

**THE REPORT OF**

**THE GROUP OF EXPERTS**

*(to study the report of the Education Reforms  
Commission, Mizoram)*

**February 2011**

# THE GROUP OF EXPERTS

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Chairman

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To

The Hon'ble Chief Minister  
Mizoram, Aizawl.

Subject

Submission of the Report of Group of Experts

Hon'ble Sir,

I am happy to submit the comments and recommendations of the Group of Experts constituted by the Government of Mizoram vide letter No.B.12012/1/2009, Dated Aizawl the 24<sup>th</sup> September, 2010 to scrutinise and make recommendations for implementation of the Report of the Education Reforms Commission, Mizoram.

I, first of all, on behalf of the members of the Group of Experts, wish to express the deep sense of humility and gratitude to your Government for offering the Group, the opportunity of participating in giving shape to the great programme of the State to offer high quality of education to our children, the future of Mizoram and the greatest resource of the State.

In this connection, allow me to state, Sir, that in pursuance of the terms of reference in the said notification, the Group thoroughly examined the 181 pages of the Report with 116 recommendations of the Education Reforms Commission, Mizoram. The Group could complete its work within the stipulated time of three months and additional 45 days of extension, and make its own specific findings in the form of recommendations for implementation against each of the recommendations of the Education Reforms Commission, Mizoram.

Lastly, the Group of Experts would venture to propose that a High Level Implementing Body be formed by the Government to monitor the sustained and successful implementation of the recommendations of the Education Reforms Commission, Mizoram read with the Group's recommendations to bring about optimum benefit to the children of Mizoram within the shortest possible period of time.

Yours faithfully

Dated Aizawl,  
The 14<sup>th</sup> February, 2011

(R. LALTAWNGA)



## INTRODUCTION OF THE REPORT

To improve the quality of education and reform the education system in Mizoram, the Government of Mizoram constituted the Education Reforms Commission, Mizoram (ERCM) in 2009 vide Notification letter No. B. 12012/1/2009, dated 8<sup>th</sup> May 2009 with clear terms of reference. The commission submitted its report to the Government on 30<sup>th</sup> July, 2010.

To scrutinise the report, determine necessary actions and prepare a road map for implementation for the State Government, the Government set up '*Group of Experts (GoE)*' on 24<sup>th</sup> September 2010. The Group of Experts (GoE) comprises of a Chairman, Secretary and 3 Members as below:

Chairman	:	Mr. R. Laltawnga, President (Rtd) Mizoram Board of School Education
Secretary	:	Dr. JV. Nunchunga, Assistant Professor Department of Economics Govt J. Thankima College, Aizawl
Members	:	1) Prof. Margaret Ch Zama, Department of English, Mizoram University, Aizawl 2) Prof. Lianzela, Department of Economics Mizoram University, Aizawl 3) Dr. Lalhmasai Chuaungo, Associate Professor Department of Education Mizoram University, Aizawl

The terms of reference for the Group of Experts (GoE) are –

- 1) To scrutinize and make recommendations to the Government from the Report of the Education Reforms Commission.
- 2) To determine the actions necessary to be taken on priority from the recommendations of the Education Reforms Commission.
- 3) To prepare road map for implementation of the report of the Education Reforms Commission.

The Group of Experts (GoE) was given a time frame of three months duration to submit its report to the Government of Mizoram which was extended up to 14<sup>th</sup> February 2011 vide letter No. 12012/1/2009- EDN, dated Aizawl, the 7<sup>th</sup> January 2011.

The Group of Experts (GoE) was given an office at the second floor of School Education Directorate and commenced its work from its first meeting held on 6<sup>th</sup> October, 2010.

The report of the ERCM consists of 14 chapters, of which the first 4 chapters are devoted for presenting the approach of the Commission, the conceptual basis for restructuring the existing system of education and parameters of educational reforms in Mizoram. The

recommendations of the Commission starts from chapter 5, therefore, the Group of Experts (GoE) has scrutinised and prioritised the recommendations from this chapter onwards.

