

Education Reform Commission :

In order to reform the system of education in the State of Mizoram, the Government of Mizoram set up the Education Reforms Commission to recommend ways and means to raise standards of education and improve its quality. The Commission's terms of reference were wide ranging, covering all sectors of education, namely, pre-school, elementary, secondary, higher and professional education. A wide spectrum of issues including quality of education in relation to academic achievement of students and performance level of schools, drastic reduction of school dropout, development of skills for wage and self-employment through vocationalization of education, rejuvenating curriculum reform process, language development, education in universal human values, overhauling the system of governance, have been reflected upon in the report of the Commission. The very setting up of this Commission is a pointer to the expectations the State has from the reformed system of education in the State. This is one State in the Country which can be legitimately credited with this pioneering decision.

The work strategy adopted by the Commission included commissioning position-cum-issue papers on various sectors of education, thematic concerns needing special attention and the status of educational institutions in the State. In addition to obtaining relevant information and eliciting views and opinions through analytical papers, the Commission collected a lot of information through 25 structured questionnaires on all aspects of education in the State of Mizoram. The other strategy adopted by the Commission was interaction with a stakeholders to add on to its understanding of various issues relevant to education in Mizoram. The Commission also visited institutions to have an actual feel of the ground realities. This included Mizoram University, Colleges of General Education, Teacher Education Institutions, Polytechnics, Industrial Training Institute, SCERT, MBSE and different categories of schools. It studied relevant Acts, Government Notifications, Policy Documents, Reports of Committees and Research Reports.

On the basis of its understanding of issues and concerns of education and its thinking about the possible reform strategies, the Commission has prepared its report which consists of 15 Chapters, including a consolidated summary of recommendations.

Summary of recommendations:

On the basis of its analysis of the current status of various aspects of education and its deliberations on the desirable future directions in different sectors of education, the Commission has made a large number of recommendations in Chapters 4 to 14, which are reproduced below at one place to enable the readers to form a holistic view of the thinking of the Commission regarding the future of education in Mizoram.

Conceptual Parameters

Aims of Education

1. Education in Mizoram should aim at:
 - *Equipping* the Mizo youth to excel in various walks of life at the local, national and international levels.
 - *Striving* for emotional integration with the rest of the country while safeguarding the Mizo identity.
 - *Striving* for modernization through development of scientific temper among students along with respect for wholesome traditions of the Mizo society.
 - *Inculcating* social, cultural and moral values of Mizo communities along with secular values enshrined in the Indian Constitution.
 - *Ensuring* inclusive and balanced development among different socio-economic groups, ethnic groups and geographical regions.
 - *Building* a strong foundation for the scientific, technological and industrial development in the State.

Concerns and Imperatives

Structure of School Education

2. The structure of school education in the State of Mizoram should be re-organized in conformity with the expectations contained in the National Policy on Education (NPE) 1986/1992, and the definition of elementary education as contained in the “*Right of Children to Free and Compulsory Education Act, 2009*”. The re-organized structure should be:

(a)	Elementary Stage	I-VIII	6-14 years
	(i) Primary	I-V	
	(ii) Upper Primary	VI-VIII	
(b)	Secondary Stage	IX-XII	15-18 years
	(i) Secondary	IX-X	
	(ii) Higher Secondary	XI-XII	

Early Childhood Care and Education

3. The present arrangement of Early Childhood Care and Education (ECCE) as the exclusive responsibility of the Department of Social Welfare calls for a review.

4. Action should be taken by the Government of Mizoram as early as possible to ensure that pre-school/pre-primary education of 2 years' duration below Class 1 level is included as an integral part of formal primary education enabling children of 4+ years to gain entry into the pre-primary section of a primary school.

5. The State Council of Educational Research and Training (SCERT) in Mizoram should be designated as the nodal resource institution for ECCE. It may take the help of the national-level institutions like the National Council of Educational Research and Training (NCERT) and the National Institute of Public Cooperation and Child Development (NIPCCD), as these institutions have played a significant role in the past in creating capacity for ECCE in the country. The SCERT should shoulder the responsibility for maintaining database and conducting research relating to different aspects of ECCE.

Viability of Small Schools

6. The Government of Mizoram should appoint a Task Force to examine the viability of small schools on case to case basis and to recommend their merger, amalgamation or continuation on the basis of school-based and location-specific criteria.

School Mapping

7. A Task Force should be set up to map the exercise of horizontal and vertical amalgamation of non-viable schools, based on an appropriately designed criteria and to work out administrative and financial implications, in the interest of optimal utilization of physical and human resources.

Types of Schools

8. The schooling system in the State may be reorganized so as to ensure that a school starts with Class I and goes upto the highest Class of the stage which is the basis of the nomenclature of the school. In other words, the four types of schools in the State may be re-organized as under:-

(i)	Primary Schools	Classes I-V
(ii)	Upper Primary (Middle) Schools	Classes I-VIII
(iii)	Secondary (High) Schools	Classes I-X
(iv)	Higher Secondary Schools	Classes I-XII

Model Rules to Right of Children to Free and Compulsory Education Act, 2009

9. The State Government should immediately set up a mechanism to study the *Right of Children to Free and Compulsory Education Act, 2009* and the Model Rules drafted thereon and initiate implementation of the provisions after incorporating modifications in the Model Rules to suit the contextuality of the State. This needs to be undertaken urgently since the Act has come into force with effect from 1st April, 2010.

Permanent Affiliation to Schools

10. The affiliation to the Mizoram Board of School Education (MBSE) should be a pre-requisite for the grant of permanent recognition by the government. The schools should be required to obtain MBSE affiliation within three years from the date of their establishment.

