

State of Economics of Education: A study of Mizoram

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Abstract

Education is the backbone of any society and country. Our country got independence since long, but till today, it has not been able to achieve full literate. Few states have done well in this field, where the literacy rate is above the national average. Mizoram is one of them. Mizoram is the second largest literate state in India as per the census of 2011. It shows the seriousness of the state government as well as its education policy, which leads this state to become second literate state in India. Mizoram is one of the states of the North Eastern India, sharing borders with the states of Tripura, Assam, and Manipur and with the neighboring countries of Bangladesh and Myanmar. Since independence Mizoram was a district of Assam, and was counted as most backward area. The specified region was suffering from insurgent groups for freedom and statehood. Government of India declared this region as Union Territory in the year 1971. Mizoram became the 23rd state of India on 20 February 1987. The state covers an area of 2.1 million hectare and has a population of approximately 1.09 million. Around 60 per cent of the population of the state depends on agriculture. Mizoram has 8 districts with a total urban population of roughly 5.7 million and 5.2 million rural population as per the 2011 census. The year when Mizoram declared as Union territory 1971, it was enjoying a literacy rate of 53.8 percent, which was higher than the national average of 34.45; it further increased to 91.58 percent in 2011 census only after the state of Kerala which is 93.91 percent. In this paper an attempt was made to analyze the education system in the state of Mizoram with special reference to school education. It will further analyze the government participation, private participation and public-private participation (Joint mode) of schools, and the role of missionaries in the states of Mizoram. We will further analyze the factors responsible for popularization of education among the indigenous people and higher level of literacy rate in the state. For this study both primary and secondary data were used and analyses were done on simple statistics.

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Key words: Literacy, education, school education, public-private participation.

Introduction

Education is the backbone of any society and country. Our country got independence since long, but not able to make its people literate fully till today. Few states did well in this field, where the literacy rate is above then the national average. Mizoram is one of them. Mizoram is the second largest literate state in India as per the census of 2011. It shows the seriousness of the state government as well as its education policy, which leads this state to become second literate state in India.

Mizoram is one of the states of the North Eastern India, sharing borders with the states of Tripura, Assam, Manipur and with the neighboring countries of Bangladesh and Myanmar. Mizoram became the 23rd state of India on 20 February 1987. The state covers an area of 2.1 million hectare and has a population of approximately 1.09 million. Around 60 per cent of the population of the state depends on agriculture. Mizoram has 8 districts with a total urban population of roughly 5.7 million and 5.2 million rural population as per the 2011 census.

Since independence Mizoram was a district of Assam, and was counted as most backward area. The specified region was suffering from insurgent group for freedom and statehood. Government of India declared this region as Union Territory in the year 1971. That time state was enjoying a literacy rate of 53.8 percent which increased to 91.58 percent in 2011 census only after the state of Kerala which is 93.91 percent.

Being a inclusive society where social disparity is very less common ownership in the resources, mizo people given the priority of education. Their religious organizations i.e., promote education in the name of Sunday schools. These Sunday schools are very popular as well as playing a crucial role for development of literacy and education in the state.

In this paper an attempt was made to analyze the factors responsible for the increased literacy rate, also an attempt was made its

Education Policy of the Mizoram:

Formal education in Mizoram started with the arrival of Christam missionaries. The Christam Missionaries introduced the Roman scripts in 1894 with a phonetic form of spelling. They started opening schools in few villages in 1901. In 1909 the first ever Middle Schools were opened in Aizawl and Serkawn respectively. In 1944, the first High School was started in Aizawl by public donations. The opening of High school marked as a new era in the educational progress of the state of Mizoram.

From 1895 to 1952, Elementary Education was looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 and 1972, the management of Primary Education was in the hand of District Council. When Mizoram become Union Territory in 1972, the administration and management of elementary education was transferred to the government. Since then there has been phenomenal growth in education sector of Mizoram.