The time frames reflected in this report are short, medium and long terms. The short term indicates that action may be taken immediately, so that the subject matters may be accomplished within the next 5 years. Similarly, the medium term denotes that the subjects may be implemented within the next 5 – 10 years, or when the goals of the short term are accomplished. The matters which are important, but of a less urgent nature may be implemented within the long term, or when the goals for the short and medium terms are met.

This report consists of three sections. In section I, the report of the Education Reforms Commission, Mizoram (ERCM) are scrutinised and specific recommendations for its implementation made. The section II is devoted to prioritising the report whereas section III presents a road map for the implementation of the report of Education Reforms Commission, Mizoram.

Education, whether formal or informal, has become the most profitable and productive investment today. The generation and development of human resource building have become an essence for economic growth, therefore, it is imperative that the Government of the day endorse the fact of reality and take up due measures.

Mizoram being a hilly terrain and Geographical isolation with lack of infrastructure for heavy industries, the greatest resource it has is her 'Human Resources', hence, the Government should consider the improvement of educational system as a major policy towards a sustained and continual development process. It is indeed a vital necessity that the recommendations and the suggestions of the ERCM /GoE be envisaged as an educational policy to realise the goal of enhancing the quality of education in Mizoram.

To deliver quality education along with justice, the Government must ensure that the 'spoils system' of extending favour for political gain is not employed at any levels.

The Government must undertake a firm stand to implement the recommendations and suggestions of the ERCM /GoE with the realisation that the goal of quality education to generate human resources is reached.

The GoE is grateful to all officers and staff of the Directorate of School Education for their sincere cooperation and support.

(Dr. JV. NUNCHUNGA)

Secretary



# INDEX OF THE REPORT

<i>Forwarding of the report .....</i>	<i>i</i>
<i>Introduction of the report.....</i>	<i>ii</i>
<i>Signature of members of GoE.....</i>	<i>iv</i>
<i>Index of the report.....</i>	<i>v</i>

## **Section I: Comments and recommendations of GoE on the report of ERCM**

Chapter 1: School Education: Concerns and imperatives.....	1
Chapter 2: School Curriculum: Concerns and imperatives.....	11
Chapter 3: Educating teachers.....	21
Chapter 4: Teachers and teachers' organisations.....	31
Chapter 5: Rejuvenating higher and professional education.....	44
Chapter 6: Engaging adults in education and literacy.....	53
Chapter 7: Vocational education and training: Integration of knowledge and skills.....	57
Chapter 8: Private sector in education.....	61
Chapter 9: Educational governance in Mizoram.....	67
Chapter 10: Financing education in Mizoram.....	78

## **Section II: Prioritisation of the report of ERCM**

Short term (Urgent) .....	83
Short term .....	89
Medium term .....	93
Long term .....	95

## **Section III: Road Map for the implementation of the report of the ERCM..**

97

**Section I:**  
**Comments and Recommendations**  
**of the Group of Experts on the report of**  
**the Education Reforms Commission,**  
**Mizoram**

## CHAPTER 1

### SCHOOL EDUCATION: CONCERNS AND IMPERATIVES

#### 1.1. STRUCTURE OF SCHOOL EDUCATION (Ref. chapter 5.2, page 39 - 40)

##### Recommendation of ERCM:

*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  |               |

**Comment and Recommendation:** As stated in the report of ERCM, the State of Mizoram follows the structure of elementary education comprising 4 years of primary, 3 years of upper primary, that is, 7 years (4+3) of elementary education, 3 years of Secondary and 2 years of Higher secondary education. The NPE, 1986 had recommended that the States should endeavour to adopt 5+3+2 pattern for the first ten years of schooling. The *Sarva Shiksha Abhiyan* (SSA) targets children up to class VIII.

The recommendation of ERCM is acceptable as it conforms to the National pattern. The Group of Experts (GoE) is of the view that this recommendation should be implemented in a phased manner. Due to the Commission's recommendation (Ref. Page No. 45 of ERCM) to include Pre-school education (*KG I & KG II*) as an integral part of formal Primary education, the Primary school is likely to become more congested and the Headmaster is to have additional administrative work. In view of this, putting down class V to Primary school may not be feasible at this stage. The same class structure being used for Primary stage, that is, I - IV may be continued for the time being.