Unplanned Expansion of Higher Secondary Schools

11. The unplanned expansion of higher secondary education calls for an immediate review. The Department of Education needs to constitute a Review Committee with clear terms of reference. The Committee shall, inter alia, examine the present status of the higher secondary stage in all its dimensions within a definite time frame and come out with concrete recommendations. The Committee should identify the institutions for upgradation, make an estimate of the needs of the existing as well as the prospective schools for their optimum level of functioning. The Committee should also be empowered to recommend discontinuation of +2 stage in those existing institutions that have, in the considered opinion of the Committee, no scope for improvement.

Vocational Course Offerings

12. The areas for offering vocational programmes could be chosen from amongst a variety of areas listed in the Annexures to the Chapter. The persons with disabilities namely, Orthopaedically Handicapped (OH), Hearing Handicapped (HH), Visually Handicapped (VH) and Mentally Retarded (MR) can specially benefit from vocational education programmes. Specific vocations suited to their disability are listed in the Annexures to the Chapter. The Guidance and Counseling Services in the formal school system must be activated to familiarize students with possible career paths, explaining the benefits that can accrue from participation in vocational programmes. The MBSE could initiate steps to develop teaching learning materials in the vocational courses identified to be relevant to the State. Till formal vocational teacher preparation programmes are possible to be offered in the State, it would be desirable to utilize the services of professionally skilled persons for purposes of instruction to the students.

Separate Vocational Schools

13. If the formal school system, in spite of the correctives made as suggested in the Report, does not succeed in vocational education, setting-up a few separate vocational schools

fully equipped in terms of physical and human resource to offer vocational programmes could also be attempted.

Optimum Benefit from Special Category Schools

14. The State Government of Mizoram should interact with the Kendriya Vidyalaya Sangathan (KVS) to ascertain the support the Sangathan needs in order to improve the working of the existing Kendriya Vidyalayas (KVs) and also work out the need for establishment of more KVs if the norms of KVs provide for the same to serve the interest of Mizo students.

15. The Government of Mizoram should take-up with the Navodaya Vidyalaya Samiti (NVS), Ministry of Human Resource Development, Government of India, to establish residential facilities for the Jawahar Navodaya Vidyalayas (JNVs) in each district so that the students can benefit from this facility and do not have to travel long distances for their education. The provisions necessary for the establishment of such schools should be assured by the State Government. The Commission strongly feels that establishing a JNV in each district has a potential for providing quality school education to the children of Mizoram and to ensure their easy mainstreaming into the national educational norms and standards.

16. The State of Mizoram should take up with the concerned Ministries of the Government of India to set up a Sainik School in Mizoram with an assurance of making available the land, etc. required for that purpose.

17. The State Government should initiate action to establish a Sports School at a suitable place with the assistance of the Government of India and North-Eastern Council.

Open Schooling

18. The State of Mizoram should sign a Memorandum of Understanding (MoU) with the National Institute of Open Schooling (NIOS) which offers all the categories of programmes upto the higher secondary stage, including vocational programmes. The State should assist the NIOS in setting up Accredited Institutions (AIs) in different parts of Mizoram with the required infrastructure and human and academic resources. The use of information and communication technology should be an integral part of the programmes offered through the Open Distance Learning (ODL) modality.

19. The State should take up with the NIOS for the establishment of a Regional Sub-Centre for Mizoram. It would be the primary task of the Sub-Centre to scrutinize feasibility of the existing AIs, initiate a process of accrediting viable institutions, put in place monitoring mechanism and ensure that the mission of NIOS is achieved. To diversify the Open Schooling programmes, initiative has to be taken to encourage the Institutional Training Institutes (ITIs), Jan Shikshan Sansthan (JSSs) and Krishi Vigyan Kendra (KVKs) to become Accredited Vocational Institutes. The State Department of Education may decide to set up a Cell under its guidance to address the matters relating to Open Schooling programme in the State.

School Curriculum: Concerns and Imperatives

ECCE Curriculum

20. A new State level curriculum policy for ECCE to address the stated imperatives be immediately formulated. The SCERT should be designated as the nodal agency for the development of curriculum outlines and capacity building of Early Childhood Education (ECE) teachers.

21. The curriculum should not be perceived as a mere total of subjects taught in school. Instead, each and every activity organized in the school should be treated as an integral part of curriculum.

Language Laboratory

22. Language laboratories to facilitate teaching of English may be set up to cater to development of effective communication skills, especially when the professional competency of teachers teaching English is not of the appropriate quality. These laboratories may respond to the needs of a cluster of schools and may be located appropriately.

Promotion of Hindi

23. In keeping with the National Pattern, Hindi should be made compulsory upto Class X and there should also be a provision for teaching Hindi as an elective subject at higher secondary stage. The facility of teaching Hindi should be made available in at least 50% higher secondary schools and that there should be provision for stipend for Mizo students who offer Hindi as an elective subject at the higher secondary stage. The posts of Hindi teachers be created in all schools @ one teacher for 5-6 sections, and private schools, both aided and unaided, be required to recruit at least one properly qualified teacher of Hindi.

Environmental Studies

24. Environmental studies (EVS) at the primary stage should be handled by a single teacher whose orientation and training should be such that he/she knows how to diffuse subject boundaries. The teacher should be trained to contextualize teaching of EVS in tune with local environment. At the upper primary stage, topics related to natural and social domains could be handled separately.

Education in Mathematics and Science

25. The curriculum of mathematics should be suitably re-designed to bring it in line with modern technological devices which can assist in the development of conceptual framework for learning mathematics. The teaching of mathematics should be done through pattern recognition with a focus on concepts and this approach should be reflected in the curriculum materials developed by the MBSE and the training of teachers organized by the SCERT, the District Institutes of Education and Training (DIETs) and the College of Teacher Education (CTE). It should be mandatory for every school to have mathematics laboratory and mathematics kits, appropriate to the conceptual needs of different stages of school education.