The Directorate of Education was established in the year 1972. This was the landmark in the history of education sector in Mizoram. After the creation of Directorate of Education a large number of schools colleges, technical institute and universities were established in the state of Mizoram

Table1: Modern Education Development History of Mizoram

SL. No	Year	Events or establishments of Educational institutions in Mizoram
1	1898	Establishments of first Primary schools in Urban area
2	1901	Establishment of first Primary School in rural area
3	1903	First Examination in Class –III Level
4	1907	Establishment of first Upper Primary School
5	1909	First Examination in Class VI Level
6	1944	Establishment of first High School
7	1948	First Matriculation Examination
8	1958	Establishment of first Collage
9	1975	Establishment of Mizoram Board of School Education
10	1975	Establishment of Mizoram Institute of Education later upgraded to Collage of Teacher Education(CTE)
11	1980	Establishment of SCERT
12	1997	Opening of Collage of Veterinary Science and Animal Husbandry under Central Agriculture University at Seleshi, Aizawl
13	2000	Establishment of Mizoram University
14	2005	Establishment of ICFAI in the State
15	2005	Establishment of 6 Mini DIETs in the State
16	2010	Establishment of National Institute of Technology(NIT)
17	2016	Opening of Collage of Horticulture at Thenzawl
18	2018	Opening of Mizoram Institute of Medical Education and Research (Medical Collage)

Source: Directorate of School Education, Govt. of Mizoram

All these institutions are very crucial for the development of education in the state. The state had a literacy rate of less than one percent in 1901 is grown to 91.58% in 2011 (Census). The education department has a aim to achieve 100% literacy with in short period of time and started project known as *Rapid Action for Total Literacy Campaign*. The effort of the state government is on to achieve the 100% literacy within next census, which will be held on 2021.

Literature Review

In the available literature, consulted, there was no mention about the state Mizoram specifically. However, few studies were found which is relevant for the topic and the studies were done covering whole North Eastern Region of India or other part of the India or general observations about education sector of India. Few of them were mentioned below:

Radhakrishnan and Akila (1993) had conducted a study entitled “India’s Educational Efforts: Rhetoric and Reality”. In this study it was found that in 1951, 241.64 million people were illiterate in India which has reached to 335.83 million in 1991. The average male literacy in ST and SC was very low i.e. 7 to 15 percent below the national average. But there were some states and union territories like Gujarat, Kerala, Delhi, Goa, Nagaland, Mizoram, Sikkim, Lakshadweep and Manipur which has literacy rates 21 to 50 percent higher than the national average. Female literacy rate in SC and ST was too insignificant i.e. 13 and 10 percent respectively except in Kerala, Dadar and Nagar Haveli, Mizoram and Lakshadweep. Study concluded that there are two main reasons for slow growth of literacy and education in India i.e. dominance of upper class and the unstructured educational system. It also says that government has failed to make education as a central part of its development strategy.

Sharma (1998) in her paper entitled “Universal Elementary Education: The Question of 'How'” studied that how the elementary education can be made universal. For this she has selected 65,861 children from India studying in fourth grade and tested their elementary academic skills. For testing the skills, two basic tests i.e. arithmetic and reading comprehension in the mother tongue were conducted. The results of these tests showed that many children were not able to answer half of the questions correctly. In mathematics test Karnataka has score the lowest score only 9.4 percent children scored above 50 percent and Punjab has scored highest score here 60.9 percent children has scored above 50 percent. In reading comprehension also Karnataka was last only 3.3 percent of children has scored more than 50 percent and surprisingly Bihar has scored highest here only 22 percent children has scored less than 50 percent and second highest goes to Mizoram 34.6 percent

children has scored less than 50 percent. The study concluded that there is a need to scrutinize the education system and also non-educational measures should be taken to prepare children for education and facilitate the process of learning.

Husain (2011) in the study, tried to find out that whether the women in north India face greater discrimination as compared to the women in other zones of India in completion of school education. For this study, Indian states were divided into 3 categories i.e. Northern and Central states, Eastern and North Eastern states and Southern and Western states. The study found that gender disparities are higher in rural areas of northern states and in urban areas, disparities are higher in eastern states.

Sahni and Shankar (2012) have studied the participation of girls in higher education in India. In this study, girls' participation in higher education was examined at three levels that i.e. national level, state level and inter-state level. It was found that the progress by the girls has reached to new heights but it is not reflected adequately in the national level indicators. But there were disparities found in the faculty wise distribution and also lack of guideline in meant for improving girls' participation in higher education

Powell (1945), has studied the condition on Indian educational development pre independence. It was found that the population of British India according to 1941-42 census was 295,809,000 out of which on 19 percent of men and 5 percent of women were literate. According to 1938-39 figures there were only 9.5 million boys and 1.5 million girls were studying in primary school. At secondary stage there were only 1.5 million boys attending Anglo vernacular schools and 638,000 in vernacular middle schools while girls in both were 174,000. Students at university stage were 176,291 only and when these figures were compared with United Kingdom it was very less. The study found many reasons which were responsible for such a horrible condition of Indian education system. It was stated that special emphasize should be given on girls education and the social aspects which are becoming a barrier in the way of education should be removed.