So far as putting class VIII in Upper primary school is concerned, the GoE is of the opinion that at least one year may be required for preparation of ground work like provision of class rooms, translation of English text books and its publication, etc.

At the same time, the resultant imbalance in the teacher-class ratio at Primary, Upper Primary and Secondary stages should be checked and settled accordingly.

[Action: Short term]



## 1.2. EARLY CHILDHOOD CARE AND EDUCATION (Ref. chapter 5.3.5, 5.3.6, page 44 - 45)

### Recommendation of ERCM

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

**Comment and Recommendation:** The recommendation is good. However, a wholesale switch over is not advisable.

The ECCE (*Anganwadi Section*) should remain under the exclusive purview of Social Welfare Department. However, Pre-school consisting of KG – I and KG –II for children of 4 to 5 and 5 to 6 years respectively may be started at the Primary school, whose programme may be prepared by SCERT

[Action: Short term]

(2) *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.*

**Comment and Recommendation:** The recommendation of having Pre-school classes for children of 4+ years, and as a section of the Primary school is found justified as per write-up in the report of ERCM at point 5.3.2. (pages 42-44), 5.3.3, 5.3.4 and 5.3.5 (pages 44 - 45) for at least two reasons - the children of this age group can benefit from a course that prepares them for formal education, under proper guidance from trained personnel, and secondly, to satisfy the aspiration of parents to have their children go to School early.

The recommendation is justified and acceptable. To attract more children to Government Primary schools, provision of play and activity oriented ECCE (Pre- school) programme should be made available for children of 4 to 6 years by opening a Pre-school within a Primary school compound or nearby. In this regard, the following should be ensured:

1. To not attach the Pre-school to existing Primary school building as the attachment can easily make ECCE (Pre- school) programmes become a downward extension of Primary schoolings and the basic philosophy and methodology of ECCE could be ignored. It is advised that a new building be constructed in a convenient place within the compound to have common accessibility of the School ground without being a distraction to the existing School.
2. Provision of adequate indoor and outdoor space for conducting play and activities, child-friendly furniture, indoor and outdoor play equipment and materials, trained



teachers/workers etc. For this, Minimum Specifications for Pre-schools published by NCERT, New Delhi, and any other relevant document may be consulted.

3. Since the ECCE programme covers the children up to 6 years of age, the ICDS package of services shall be made available for the Pre – school children also by the Social Welfare Department.
4. The recommendation may be implemented after proper School mapping is done as suggested, so that maximum benefit may be obtained.

As a pilot project, a good number of Primary schools with adequate space for constructing Pre-school buildings should be selected from each district headquarter, if possible, in proportion with the number of existing Government Primary schools. Recruitment of teachers and workers and their capacity building may be completed before the end of 2012, so that some ECCE centres/ Pre-school may be started at the earliest. After successful establishment of the centres in the selected Primary schools, action should be taken to open more and more centres in other Primary schools in a phased manner. Setting up of Pre-schools should be targeted for the 12<sup>th</sup> Plan.

In places where Primary school compounds are not big enough to accommodate Pre-schools, Pre-schools should be set up in convenient places outside the compound where adequate outdoor space is available.

**[Action: Short term]**

(3) *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.*

**Comment and Recommendation:** The recommendation is endorsed. Proper Curriculum to be designed, prepared and tried out by SCERT as recommended by ERCM. In addition to these, monitoring and evaluation of ECCE centres and Pre-schools should be made the responsibility of SCERT and the work should be carried out as frequently as possible.

**[Action: Short term]**

### 1.3. VIABILITY OF SMALL SCHOOL (Ref. chapter 5.4.5, page 49)

#### Recommendation of ERCM:

*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.*

**Comment and Recommendation:** As recommended by ERCM, a Task Force appointed by the Government of Mizoram should start the work assigned to it regarding viability of small Schools. While examining the viability of small Schools for recommending their merger/ amalgamation, existing norms for opening of new Schools and accessibility of the Schools for children should not be overlooked.