26. The existing science curricula developed by the SCERT/MBSE should be re-examined to ensure that the process of science is more in focus than the product of science. This may require reorienting the courseware currently in use in the State.

27. The existing ITIs and Polytechnics could be entrusted with the task of developing and multiplying science kits to be made available in numbers to all the schools so that the children are able to conduct some guided experiments to learn basic concepts of science. The basic design of the kits can be procured from the NCERT by signing an appropriate MoU.

Interfacing Work and Education

28. Since the implications of interfacing work with each area of school curriculum has not been attempted, development of new wave of instructional materials incorporating this concern should be developed by the MBSE and the SCERT and the teachers oriented accordingly to this philosophy.

Art Education, Health and Physical Education and Work Education

29. Unless art education, health and physical education and work education are brought to the center-stage of school curriculum, the focus of a holistic development of the child will remain a far-fetched dream. The Department of Education should ensure that not only these areas are included in the school curriculum but they are also given the time which would be exclusively meant for these areas. Non-availability of persons who can handle instruction competently in these areas can affect their teaching badly and, therefore, properly qualified teachers for these subject areas must be provided from amongst fresh graduates or by orientation of the existing teachers.

Fundamental Duties of Citizens

30. The school curriculum should reflect seriously on values enshrined in Article 51A: Fundamental Duties of Citizens. The values referred to in this Article of the Constitution should be elaborated in each curricular area and practised through activities.

Mechanism of Review of Textbooks

31. The designated curriculum development authorities in Mizoram should evolve a standing mechanism in undertaking a thorough analysis of the textbooks of all stages of school education from the standpoint of national integration and to ensure that they conform to the values enshrined in the Constitution of India.

Medium of Instruction

32. Elementary education should be imparted in the child's mother tongue. English should be adopted as the medium of instruction from Class IX onwards. English should be permitted to be used as medium of instruction from class VI onwards in those schools that have adequate number of teachers, capable of teaching in English. In schools where there is concentration of minority community children, mother tongue of the child should be used as medium of instruction in Class I and II.

Semester System

33. As a step towards curriculum reform, the State of Mizoram should introduce the Semester System in its schools, with flexibility in course offerings and permitting their completion at the student's own pace.

Curriculum Transaction

34. Intensive orientation of all teachers should be organized by the SCERT or the MBSE to familiarize the teachers with the concept of *constructivism* so that they can make their classroom transaction practices child-centered and activity-based.

35. E-learning materials should be developed in every subject in an interactive format to supplement the textbook and other learning materials in print form to ensure better comprehension of ideas and concepts.

Continuous and Comprehensive Evaluation

36. No public examination upto elementary stage, that is, Class VIII should be conducted in view of the provisions contained in Section 29 of the *Right of Children to Free and Compulsory Education Act, 2009*. This, however, implies much greater accountability on the part of the school and the teachers to use ways and means to ensure the required levels of learning on the part of the pupils and their assessment through Continuous and Comprehensive Evaluation (CCE) spread over the total instructional time.

37. The system of CCE should be planned and its details properly worked out and teachers oriented to perform a new role in the assessment of their students. The phasing out of public examination at the end of Class X should be dependent upon the correct implementation of the provisions of the CCE.

Grading System

38. Grading system should be implemented at all levels of school education in scholastic as well as non-scholastic areas of the school curriculum. To begin with, the grading system as suggested by the CBSE should be adopted and experimented with leading to the evolution of the State's own grading system based on the experiences gained. The preparations needed to facilitate the switch over would involve development of modules on the grading system and the orientation of teachers and evaluators to comprehend the system towards effective implementation which should be immediately initiated.

Educating Teachers

Backlog of Untrained Teachers

39. The State Government should implement a time-bound plan to clear the backlog of untrained teachers within a period of five years.

Enhancing Infrastructure for Training

40. Two new Colleges of Education be established at Lunglei and Champhai with an annual intake of 200 in-service teachers. The proposed Colleges could start the B.Ed. (Regular) programme when the in-service teachers are not forthcoming for the Multimode B.Ed. programme.

41. The CTE should design the B.Ed. (Multimode) programme and submit it to the Mizoram University. The programme may comprise institution-based study of three months' duration, home study, project work, and practice teaching in schools during the remaining nine months. The entire cost of designing and running the programme including the cost of examination should be borne by the Mizoram Government.

New Programmes

42. The State Government should impress upon the Mizoram University to establish departments on the university campus offering undergraduate and postgraduate courses in Physical Education, Visual Arts, Music, Dance, and Theatre Arts.

43. The State Government should impress upon the Mizoram University to offer B.Ed. and M.Ed. (Special Education) programmes on its campus.

Functioning of DIETs

44. The appointment of academic staff in the DIETs is said to be co-terminus with the Centrally Sponsored Scheme of Teacher Education. Therefore, the academic staff is drawn from the Directorate of School Education on deputation basis. The State Government should own the responsibility of running DIETs even after the central funding is not available. Therefore, permanent staff should be posted in DIETs as per Recruitment Rules (RRs) to be specifically framed for DIETs keeping in view their objectives and functions.

45. All first year students of the 2-years Diploma in Elementary Education (D.Ed.) course offered in the DIETs should be allowed to commence their studies of the 2nd year without waiting for the Board result of the first year examination. The students who fail to qualify in the first year examination, should be provided opportunity to take the supplementary examination during the 2nd year of the programme.

46. Necessary arrangements should be made to offer Diploma in Physical Education (D.P.Ed.) in one of the DIETs. Likewise, Diploma in Visual Arts Education (D.VA.Ed.) and Diploma in Performing Arts Education (D.PA.Ed.) programmes may be offered in two other DIETs.

47. Instead of establishing a separate programme for the preparation of ECE teachers, an integrated programme for the preparation of both ECE and primary teachers should be designed and offered in all the DIETs.

