district.

Furniture for Teachers:

Furniture for teachers was available in 54.95% of the schools in Aizawl district, 88.40% in Champhai district, 80% in Kolasib district, 42.71% in Lawngtlai district, 73.84% in Lunglei district, 48.92% in Mamit district, 69.66% in Saiha district and 0% in Serchhip district.

Blackboards:

Blackboards was available in 99.16% of the school in Aizawl district, 100% in Champhai district, 100% in Kolasib district, 99.74% in Lawngtlai district, 99.67% in Lunglei district, 100% in Mamit district, 100% in Saiha district and 100% in Serchhip district.

Computer:

Computer was available in 40.44% of the schools in Aizawl district, 29.85% in Champhai district, 29.13% in Kolasib district, 13.4% in Lawngtlai district, 27.46% in Lunglei district, 20.71% in Mamit district, 23.3% in Saiha district and 32.77% in Serchhip district.

Water:

Drinking water facilities was available in 96.51% of the schools in Aizawl district, 93.91% in Champhai district, 90.86% in Kolasib district, 76.72% in Lawngtlai district, 89.14% in Lunglei district, 85.35% in Mamit district, 88.20% in Saiha district, 100% in Serchhip district.

Ramps:

Ramps was available in 68.34% of the schools in Aizawl district, 19.13% in Champhai district, 51.30% in Kolasib district, 54.47% in Lawngtlai district, 18.9% in Lunglei district, 48.57% in Mamit district, 49.43% in Saiha district and 81.66% in Serchhip district.

Playground:

Playground was available in 53.69% of the school in Aizawl district, 83.76% in Champhai district, 61.30% in Kolasib district, 16.36% in Lawngtlai district, 9.53% in Lunglei district, 51.7% in Mamit district , 23.59% in Saiha district and 34.44% in Serchhip district.

Electricity:

Electricity was available in 71.40% of the school in Aizawl district, 61.44% in Champhai district, 65.65% in Kolasib district, 23.27% in Lawngtlai district, 31.8% in Lunglei district, 46.7% in Mamit district, 19.10% in Saiha district and 88.33% in Serchhip district.

Kitchen-shed:

Kitchen-shed was available in 71.54% of the school in Aizawl district, 80% in Champhai district, 69.13% in Kolasib district, 87.72% in Lawngtlai district, 71.54% in Lunglei district, 85% in Mamit district, 85.95% in Saiha district and 83.33% in Serchhip district.

Growth of Number of Schools:

In Aizawl district, there was a decrease of -3.31% in 2008-09 from 2007-08, a slight increase of 0.86% in 2009-10 from 2008-09, -1.13% decrease in 2010-11 from 2009-10 and an increase by 2.72% in 2011-12 from 2010-11.

In Champhai district, there was decrease of -1.41% in 2008-09 from 2007-08, increased by 2.5% in 2009-10 from 2008-09, a slight decrease of -1.68% in 2010-11 from 2009-10 and also a decrease by -1.42% in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 9.4% in 2008-09 from 2007-08, decrease by -1.30% in 2009-10 from 2008-09 and also a decrease by -3.8% in 2010-11 to 2009-10, increase by 4.54% in 2011-12 from 2010-11.

In Lawngtlai district, there was an increase of 6.75% in 2008-09 from 2007-08, a slight increase by 1.1% in 2009-10 from 2008-09, there was a decrease of -4.26% in 2010-11 from 2009-10, increase by 2.35% in 2011-12 from 2010-11.

In Lunglei district, there was an increase of 1.90% in 2008-09 from 2007-08, and again increase by 11.42% in 2009-10 from 2008-09, still increasing by 0.17% in 2010-11 from 2009-10 and increased by 2.1% in 2011-12 from 2010-11.

In Mamit district, there was an increase of 8.81% in 2008-09 from 2007-08, a slight increase by 10.52% in 2009-10 from 2008-09, 6.59% increase 2010-11 from 2009-10, there was a decrease of -3.78% in 2011-12 from 2010-11.