[Action: Short term]

### 1.4. SCHOOL MAPPING (Ref. chapter 5.5.1, 5.5.2, 5.5.3, page 52 - 54)

#### Recommendation of ERCM

*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.*

**Observation and recommendation:** The Task force should be set up as recommended

[Action: Short term]

### 1.5. TYPES OF SCHOOLS (Ref. chapter 5.4.6, page 50)

#### Recommendation of ERCM

*The Schooling system in the State may be reorganized so as to ensure that a School starts with Class I and goes up to 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  |



**Comment and Recommendation:** The types of Schools recommended may be theoretically good, but impracticable for adoption as a whole. The GoE does not favour this kind of 'Comprehensive School System' which had earlier failed in Mizoram during the late 1980s.

If at all adopted, it may be done so for establishing new Middle schools and new High schools.

[Action: Long term]

**1.6. UNPLANNED EXPANSION OF HIGHER SECONDARY SCHOOLS (Ref. chapter 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5, 5.6.6, page 54 - 58)**

**Recommendation of ERCM<sup>1</sup>.**

*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.*

**Comment and Recommendation:** The idea of the recommendation is justified. The State Government may constitute a Review Committee as recommended. However, the closure or merger or discontinuation of + 2 stage of a School should not be decided mechanically on the basis of enrolment size alone. There is a need to examine each case separately for which separate criteria shall have to be developed for each School. Action should be taken with great care and caution.

[Action: Short term]

**1.7. MODEL RULES TO RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009 (Ref. chapter 5.4.7, page 50 - 51)**

**Recommendation of ERCM**

*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 1<sup>st</sup> April, 2010.*

**Comment and Recommendation:** For the present, the Elementary wing of the Education Department should take up the matter. Creation of a separate Elementary Education Department may be helpful by bifurcating the present School Education Department. The new Directorate will be in charge of the implementation of 'The Right of Children to Free and Compulsory Education Act, 2009' and the efficient delivery of desired level of education. Strict compliance is suggested as this is a matter of Constitutional Rights.

[Action: Short term]

### 1.8. PERMANENT AFFILIATION TO SCHOOLS (Ref. chapter 5.6.6, page 57 - 58)

#### **Recommendation of ERCM**

*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.*

#### **Comment and Recommendation:**

While MBSE (Academic) affiliation is a must for an institution - Secondary, Higher secondary, etc. to have the privilege of its candidates to sit for the Board Examination as regular candidates, but, giving of permission for establishment, departmental recognition, grant-in-aid, and provincialisation, all these are the responsibility of the Education Department.

Hence, the rules of the department regarding establishment, recognition, giving Government assistance in the form of grant-in-aid, and even provincialisation, may be streamlined with proper specifications and enforced. MBSE affiliation may be one of the criteria for recognition, and other privileges to be given to the institution.

Making of affiliation to the MBSE as a pre-requisite for the grant of permanent recognition by the Government is acceptable provided that it is in conformity with other prescribed norms and standards

[Action: Short term]

### 1.9. VOCATIONAL COURSE OFFERINGS (Ref. chapter 5.7.2, page 59 - 61)

#### **Recommendation of ERCM**

*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.

**Comment and Recommendation:** The short-comings of vocational education as introduced in the formal School system and pointed out under sub no. (e) on page 60 (of the report of ERCM) may be rectified as soon as possible, the selection of suitable vocational courses be done by the Education Department, while the MBSE can be entrusted to prepare teaching-learning materials as recommended.

To successfully implement the recommendation, intensive vocational guidance and counseling should be given to School students to make them aware of diverse vocational courses available and to enable them to choose the right courses according to their aptitudes. The SCERT should be made responsible for training teachers who could, then, be entrusted with imparting vocational guidance and counseling to School students

[Action: Short Term]

#### 1.10. SEPARATE VOCATIONAL SCHOOLS (Ref. chapter 5.7.2, page 61)

##### *Recommendation of ERCM*

*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.*

**Comment and Recommendation:** The ECRM puts the matter off for the time-being, and as such may be put off as recommended till the effort as under recommendation No. 12 is done and evaluated. The recommendation is acceptable.