48. The RRs for DIET academic staff should be framed in accordance with the norms and standards prescribed by the NCTE in respect of the faculty for elementary teacher education programmes.

Innovative Hindi Teacher Training Programme

49. The Mizoram Hindi Training College should design curriculum for the 4-year integrated B.A., B.Ed. (Hindi) programme and introduce it at the earliest with the approval of Mizoram University. The products of the programme should be eligible to join postgraduate

programmes in Hindi or Education. The students enrolled in the programme should be given incentives in the form of stipend @ Rs.1,000/- per month and free hostel accommodation.

Reorganization of SCERT

50. The Deputy Directors be re-designated as Readers and the faculty members holding positions like Research Officers, Consultants, Counselors, etc. in the pay scale of lecturer may be re-designated as lecturers. There should be no post lower than the post of a lecturer in the SCERT. However, a few positions of Project Associates or Research Associates could be created to provide academic assistance to the faculty, specially in field work and data analysis. The SCERT faculty should be given the pay scales of officers holding comparable posts in the school education department.

51. The State Government should frame RRs for the academic staff of the SCERT keeping in view its functions. A Task Force should be appointed to allocate staff positions to different departments of the SCERT and to establish the common cadre of SCERT and DIETs staff.

Pace-Setting Role of State Institutions

52. The CTE should develop and offer the M.Ed. programme with the approval of Mizoram University. The state should pursue its claim for the upgradation of the CTE into Institute of Advanced Studies in Education (IASE) and for the establishment of a CTE at Lunglei. The IASE and the Department of Education, Mizoram University should provide facilities to the faculty of the SCERT, the CTE and the DIETs to pursue Ph.D. in education or in allied disciplines like psychology, philosophy and sociology. This shall certainly raise the quality of research in the SCERT and other TEIs.

53. The INSET should be treated as a regular and indispensable activity of the Department of Education for which provision in its annual budget must be made, and in no case it should be tied with the receipt of central assistance.

54. The responsibilities of INSET to different institutions could be assigned as under:

Institutions	Target Groups
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CTE	(i) High School Teachers of English, Mathematics, Social Sciences, Science and Mizo language. (ii) Higher Secondary Teachers of English, Mizo language, Electives in the Arts and Science streams. (iii) Teacher Educators of DIETs.
Mizoram Hindi Training College	Hindi Teachers of Elementary and Secondary Schools.
SCERT	(i) School Heads and Educational Administrators. (ii) Theme based INSET for teachers of different levels like Inclusive Education, ICT in Education, Vocational Education, Arts Education, and Physical Education. (iii) Lecturers of DIETs and SCERT for induction training. (iv) Resource Persons in different subjects for the training of Primary and Upper Primary School Teachers.
DIETs	(i) Pre-primary Teachers. (ii) Primary School Teachers in Mizo language, English, EVS, and Mathematics. (iii) Upper Primary (Middle) School Teachers in Mizo language, English, Social Science, Science, and Mathematics.
MBSE	(i) Paper setters. (ii) School teachers in CCE.

Professional Development of Teachers

55. Every teacher should be provided an opportunity to undergo training of 8-10 days once in 3-5 years. The training in a subject for a particular stage may be divided into 7-8 Modules. A teacher may attend the first three modules during the first-ten years of service and the remaining Modules in the next twenty years. The content of each module may be both subject specific as well as new thrust areas in different aspects of education such as inclusive education, use of ICT, etc. The completion of a Module should entitle a teacher to earn the pre-specified credits and the accumulation of a certain number of credits should be one of the bases for his/her career advancement.

56. The SCERT, CTE, DIETs and Mizoram Hindi Training College should constitute Programme Advisory Committees comprising reputed educationists, researchers and administrators with increased focus on teacher development programmes.

Teachers and Teacher Organizations

Under Qualified Teachers

57. The State Government should adopt the following strategies to address the problem of under qualified teachers:

(i) A special Voluntary Retirement Scheme (VRS) be devised with suitable incentives for the teachers who shall opt for the scheme. The incentives may include payment of full salary for the remaining period of service, and full pension benefits. A Task Force comprising Human Resources (HR) professionals, finance experts and officers dealing with service matters may be set up to work out the details of the scheme. However, before the finalization of the scheme, representatives of teachers ought to be consulted.

(ii) The scheme should be made compulsory for the under-matriculate teachers but it could be made optional for the teachers who are matriculates. However, the teachers not opting for VRS should be required to pursue higher secondary education through the Open Distance Learning (ODL) system. In addition, they should be required to attend at least two short-term teacher education programmes in DIETs during vacation. Such teachers should be posted in Primary schools or in Primary sections of upper primary (Middle) schools or even could be attached with the offices of the Sub-Divisional Education Officers (SDEOs). The possibility of offering them alternative employment in the Department of Education could also be explored for which suitable posts need to be identified.

(iii) The responsibility for developing Training Modules in different areas of primary school curriculum may be entrusted to the DIETs and the District Resource Centres (DRCs). Generally, primary teacher education programmes like D.T.Ed. aim at preparing teachers for teaching all areas of primary school curriculum but such teachers who are in the department for a very long time may find it difficult to prepare themselves for teaching subjects like science, mathematics, English, and Hindi. Therefore, DIETs should design Training Modules to equip such teachers for teaching curricular areas like Mizo language, EVS (social studies), physical education or work education.

Untrained Teachers

58. The following strategies to address the problem of untrained teachers:

(i) In future, all appointments of teachers should be made strictly in accordance with the RRs and in no case relaxation should be granted for making appointments on regular basis.

However, if it becomes necessary to recruit untrained teachers, it should be done purely on temporary basis for a very limited period.

(ii) The untrained teachers may either enroll themselves in the D. Ed. and B. Ed. programmes through distance mode. Alternatively, the CTE and Mizoram University should develop a multimode B.Ed. programme, which may include students' participation in personal contact programmes home study, project work and practice teaching.