In Saiha district, there was an increase of 2.9% in 2008-09 from 2007-08, a decrease by -6.15% in 2009-10 from 2008-09, -0.54% decrease in 2010-11 from 2009-10, a decrease of -2.19% in 2011-12 from 2010-11.

In Serchhip district, there was a decrease of -2.63% in 2008-09 from 2007-08, a decrease of -0.54% in 2009-10 from 2008-09, -1.8% decrease in 2010-11 from 2009-10, -1.9% decrease in 2011-12 from 2010-11.

Growth of Enrolment in Percentage:

In Aizawl district, there was an increase of 0.95% of enrolment of the students in 2008-09 from 2007-08, a slight decrease by -0.64% in 2009-10 from 2008-09, -2.78% decrease in 2010-11 from 2009-10, there was an increase of 6.91% in 2011-12 from 2010-11.

In Champhai district, there was an increase of 0.66% in 2008-09 from 2007-08, 0.35% increase in 2009-10 from 2008-09, a decrease by -1.10% in 2010-11 from 2009-10, there was an increase of 15.38% in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 3.80% in 2008-09 from 2007-08, 3.52% increase in 2009-10 from 2008-09, a decrease of -20.6% in 2010-11 from 2009-10, 19.23% increase in 2011-12 from 2010-11.

In Lawngtlai district, there was a decrease of -9.46% in 2008-09 from 2007-08, there was a slight increase by 2.38% in 2009-10 from 2008-09, -0.49% decrease in 2010-11 from 2009-10, there was an increase of 10.32% in 2011-12 from 2010-11.

In Lunglei district, there was an increase of 1.69% in 2008-09 from 2007-08, 20.12% increase in 2009-10 from 2008-09, there was a decrease of -14.14% in 2010-11 from 2009-10, 17.65% increase in 2011-12 from 2010-11.

In Mamit district, there was an increase of 2.98% in 2008-09 from 2007-08, 2.58% increase in 2009-10 from 2008-09, there was a decrease of -8.34% in 2010-11 from 2009-10, 16.11% increase in 2011-12 from 2010-11.

In Saiha district, there was an increase of 22.3% in 2008-09 from 2007-08, a slight decrease of -1.63% in 2009-10 from 2008-09, -2.73% decrease in 2010-11 from 2009-10, there was an increase of 8.61% in 2011-12 from 2010-11.

In Serchhip district, there was an increase of 4.11% in 2008-09 from 2007-08, 3.6% increase in 2009-10 from 2008-09, there was a decrease of -12.31% in 2010-11 from 2009-10, 13.67% increase in 2011-12 from 2010-11.

Number of Students Per School:

In Aizawl district, the no. of students per school is 107.3 in the year 2007-2008, a slight increase of 111.75 in 2008-2009, decreased by 110.8 in 2009-2010 and 108.24 in 2010-2011, there was an increase by 112.66 in 2011-12.

In Champhai district, it was 78.83 in the year 2007-2008, it was increased by 80.48 in 2008-2009, there was a decrease of 79.18 in 2009-2010, a slight increase by 79.65 in 2010-2011, 93.23 increase in 2011-2012.

In Kolasib district, the total number of students per school is 106.15 in the year 2007-2008, a slight decrease of 101.9 in 2008-2009, 106.4 increase in 2009-2010, 86.82 decrease in 2010-2011, there was an increase of 99.3 in 2011-2012.

In Lawngtlai district, the number of students per school was 78.30 in 2007-2008, there was a decrease of 66.41 in 2008-2009, 67.31 increases in 2009-2010, there was an increase of 69.96 in 2010-2011, 75.41 increases in 2011-2012.

In Lunglei district, the number of students per school was 57.19 in 2007-2008, a slight decrease of 57.7 in 2008-2009, there was an increase of 61.53 in 2009-2010 and a decrease in 52.73 in 2010-2011, an increase of 60.82 in the year 2011-2012.

In Mamit district, the number of students per school was 112.30 in 2007-2008, there was a decrease of 106.29 in the year 2008-2009 , 98.64 in 2009-2010 and 84.82 in 2010-2011, there was an increase of 102.36 in the year 2011-2012.