Benjamie (2008), studied the condition of dalits in higher education in India. It was stated in the study that even after sixty years of independence, dalit community is still lagging behind in the field of higher education. The survey conducted by the "National University of Educational Planning Administration (NUEPA) for Ministry of Human Resource Development" shows that the enrollment of SC and ST has not changed much in year 2006-2007 but the ranking of states on the basis of educational development index with regarding to SC and ST has

improved. There is a need of expansion of higher education in 11th plan and also in 2008-09 budget of government of India. Government should also focus on the dalits which were debarred from learning for centuries.

Sengupta (2012), has tried to through light on the aspects of education in 19th century in Assam. The state has taken noticeable decision for education till upper secondary level. The paper discusses the contribution of Francis Jenkins, the officer-in-charge of the Assam division and the man who was responsible for initiating the modern system of education in Assam. The study explains how the education policies in Assam in 19th century were made more favorable for economist. Instead of providing basic educational facilities emphasize were given more on creating intelligent labour.

Singh and Ahmad (2012), studies the development of higher education in North-East in India. In the study it found that there is conscious growth in number of institutions of higher education in North –east. Every north eastern state has at least one central university. Not only this IIT and IIM has also been setup in Shillong and Guwahati respectively. UGC is also supplying enough funds to the universities and colleges here. However these facilities have not dissuaded the students of north east from going to different parts of the country for higher studies.

Objectives

The objective of this study is broadly to analyze the education scenario of the state, which is divided into the flowing sub objectives:

1. To analyze the overall education policy of the state
2. To analyze the financing pattern of school education
3. To analyze the gross enrolment ration (GER) and drop out ration of the students in the state
4. To find out the sustainable development goal of the state for education and its strategy to achieve that in specified time line.

Methodology

The present study is based on based on secondary data only. Data collected from the Department of Education, Government of Mizoram, Aizawl. It was in the form of annual report only.

Present status of education and trend: an analysis

Mizoram is a state enjoys the second largest literate state in India. Its education sector is vibrant and the participation both government and private sector is crucial for the achievement of its educational growth. The state which is going to achieve more than 90 percent literacy within 100 years and trying to achieve 100 percent literacy within a short period

of time. The state has lots of challenges to achieve this target. Here an analysis was presented about the present educational trend to find out the shortcomings and converting them into advantage to achieve 100 literacy in the state.

Table 2: Growth of literacy rate in the region: a comparison

Literacy rate Literacy rate/Yea/Year	Mizoram	Assam	Tripura	India (National)
1971	53.80	33.94	30.98	34.45
1981	59.88		50.10	43.57
1991	82.26	52.89	60.44	52.21
2001	88.80	63.25	73.19	64.84
2011	91.58	72.19	87.22	74.04

Source: Compilation of census data

Note: there was no census in Assam in 1981

Table no 2, It was observed that the growth of literacy rate of Mizoram is highest in the region for last five decades. As well it is higher than the national average.

Table 3: Glance of School education in Mizoram

Sl. No	Type of Schools	Number	Percentage
1	Primary only	1535	39.17
2	Primary with upper Primary	449	11.45
3	Upper primary only	1094	27.92
4	Secondary	666	17.00
5	Higher Secondary	175	4.46
Total		3919	100

Source: Department of Education, Government of Mizoram, Aizawl

The above table shows that the total number of schools in Mizoram is 3919. Out of which 1535 schools are of primary level. 449 schools are primary with upper primary. 1094 schools are upper primary only and 666 schools are of secondary level. It can be observed that the number of secondary level schools is quite less in comparison to primary level schools.

Table 4: Number of schools by Ownership

Government		Private	
Department of Education	2186	Unaided Private	1049
Local body	366	Aided Private	237

Central Govt.	15	Private Unrecognized	65
Tribal welfare Department	1		
Total	2568	Total	1351
Grand Total			3919

Source: Department of Education, Government of Mizoram, Aizawl

The above table shows that number of government owned schools are almost double in comparison to private owned school. Department of education has the maximum number of schools and the total government owned schools are 2568 whereas the private owned schools are only 1351. It shows the government is more active in the field of education in Mizoram as compared to private owner.