(iii) In the case of higher secondary school teachers, B. Ed. should also be made an essential qualification. However, in view of non-availability of trained post-graduates in adequate number, relaxation may be granted for a period of five years but thereafter the recruitment of untrained post-graduates should be totally stopped. However, the RRs must include a condition that untrained teachers, if selected, shall be entitled for annual increment only after they acquire the B.Ed. degree through distance mode or through the proposed multimode B.Ed. programme.

Subject-wise Teachers

59. The subject-wise posts for upper primary (middle) school and high school teachers like TGT (Science), TGT (Mathematics), TGT (Social Sciences), TGT (English), TGT (Mizo language), TGT (Physical Education), TGT (Hindi), TGT (Visual Arts), TGT (Performing Arts), etc be created. However, a teacher should be required to teach one more subject in addition to the subject for which he/she is recruited provided the teacher has studied the second subject at the graduation level or as a methodology subject in the teacher education programme.

Cadres of Teachers

60. There should be only three cadres of teachers namely PRT, TGT and PGT (Lecturer) for which the cadres of upper primary (middle) school teachers and high school teachers be merged together and a unified cadre of TGTs be established. The PRT cadre should also include ECCE teachers. The headmasters, and teachers should be provided opportunity for upward mobility from a lower cadre to higher cadre by fixing a certain percentage of positions in the higher cadre for the teachers of the lower cadre.

Contractual Appointments

61. In the case of education department, the ban on new recruitments and also recruitment against vacant positions should be immediately lifted and the practice of contractual appointment of teachers should be stopped except in exceptional circumstances.

Handling Recruitment of Teachers

62. A Cell within MPSC should be established to handle recruitments for the Department of Education. The Cell may have to following functions:-

- (i) Selection of teachers and Heads of Schools and Colleges.
- (ii) Selection of Academic staff for CTE, DIETs, SCERT, MBSE and Mizoram Hindi Training College.
- (iii) Selection of CEOs, SDEOs and DEOs.
- (iv) Selection of Professional staff for Vocational and Technical education institutions.
- (v) Conduct of competitive examination for Mizoram Education Service (MES), if constituted.
- (vi) Conduct of State Level Eligibility Test for college teachers.

Storage of Science and Mathematics Teachers

63. The following strategies should be adopted to ensure the continuous flow of well qualified science and mathematics teachers into the system:

(i) At least 50% strategically located higher secondary schools and undergraduate colleges should be identified for the introduction of science stream. As far as possible, such schools and colleges should be spread all over the State with at least one school and one college in every district. However, the number of schools and colleges in a district should be in proportion to the student population at the high school and higher secondary stage respectively. In addition to qualified science teachers and well equipped science laboratories, the identified schools and colleges must have separate hostels for boys and girls to provide free accommodation to out-station students.

(ii) In the D.T.Ed. and B.Ed. programmes, 20% seats should be reserved for the science students. However, the percentage of reservation should be gradually increased every year so as to reach 50% within a period of 2-3 years. Besides a monthly stipend of Rs.500 to Rs.1,000/-, such students should be provided employment at appropriate level in the Department of Education immediately after the completion of the teacher education programme.

(iii) The State government should formulate a scheme for the promotion of science and mathematics education in schools and colleges, for which annual budget should be earmarked. The scheme should have provision for annual grants to all upper primary (middle),

high and higher secondary schools and colleges where facilities for science education are available. The grants should be meant for the procurement of science equipments and materials.

(iv) The posts of Laboratory Attendants should be created for higher secondary schools to give boost to practical aspects of science teaching.

(v) The teachers posted in difficult areas (D category) should be given special incentives like House Rent Allowance (HRA) and difficult area allowance.

Shortage of Hindi Teachers

64. In order to overcome the shortage of qualified Hindi teachers:

(i) As part of three language formula, Hindi should be taught as a compulsory subject upto Class X, for which the syllabi and textbooks should be specially designed in sync with the ethos of the Mizo society. The MBSE may initiate the necessary steps for its introduction at the high school stage.

(ii) Hindi should be included as an elective subject in the higher secondary curriculum. It should be possible for students to take up Hindi as one of the electives in addition to the study of one MIL as part of core curriculum.

(iii) To begin with, at least 20% higher secondary schools and degree colleges should make provision for the teaching of Hindi as an elective subject, for which the Mizoram Government should create an appropriate number of posts of Hindi PGTs for higher secondary schools and Hindi lecturers for degree colleges.

(iv) The teacher trainees pursuing Shikshan Parangat (B.Ed.) and Shikshan Praveen (D.T.Ed.) programmes in the Mizoram Hindi Training College should be interviewed during the period of training for regular appointment in the Department of Education so as to enable them to join their duties immediately after completion of the course.

Continuing Professional Development of Teachers

65. In addition to institutionalization of teachers' in-service education, the State Government should formulate a scheme with multiple provisions for the continuing professional development of school and college teachers for the implementation of which a separate budget head may be created in the budget of the Department of Education. The scheme may have provisions for study leave, grants for participation in seminars, etc. and study visits.

66. In order to ensure implementation of the teachers' professional development scheme, a modest sum of Rs.50 lakhs should be provided every year in the budget of the Department of Education to cover expenditure on the salary of contract teachers hired against the teachers proceeding on study leave, travel grants for participation in seminars, etc. and for the organization of study visits.

Service Conditions of Teachers

67. Teachers' Welfare Fund may be established with an initial corpus of Rs.5 lakhs with an annual contribution of Rs.50 thousand. The fund should be non-lapsable, that is, the funds unutilized during a year should be carried forward for utilization during subsequent years.