In Saiha district, there were 60.2 in the year 2007-2008, there was an increase of 71.74 in 2008-2009 and 75.2 in 2009-2010, decrease of 73.54 in 2010-2011 and increase of 81.67 in 2011-2012.

In Serchhip district, the number of students per school was 65.22 in the year 2007-2008, there was an increase of 69.74 in 2008-2009 and 72.26 in 2009-2010, 64.6 decrease in 2010-2011 and 73.63 increase in 2011-2012.

Pupil Teacher Ratio:

In Aizawl district, the pupil teacher ratio was 13.5:1 in 2007-2008, which was increased to 13.67:1 in 2008-2009, 15.25:1 in 2009-2010, 15.96:1 in 2010-2011 and 16.50:1 in 2011-2012.

In Champhai district, the pupil teacher ratio was 13.95:1 in 2007-2008, which was decreased to 13.16:1 in 2008-2009, there was an increase of 16.91:1 in 2009-2010 and 17.67:1 in 2010-2011, there was a slight decrease of 16.23:1 in 2011-2012.

In Kolasib district, the pupil teacher ratio was 20.23:1 in 2007-2008, there was a decrease of 19.78:1 in 2008-2009, the ratio increase by 22.49:1 in 2009-2010 and decrease in 17.17:1 in the year 2010-2011, the ratio again increase by 18.23:1 in 2011-2012.

In Lawngtlai district, the pupil teacher ratio was 16.23 in 2007-2008, which was decreased to 13.57:1 in 2008-2009. There was an increase in the ratio by 12.28:1 in 2009-2010, 12.64:1 in 2010-2011 and 12.94:1 in 2011-2012.

In Lunglei district, the ratio was 11.6:1 in 2007-2008, which was decreased to 9.86:1 in 2008-2009, the ratio increase by 14.2:1 in the year 2009-2010, 11.77:1 decrease in 2010-2011 and a slight increase in the year 2011-2012 by 11.93:1.

In Mamit district, the pupil teacher ratio was 28.61:1 in 2007-2008, which was decreased to 22.86:1 in 2008-2009, 20.71:1 in 2009-2010 and 18.28:1 in the year 2010-2011. The ratio increase in 2011-2012 by 22.98:1.

In Saiha district, the ratio was 8.86:1 in the year 2007-2008, which was increased to 10.15:1 in 2008-2009 and 10.61:1 in the year 2009-2010. The year 2010-2011 shows a decrease by 9.99:1 and a slight increase of 10.36:1 in 2011-2012.

In Serchhip district, the pupil teacher ratio was 12.93:1 in 2007-2008, which was increased to 12.97:1 in 2008-2009 and 13.55:1 in the year 2009-2010. The ratio decrease by 12.68:1 in 2010-2011 and shows a slight increase in the year 2011-2012 by 13.36:1.

Teacher Based Indicators:

Growth percentage of Teachers:

In Aizawl district, the number of teachers was decreased by 3.58% in 2008-09 as compared to 2007-08, a 10.97% decrease in 2009-10 from 2008-09, and 7.8% decrease to 2010-11 from 2009-10. However, there was a 3.42% increase in 2011-12 from 2010-2011.

In Champhai district, the number of teachers was increased by 6.70% in 2008-09 as compared to 2007-08, a -21.84% decrease in 2009-10 from 2008-09, and -5.39% decrease in 2010-11 from 2009-10, 25.61% increase in 2011-12 from 2010-11.

In Kolasib district, there was an increase of 6.14% in 2008-09 as compared to 2007-08, -8.93% decrease in 2009-10 from 2008-09, there was a 3.92% increase in 2010-11 from 2009-10 and 12.32% increase in 2011-12 from 2010-2011.

In Lawngtlai district, there was an increase of 8.29% in 2008-09 as compared to 2007-08, a 13.8% increase in 2009-10 from 2008-09, there was a decrease of -3.29% in 2010-11 from 2009-10, 7.75% increase in 2011-12 from 2010-11.