Table 5: Financing Pattern of Schools

Category	Number of Schools	Percentage
Government funded	2568	65.53
Private Public Partnership (Govt aided)	237	6.04
Private	1114	28.43
Total	3919	100

Source: Department of Education, Government of Mizoram, Aizawl

The above table reflects the financing pattern of the schools in Mizoram. It has been observed in the previous tables that government is the major player in the field of education in Mizoram. Here also 65.53 % of schools in Mizoram are financed by the government. 6.04 % schools are in private public partnership which means they get some aid from government but not fully funded by government and 28.43% of schools are fully private. They manage their funds by themselves without taking any aid from government.

Table 6: Annual average Dropout rate

Sl No	Level	Dropout rate
1	Primary (Class I to V)	8.5
2	Upper Primary (Class VI to VIII)	3.7
3	Combined (Class I to VIII)	6.4
4	Secondary (Class IX – X)	9.25
5	Higher Secondary (Class XI – XII)	17.03

Source: Department of Education, Government of Mizoram, Aizawl

The above table shows the annual average dropout rate. It can be seen that around 17.03% of student leave their studies during higher secondary. 9.25% of students leave their studies at secondary level. 3.7 %

of students leave their studied at upper primary level and 8.5% of students leave their studies in the very beginning i.e. at primary level. Though the number of dropouts at combined level i.e. primary and upper primary level is not much but number of dropouts at secondary and higher secondary is on higher side and it should decrease.

Table 7: Enrolment Trend (2017-18)

Sl. No.	Particulars	Number (In Lakh)	% (Increase or Decrease)
1	Primary	1.37	0.23
2	Upper Primary	0.65	-0.12
3	Secondary	0.37	2.35
4	Higher Secondary	0.22	-3.10

Source: Department of Education, Government of Mizoram, Aizawl

From the table it can be observed that enrolment at primary level and secondary level has gone up by 0.23% and 2.35% respectively. It is a bit low but still satisfactory but the enrolment at upper primary and higher secondary has gone down by 0.12% and 3.10% respectively which is not a good indicator for the education sector in Mizoram. Especially in higher secondary the decrease is 3.10% which is very threatening for growing state like Mizoram. Government and local bodies should try the figure out the exact problem behind this and try to take proper steps to cope up with this issue.

Table 8: Enrolment Trend (2017-18) (Government & Aided Schools)

Sl. No.	Particulars	Number (In Lakh)	% (Increase or Decrease)
1	Primary	0.66	-4.40
2	Upper Primary	0.37	-3.11
3	Secondary	0.25	2.69
4	Higher Secondary	0.12	-4.04

Source: Department of Education, Government of Mizoram, Aizawl

From the above table it can be observed that the enrolment in government aided schools has gone down very much. Except the secondary level, enrolment in all other three levels i.e. primary, upper primary and higher secondary has gone down by 4.40%, 3.11% and 4.04% respectively. Such downfall in enrolment in the government and aided school shows that the students are shifting more towards the private schools that may be because of the quality of education and other infrastructure facilities.

Table 9: Enrolment Ratios for 2017-18 in Mizoram

Particulars	Boys	Girls	Total
Primary	117.62	114.70	113.86

Upper Primary	134.99	135.59	135.24
Elementary	122.70	120.71	121.42
Secondary	98.49	104.62	101.50
Higher Secondary	50.78	56.58	53.64

Source: Department of Education, Government of Mizoram, Aizawl

It above table reflects the enrolment ratios of boys and girls in Mizoram in 2017-18. As compare to other states this ratio is much better. Unlike the other states here in Mizoram girls are actively participating in education. From the table we can observe that there is very small difference in the ration between the boys and girls and at upper primary, secondary and higher secondary level girls are more than boys.

Table 10: Percentage of Girls to Total Enrolment and GPI in Enrolment for 2017-18

Indicators/Level	% of girls to Total enrolment	Gender Parity Index (GPI)
Primary	48.38	0.94
Upper Primary	48.52	0.94
Elementary	48.43	0.94
Secondary	50.54	1.06
Higher Secondary	51.92	1.11

Source: Department of Education, Government of Mizoram, Aizawl

This table explains the involvement of girls in the field of education. The percentage of girls to total enrolment for 2017-18 in Mizoram is quite impressive. It is almost 50% at three levels i.e. primary, upper primary and elementary and more than 50% in secondary and higher secondary. In other parts of India, girl's enrolment in educational field is comparatively low. It can be seen that their Gender Parity Index is also very good. At primary, upper primary and elementary level it is 0.94. At secondary and higher secondary it is 1.06 and 1.11 respectively which means girls are more active than boys at these two levels.