68. The State Government should make adequate provision in the budget of the Department of Education for the payment of either pension or Contributory Provident Fund (CPF) and gratuity to the teachers of government aided schools. Alternatively, the schools should be granted permission to charge Development Fund from the pupils and some percentage of the Fund may be earmarked and parked in a separate account for the payment of retirement benefits. Besides gratuity, management's contribution towards CPF may be made out of the funds parked in the separate account.

69. The following provisions should be incorporated in the conditions of recognition of unaided schools in order to protect the teachers against exploitation.

(i) The school management shall pay salaries and allowances to the teachers on the pattern of government school teachers.

(ii) The school management shall make provision for the payment of CPF/EPF and gratuity to the teachers as per rules of the State government.

70. The Village Council should provide land and the School Managing Committee (SMC) should mobilize funds for the construction of staff quarters. The School Development Plan (SDP) to be prepared by the SMC must include the provision for the construction of staff quarters alongwith the provision for additional classrooms, laboratories, workshops, playgrounds, etc.

71. In order to redress teachers' grievances expeditiously, the Grievance Redressal Mechanisms should be established at the State level, district level and sub-division levels.

72. The proper operationalization of the Grievance Redressal Mechanisms, the State Government should frame rules for the constitution of State, District and Sub-Divisional Grievance Redressal Committees specifying their composition, jurisdiction, and functions.

Code of Professional Ethics

73. The State Government should appoint an expert group to examine the Code of Professional Ethics for teachers developed by the NCERT and modify it in the light of the RTE Act 2009 in consultation with the representatives of teacher organizations. The modified version may be submitted to the State Advisory Board (SABE) for consideration and approval. It is further recommended that at the time of initial recruitment of teachers, the 'Code of Ethics' should be included in the offer of appointment, and the teacher should be required to furnish an undertaking to the effect that he/she would follow the 'Code' in letter and spirit.

Rejuvenating Higher and Professional Education

Unviable Colleges

74. Each institution of higher education should have a critical mass of students as well as faculty and, therefore, it is recommended that the State Government should appoint a Task Force to examine the viability as well as desirability of a college with students' enrolment of less than 200. Besides exploring ways and means to increase the students' enrolment by improving infrastructure and offering additional courses, the colleges found to be unviable should be merged with better functioning nearby colleges.

Colleges under PPP Model

75. As the establishment of full-fledged College of Fine Arts, College of Performing Arts, and College of Physical Education require huge investments, these institutions may be set up under Public Private Partnership (PPP) model. The infrastructure of the Colleges merged with other institutions could be utilized by the State Government to set up such institutions under its own control or could be handed over to the private education providers.

Academic and Examination Reforms

76. The acceptance of academic and examination reforms, as mandated by the University Grants Commission (UGC), as well as their implementation in the State under the guidance of the Mizoram University. The University should organize orientation programmes for the college teachers in order to ensure their involvement in the implementation of the reforms.

Budgetary Allocation

77. The State Government should earmark at least 20% of its budget of higher education for the upgradation of infrastructural and instructional facilities in the colleges.

Impetus to Physical Education

78. A sports department be established in each college with provision of sufficient funds for the purchase of sports equipments and materials. A post of Assistant Professor in Physical Education be created in each college for this purpose.

Upliftment of Libraries

79. Master's degree in Library and Information Science (M.Lib.Sc.) should be prescribed as the professional qualification for the appointment of a Librarian in a College. In

addition, the posts of Library Assistants and Library Attendants, depending on the number of students and books in the College, should be created.

Autonomy in Higher Education

80. College Principals should be granted sufficient autonomy in academic matters and be delegated enough powers in administrative and financial matters.

81. The State Government should identify a couple of better functioning colleges and encourage them to submit proposals to the UGC under the scheme of Autonomous Colleges.

Quality Assurance Mechanism

82. The College Development Council (CDC) in the Mizoram University should ensure that every college establishes an internal quality assurance mechanism in accordance with the guidelines provided by it. The CDC should also conduct inspection of colleges on a regular basis and the State Government should take effective measures to make up the deficiencies, if any, pointed out in the inspection reports. Further, it should be made mandatory for the colleges to seek National Assessment and Accreditation Council (NAAC) accreditation as per the directives of the UGC.

New Programmes

83. The Government of Mizoram should make provision for starting undergraduate programmes in areas like Physical Education, Fine Arts, Performing Arts, Library Science in its colleges through direct funding or under the PPP model. In addition, it should approach the Mizoram University to take up the remaining courses during the 12th Five Year Plan with due approval from the Union Ministry of Human Resource Development (MHRD)/University Grants Commission (UGC).

Monitoring of Professional Education

84. A coordination Committee under the chairmanship of the Chief Minister be set up to guide and monitor expansion of professional education in the state. MZU, NIT, CAU, NEC and ICFAI should be represented on the Committee. The Department of Higher and Technical Education of the State Government may function as the secretariat of the Committee.

ODL in Higher Education

85. The State Government should evolve an effective mechanism to monitor the functioning of the IGNOU Regional Centre and specially of the Study Centres under its jurisdiction and should continuously provide feedback to the IGNOU Headquarters and impress

upon them to take corrective measures, in order to provide quality education to the ODL students.

Engaging Adults in Education and Literacy

Evaluating Current Programmes

86. An external evaluation be conducted of the Total Literacy Campaign (TLC) phase as well as the PL phase of the adult literacy programme on aspects such as duration of the programmes, resource persons involved, the nature of the programme transaction and the level of the mastery of the participants.

87. The Government should restore the critical posts in the Directorate of Adult Education and conduct a thorough assessment of the on-going programmes and draw a follow-up plan of action for improving the internal efficiency of management system, establishing linkages with other developmental agencies for a coordinated programme of skill development of youth and adults and forging partnerships with community organizations for effective management of the life-long education programme.