In Lunglei district, the number of teachers was increased by 13.51% in 2008-09 from 2007-08, -15.52% decrease in 2009-10 as compared to 2008-09, 2.26% increase in 2010-11 from 2009-10, 16.3% increase in 2011-12 from 2010-11.

In Mamit district, there was 28.84% increase in 2008-09 from 2007-08, an increase of 13.24% in 2009-10 from 2008-09, 3.84% increase in 2010-11 from 2009-10, there was a decrease of -7.63% from 2011-12 to 2010-11.

In Saiha district, there was 6.57% increase in 2008-09 from 2007-08, a decrease of -5.95% in 2009-10 from 2008-09, there was an increase of 3.31% in 2010-11 from 2009-10, 4.78% increase in 2011-2012 from 2010-11.

In Serchhip district, there was an increase of 3.75% in 2008-09 from 2007-08, a decrease of -1.30% in 2009-10 from 2008-09 and -6.32% decrease in 2010-11 from 2009-10, there was an increase of 7.94% in 2011-12 from 2010-11.

Agewise Comparison of Teachers of Different Districts:

The age of the teachers was divided into three category, i.e 18-35 years, 36-55 years and 55 years and above. In the 18-35 years category Lawngtlai district has the highest number with 65.94% in 2007-08, 68.2% in 2008-09, 72.50 in 2009-10, 72.56% in 2010-11 and 74.75% in 2011-12. In the 36-55 years category Serchhip district has the highest number with 53.75% in 2007-08, 51.30% in 2008-09, 50.76% in 2009-10, 49.75% in 2010-11 and 43.34% in 2011-12. Lastly, in 55 years & above category, Aizawl district has the highest percentage with 71.84% in 2007-08, 73.29% in 2008-09, 62.89% in 2009-10, 28.92% in 2010-11 and 10.31% in 2011-12.

Teachers Profile By Academic Qualification:

In Aizawl district, there were 2774 teachers, out of these 43.51% were graduates, 22.17% were secondary passed, 18.20% were higher secondary passed, 11.93% were below secondary level, 3.89% were post graduate and 0.18% were M.phil/Ph.d.

In Champhai district there were 1410 teachers, out of these 43.61% were graduates, 31.98% were higher secondary passed, 17.44% were secondary passed, 5.17% were below secondary passed and 1.77% were post graduate.

In Kolasib district, there were 781 teachers and out of these 46.60% were graduates, 23.41% were higher secondary passed, 19.46% were secondary passed, 6.78% were below secondary passed and 3.71% were post graduates.

In Lawngtlai district, there were 1731 teachers and out of these 41.30% were secondary passed, 32.92% were graduates, 13.28% were below secondary passed, 11.38% were higher secondary passed, 0.86% were post graduates, 0.17% were in the Others category and 0.05% were in M.phil/Ph.d level.

In Lunglei district, there were 2009 teachers and out of these 39.17% were graduates, 27.07% were secondary passed, 21.10% were higher secondary passed, 9% were below secondary passed, 2.93% were post graduates, 0.59% were in the others category and 0.09% were M.phil/Ph.d.

In Mamit district, there were 1102 teachers and out of these 33.21% were graduates, 28.40% were higher secondary passed, 18.78% were secondary passed, 6.26% were below secondary and 3.08% were post graduates.

In Saiha district there were 1255 teachers, out of these 41.59% were secondary passed, 32.11% were graduates, 19.04% were higher secondary passed, 6.05% were below secondary, 1.11% were post graduates and 0.07% were in the Others category.

In Serchhip district, there were 767 teachers and out of these 46.02% were graduates, 21.77% were secondary passed, 20.46% were higher secondary passed, 7.67% were below secondary and 4.04% were post graduates.

Out of a total of 1072 teachers with a qualification of below secondary, Lawngtlai district had the highest percentage (13.28%) while Champhai district

had the lowest with 5.17%, Aizawl district had 11.93%, Kolasib district had 6.78%, Lunglei had 9%, Mamit had 6.26%, Saiha district had 6.05% and Serchhip district had 7.69%.