Table 11: Schools without infrastructure facility till 2017- 18

Particulars	Number	%
Total Number of Schools in the state	3919	100
Schools without girls toilet	59	1.50
Schools without boys toilet	74	1.89
Schools without drinking water facility	726	18.53
Schools without ramp for physically challenged students	2215	56.52

Schools without boundary wall or fencing	1978	50.47
Schools without play ground	1632	41.64
Schools without library	3287	83.87

Source: Department of Education, Government of Mizoram, Aizawl

For an educational institute it is very important to have good infrastructure facilities. The above table explains the condition of the schools which are lacking in infrastructure facilities. Library is one of the most important facilities which every school should have but in Mizoram till 2017-18, 83.87 % of schools are not having library which is not acceptable at all. 56.52% of schools are not having ramp for physically challenged students which is a major issue to them. 50.47 % schools are not having boundary walls because of which they are becoming the victims of encroachment by the other parties. 41.64 % schools are not having playground which is very important especially for small children who can hardly go outside for playing. Drinking water facility is very basic facility which every school should manage at any cost but here still 18.53% of schools are not having this basic facility. At present our government is emphasising on toilet facilities so the schools should also take care of this and every schools should have boys and girls toilet.

Table 12: Number of Teachers engaged

School Category	Government	Aided (private)	Private	Total
Primary only (I to V)	6556	31	1491	8078
Upper primary (I to VIII)	37	0	4746	4783
Upper Primary only	3069	458	354	3881
Secondary and senior secondary (IX to XII)	1886	978	1338	4202
Higher Secondary and Junior College	471	354	856	1681
Total	12019 (53.12%)	1821 (8.05%)	8785 (38.83 %)	22625 (100%)

Source: Department of Education, Government of Mizoram, Aizawl

The above table shows the number of teachers engaged in government, aided and private schools. In comparison to government schools, number of teachers engaged in private schools is very less at primary level but when it comes to upper primary there is sever downfall in number of teaches in government and aided schools as compare to private school, which is not good for the students studying in government and aided schools. Number of teachers engaged in upper primary only is quite good

in government schools as compare to private school. At secondary level, senior secondary level, higher secondary level and junior college level number of teachers engaged is good enough in all the schools i.e. government, aided and private schools.

Table 13: Glance of Higher education in Mizoram

Particulars	Central Govt.	State Govt.	Private	Total
University	1		1	2
University (Campus)	1	-	-	1
National Institute of Technology	1	-	-	1
IIMC (campus)	1	-	-	1
Agricultural College (campus)	1	-	-	1
No of Colleges	1	24	2	27
Regional Institute of Paramedical & Nursing Sciences	1	-	-	1
NIELIT	1	-	-	1
NIOH (Campus)	1	-	-	1
Mizoram College of Nursing, Civil Hospital	-	1	-	1
Higher & Technical Institute of Mizoram	-	1	-	1
Mizoram Institute of Medical Education and Research(Medical College)	-	1	-	1
Govt. Law College	-	1	-	1

Source: Compiled for Annual Report: 2016-17, Mizoram University, Aizawl

From the above table it can be studied that the higher education institutes in Mizoram is mostly dominated by government. In total there are 40 higher education institutes out of which 37 institutes are owned central and state government and only 3 institutes are owned by private owners. It shows that the participation of private players in higher education is very less. This may be because of low population and low financial stability of the peoples in the state.

Major findings

From the above study, following major findings were found:

- Private sector and Public sector are playing equal role in the school education.
- Public sector is dominant in the higher education sector.
- The dropout ratio for primary education which consist of class I to V is 8.5 percent in Primary and upper Primary which consist

of Class I to VIII is lower, only 6.4%. It is much better in the north eastern region of India. In higher secondary section from Class XI to XII, its only 17.03 percent.

- d. The gross enrolment ration in the state is mixed. For primary and secondary education it's a bit positive, i.e., 0.23 % and 2.35% only, but for upper primary and Higher Secondary, it's negative, i.e., -0.12% and -3.10 percent. Almost same trend recorded for last few years.
- e. Quality of education in public sector school is poor because number of teacher per school is very low compare to private schools.
- f. Public private partnership (PPP) is almost negligible in school education, higher education till now no institute or university established in this mode.

Conclusion

From the above analysis, it can be concluded that the education policy of the state is robust, because of which within 100 years of time it achieved approximately 92% literacy and within a short period of time it may achieve 100% literacy. State government is target oriented education system promote privatization of education, rural and underprivileged people are well served by government institutions.

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