State Literacy Mission Authority

88. The SLMA which has been lying dormant may be immediately revived to give the needed boost to the AE and literacy programme.

89. The Board of Management and other statutory Committees of the JSS should meet regularly; short duration courses with limited employment potential should be stopped, more centres should be opened in rural areas and equivalency programmes should be started at the earliest. The statutory Committees of the JSS should constantly review the emerging enrolment patterns and take timely action to avoid repetition of the past mistakes.

New Thrusts in Adult Education and Literacy

90. The Adult Education and Literacy programme need to be given a fresh orientation in all its aspects. Some of these are mentioned below for purposes of further elaboration:-

(i) Restructuring the existing programme so that basic literacy, post literacy and continuing education form a continuum.

(ii) Establishment of People's Education Centers to provide a range of opportunities for basic literacy education and lifelong education.

(iii) Ensuring that basic literacy is provided through a variety of context specific and group-specific approaches. Each People's Education Center takes responsibilities for organizing basic literacy programme for persons who are in need through approaches like Volunteer-based Approach, Resident Instructor Approach, Residential Camps Approach, Part-residential Camp-Part Volunteer-based Approach.

(iv) Strengthening the management system at block, district and state levels to facilitate implementation of activities in the People's Education Centers.

Vocational Education and Training: Integration of Knowledge and Skills

Expansion of VET Infrastructure

91. At least one ITI must be established in each district of the State. In addition to the trades offered in the existing ITIs, new vocational courses relevant to the needs of Mizoram should be developed and offered in these institutes.

Community Polytechnics

92. The system of vocational and technical education should be further expanded at the earliest by establishing at least four more Polytechnics in districts other than Aizawl and Lunglei out of which two Polytechnics may be designed as 'Community Polytechnics'. In addition, vocational schools should be set up in those districts where Polytechnics are not being established. The Polytechnic at Aizawl should be made co-educational so that male students of the areas surrounding Aizawl are also benefited. The State Government should appoint a Task Force to identify courses to be offered in the new Polytechnics including Community Polytechnics.

Community Colleges

93. At least two Community Colleges should be established in Mizoram to offer programmes which can lead to employment to Mizo educated youth both in and outside Mizoram. The undergraduate colleges found to be unviable may be converted into Community Colleges by utilizing the infrastructure of the College or amalgamated with some other college.

Vocational Management Information System

94. All institutions offering technical and vocational education should be brought under the umbrella of the SCTE, which could be renamed as State Council of Technical and Vocational Education (SCTVE). A suitably staffed Academic Wing should be set up in the Council to undertake Research and Development (R&D) work in the field of VET, particularly conduct of need assessment surveys; development of programmes, course designs and learning materials; maintenance of comprehensive Vocational Management Information System (VMIS).

Private Sector in Education

Panel Inspection of Private Institution

95. Like Government and Government-aided schools, the functioning of private unaided schools should be continuously monitored for which the system of Panel Inspection should be introduced. The panel comprising education officials and subject experts should be appointed to undertake thorough inspection of schools. It must be ensured that every school is inspected at least once in three years.

96. The State Government should take effective measures to check exploitation of teachers in private schools by ensuring for them security of service and emoluments as per norms of the Department of Education.

Fee Structure

97. In order to ease the financial constraints of private schools, the Schools should be permitted to levy fees commensurate with the facilities they provide to the students. However, it should be ensured that the fees are not such as lead to undue profits for the educational entity responsible for running the school.

Grant-in-Aid Modalities

98. The grant-in-aid should not be restricted to only salaries of teachers. The Department of School Education should prepare two lists of approved items of income and expenditure. The items of expenditure may include salary and allowances of teaching and non-teaching staff, retirement benefits, maintenance of building, water, electricity and telephone charges, upgradation and enrichment of instructional facilities like library, laboratories, etc. Likewise, the approved income may include receipt from fees, development funds, donations, etc. The grant-in-aid may be between 75% and 95% of the difference between the income and expenditure of the school. To begin with the grant-in-aid may be 75%, which may be progressively raised to 95% depending on the performance of the school.

Public Private Partnership

99. The following PPP models may be adopted in the State:

Model 1: The local community provides land free of cost and the State Government establishes an institution and runs it like any other Government institution. The local community may also give donations in cash or kind from time to time for the augmentation of infrastructural facilities like additional classrooms, laboratories, libraries, equipment, playgrounds, etc. In lieu of its contributions, the elected representatives of the Community may be appointed as members of the Managing Committee of the institution and should be responsible for monitoring its day to day functioning. There should be proper acknowledgment of the donations/contributions made by individuals or groups of individuals. The model envisages joint ownership of the State Government and the local community. This model may be adopted for the establishment of high/higher secondary schools.

Model 2: The State Government invites established and reputed educational entities from within Mizoram or outside Mizoram like Church to establish such institutions as are not presently in existence in the State. This model may be adopted in respect of institutions of higher or professional education or for specialized areas of study. The State Government provides the required land free of cost to the educational entity, who in turn constructs the campus and runs the institution as per the norms of the affiliating Board/University and as per the terms and conditions contained in the Memorandum of Understanding (MoU) to be signed between the State Government and the educational entity. The educational entity may be permitted to recover the costs of its investments alongwith reasonable returns through the levy of fees, which of course should be at differential rates for Mizo and non-Mizo students.

Model 3: The State Government identifies a field of study and decides the type of institution to be established. It invites Expression of Interest (EoI) from the educational entities having prior experience in the concerned field. The identified agency procures land, constructs the campus and hands over the facilities to the State Government for running the institution. The State Government reimburses the cost alongwith interest to the concerned entity in 15-20 years.