There were 3168 teachers with a qualification of Secondary in all the eight districts, out of these Saiha district had the highest percentage 41.59% while Champhai district had the lowest with 17.44%, Lawngtlai district had 41.30%, Aizawl district had 22.17%, Lunglei district had 27.07%, Kolasib had 19.46%, Serchhip district had 21.77% and Mamit district had 18.78%.

There were 2468 teachers with a qualification of higher secondary in all the districts and out of these Champhai district had the highest percentage with 31.98% while Lawngtlai district had the lowest with 11.38%, Mamit had 28.40%, Kolasib district had 23.41%, Lunglei had 21.10%, Serchhip had 20.46%, Saiha district had 19.04% and Aizawl district had 18.20%.

Out of a total of 4665 teachers with a qualification of graduates, Kolasib district had the highest percentage with 46.60% while Saiha district had the lowest with 32.11%, Serchhip had 46.02%, Champhai had 43.61%, Aizawl district had 43.51%, Lunglei had 39.17%, Mamit had 33.21% and Lawngtlai district had 32.92%.

There were 315 teachers with a qualification of Post-graduate and out of these Serchhip had the highest percentage with 4.04% while Lawngtlai district had the lowest with 0.86%, Aizawl district had 3.89%, Kolasib had 3.71%, Mamit district had 3.08%, Lunglei district had 2.93%, Champhai had 1.77% and Saiha district had 1.11%.

There were 8 teachers with a qualification of M.phil/Ph.d and out of these Aizawl district had the highest percentage with 0.18%, Lunglei district had 0.09% and Lawngtlai district had 0.05%.

There were 18 teachers in the 'Others' category, out of these Lunglei district had the highest percentage with 0.59%, Lawngtlai district had 0.17%, Aizawl district had 0.07% and Saiha district also had 0.07%.

DISCUSSIONS:

The present study, which is an analysis of different aspects of Elementary Education in the eight Districts of Mizoram, will serve no purpose unless meaningful interpretation based on the findings is given.

After a careful and detailed study of the different aspects was made, the following points were considered and presented as a discussion.

1. A comparison of growth of number of schools in all the Districts showed that Aizawl, the State capital had a negative growth rate of .96% while Mamit which is one of the youngest district had a positive growth rate of 23.34% from 2007-2008 to 2011-2012 academic session. This finding is contradictory to the popular belief that growth in all areas of development is always concentrated in the State Capital.
2. The inconsistency in the growth of number of schools and the growth in enrolment is one issue that needs a more comprehensive study. The finding that on certain years in which there is positive growth in number of schools corresponding with decline in enrolment is a contradictory finding considering normal trend in normal circumstances. District specific comprehensive study may help in finding the cause behind these contradicting finding.
3. From an analysis of the number of students per school, it is clear that districts with more population did not necessarily have more students per school. The reason for these may be the existence of more Private English Medium Schools in the districts where there was more population.

4. The pupil teacher ratio which was lowest in Saiha District and highest in Mamit District agreed with the number of students per school.
5. The growth rate of number of teachers is very low in the State with only 2.7% from 2007-2008 to 2011-2012. However, this finding seem to agree with the growth rate in the number of schools as well as the number of students. The low growth rate may be attributed to high growth rate of Private English Medium Schools.
6. High percentage of teachers in the age group 55 & above in Aizawl district may be an indication of the policy of Government to post senior teachers in the State Capital. The rapid decline of teachers in this age group from 2010-2011 may also be an indication of the Government which offered voluntary retirement to senior teachers. High percentage of teachers in the age group of 18-35 years in majority of the districts is found to be one important step for quality improvement starting with appointing young and dynamic teachers.

SUGGESTIONS FOR FURTHER STUDIES:

As the present study had been taken up within a short duration of time, there were certain limitations as regards to time and resources. The following studies were suggested for further studies:

1. A more in depth study on the various indicators may be taken up by collecting primary data from all the eight districts.
2. A similar study covering Secondary Education maybe taken up,
3. The role played by different schemes of Central Government in the elementary education sector maybe studied to find out its effectiveness in different districts of Mizoram.