Educational Governance in Mizoram

Rejuvenating SCERT

100. The SCERT should retain its original nomenclature of the State Council of Educational Research and Training (SCERT). But, its status in the Department of Education should be at par with the other wings of the Department, that is, Directorates and its Director should be equal in rank and status with other Directors in the Department. The SCERT may function as a separate wing of the Department of Education under the direct supervision of the Education Secretary. In its academic and administrative functions, the SCERT may be guided by an Executive Committee, under the Chairpersonship of the Education Secretary. The Committee may comprise:

1.	Secretary (Education)	:	Chairman
2.	Director of School Education	:	Member
3.	Director of Higher and Technical Education	:	Member
4.	Director of SCERT	:	Member
5.	President MBSE	:	Member
6.	Head, Department of Education, Mizoram University	:	Member
7.	Principal, CTE	:	Member
8.	Principal Mizoram Hindi Training College	:	Member
9.	One Principal of DIET	:	Member
10.	Joint Director, SCERT	:	Member Secretary

101. To begin with, the responsibility for the curriculum development in respect of pre-primary and elementary stages should be transferred to the SCERT, while the curriculum development for the secondary and higher secondary stages should remain with the Board.

Rejuvenating MBSE

102. The Academic and Research Wing of the Board should be strengthened, membership of the Board should be re-examined and a suitable mechanism should be evolved to identify most competent persons for the positions of the President, the Secretary, and the Controller of Examinations (CoE) in the MBSE. This could be either done through specially constituted selection (search) Committees or the Mizoram Public Service Commission (MPSC).

103. The post of the Deputy District Education Officer (DDEO) for each district should be created. The Circle Education Officer (CEO) should be re-designated as Assistant Education Officer (AEO) as the designation CEO has different connotations and is not in conformity with the designations of comparable positions in other States.

School Managing Committee

104. A Managing Committee should be appointed for every school. The State Government should frame rules specifying the composition, functions and powers of SMC for all levels of schools.

Norms and Standards for Schools

105. The State Government should initiate appropriate action to evolve Norms and Standards separately for different levels of schools, that is, primary, elementary, secondary and higher secondary schools. The notified norms should be applicable for the government as well as aided and unaided schools. The notified norms should form the basis for the preparation of School Development Plan by the SMC on the one hand and on the other these should also serve as the reference criteria for use during annual and panel inspections.

106. The Directorate of School Education and the MBSE should revisit the norms prescribed by them for the recognition and affiliation of schools respectively in the light of the new norms and standards prescribed by the State.

107. The State Government should Commission a comprehensive school mapping study to find out the schools which could be merged with other institutions in the neighbourhood.

Mizoram Education Service

108. The State Government should initiate appropriate action for the Constitution of a specialized Education Service in Mizoram for which a Task Force may be set up to work out the necessary details. The broad parameters for the establishment of the MES are suggested below:

(i) There should be a common MES for higher education, technical education, school education and the SCERT.

(ii) The minimum entry qualification to the service should be post-graduate degree with three years teaching or research experience in the recognized educational institutions.

(iii) In the initial years of the establishment of MES, the age limit may be 24-45 years but after a few years it could be 24-35 years.

(iv) The candidates selected for MES may be provided intensive training in educational management for about 6 months.

(v) The MES should include officers like Director, Joint Director, Deputy Director, Assistant Director, DEO, SDEO, CEO, Principal of Higher Secondary School, Headmaster of Middle and High School.

(vi) The mode of selection should be written examination followed by personal interview to be conducted by MPSC.

(vii) During the transition period (initial 5 years) 50% cadre posts should be filled up by promotion and the rest through MES, and thereafter, it should be 100% through MES.

(viii) The MES should have junior, intermediate and senior grades to accommodate those already in the senior positions.

Education Code

109. The State Education Department should compile the Education Code or Manual which could serve as a 'Ready Reference' for the guidance of the administrative officers. The availability of the Reference Manual shall mean quick and better adherence to the prescribed Rules and Regulations as the officers will not have to depend on their memory or to search relevant circulars and orders from the office files.

Financing Education in Mizoram

Resource Generation

110. The State should mobilize additional resources from different sources and also evolve innovative strategies for financing the expansion and consolidation of educational facilities in the State.

Timely Release of Funds

111. The State Government should ensure timely release of its share to the implementation agencies responsible for various centrally sponsored schemes. The State Government should also make provision for giving funds from its own sources to the implementing agencies in advance in anticipation of the receipt of funds from the central agencies.

112. The State Government should take up with the central government about setting up of Jawahar Navodaya Vidyalayas in each district, some more Kendriya Vidyalayas and a Sainik School on priority basis.

113. The State Government should encourage private service providers to set up institutions of higher learning offering programs that are not available in the existing public institutions.

Examination of Fee Structure

114. The State Government should make education available free of charge right up to senior secondary stage. The State Government should appoint a Task Force to examine the issue of fees at the undergraduate level and recommend the new rates of fees. The Task Force should also be required to identify the self-financing programmes which could be introduced in the undergraduate colleges. The colleges should be permitted to retain 50% of the fees received from students for the creation of new infrastructure, maintenance of the existing infrastructure and other developmental activities.

Expenditure on Salaries

115. The percentage of expenditure on salaries should be gradually brought down to 80% and the developmental expenditure should be raised to 20%. However, in the plan budget, the expenditure on salaries component in respect of contractual and plan posts should be minimum possible, the maximum should be on establishment of new institutions and creation of additional infrastructure. This shall obviously necessitate higher budget allocation for the education sector.

Budgetary Allocation for Education

The State should gradually increase budget allocation for education, ensure maximum utilization of central resources, evolve alternative strategies for generation of additional resources, seek private participation in the expansion of educational facilities and gradually increase expenditure on developmental activities. Having regard to the present expenditure and future projections, the state should make extra efforts to ensure that the total outlay for education from all the sources receives an incremental hike from the present level of 47,000 lakhs to 84,000 lakhs per annum from the year 2010 onwards