[Action: Short term]

The success/ failure of the School may be reviewed 5 years from now, and if the results are not satisfactory, separate vocational Schools be established, one each at Hnahthial and Mamit in a phased manner.

[Action: Medium term]

#### 1.11. OPTIMUM BENEFIT FROM SPECIAL CATEGORY SCHOOLS (Ref. chapters 5.8.1, 5.8.2, 5.8.3, 5.8.4, page 61 - 63)

##### (1) KENDRIYA VIDYALAYA SANGATHAN (KVS) (Ref. chapter 5.8.1, page 61 – 62)

###### *Recommendation of ECRM*

*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.*

**Comment and Recommendation:** The ECRM report (pages 61, 62) shows three KVs in existence in two districts, and proposal for opening KVs in all the remaining districts. The recommendation may be pursued at once with the KVs at the Government level.

[Action: Short term]

##### (2) JAWAHAR NAVODAYA VIDYALAYAS (JNVs) (Ref. chapter 5.8.2, page 62 - 63)

###### *Recommendation of ECRM*

*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.*

**Comment and Recommendation:** The ECRM report shows 8 JNV's covering all the districts and are in various stages of development. The ECRM recommendation (chapter 5.8.2.) be pursued at the Government level immediately.



It is felt that one important reason for the inability of JNVs in Mizoram except the ones at Thenzawl, to fully utilize the intake capacity due to low enrolment rate is lack of awareness on the part of the public in general and parents in particular. Steps should be taken to make the public aware of the available facilities and the nature of these Schools so that the available facilities should be utilised at the optimum level.

[Action: Short term]

### (3) SAINIK SCHOOL (Ref. chapter 5.8.3, page 63)

#### *Recommendation of ERCM*

*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.*

**Comment and Recommendation:** Sainik school is yet to be established (chapter 5.8.3 of ERCM report), action as recommended be taken at the Government level.

[Action: Short term]

### (4) SPORTS SCHOOL (Ref. chapter 5.8.4, page 63)

#### *Recommendation of ERCM*

*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.*

**Comment and Recommendation:** Recommendation of ERCM regarding establishment of a Sports school (chapter 5.8.4) at a suitable place with the assistance of the Government of India and NEC be followed up now at the Government level.

[Action: Short term]

### (5) MODEL SCHOOLS (Ref. chapter 5.8.5, page 64)

#### *Report of ERCM*

*Necessary action should be initiated with the Ministry of Human Resource Development, Government of India to benefit children of Mizoram from such provisions*

**Comment and Recommendation:** Establishment of model Schools as a share of the newly launched scheme of the MHRD, Government of India (chapter 5.8.5 of ERCM report) be pursued at the Government level.

[Action: Short term]

## 1.12. OPEN SCHOOLING (Ref. chapter 5.9, page 64 - 65)

### *Recommendation of ERCM*

(1) *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.*

**Comment and Recommendation:** The recommendation is self-explanatory and MoU may be signed as recommended

### *Recommendation of ERCM*

[Action: Short term]

(2) *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.*

**Comment and Recommendation:** ERCM's recommendation regarding signing of MoU with the NIOS which offers all the categories of programmes, setting up of accredited institutions in different parts of Mizoram and establishing a regional sub-centre for Mizoram should be followed up immediately at the Government level.

[Action: Short term]



## CHAPTER 2

### SCHOOL CURRICULUM: CONCERNS AND IMPERATIVES

#### 2.1. ECCE CURRICULUM (Ref. chapter 6.3, 6.4.1, page 67 - 69)

##### Recommendation of ERCM

- (1) *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.*

**Comment and Recommendation:** As recommended by the ERCM, formulation of a new State level curriculum policy for ECCE should be started immediately after decision to open ECCE centres is finalised. The formulation of the curriculum may be accomplished within 2011. Recruitment of teachers and workers and their capacity building may be completed before the end of 2012, so that some ECCE centres/ Pre-schools may be started at the earliest.

**[Action: Short term]**

##### Recommendation of ERCM

- (2) *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.*

**Comment and Recommendation:** The GoE accepts the principle of the recommendation of ERCM. While formulating the curriculum, the following points should be noted -

- (1) It should be known clearly that this stage, is not part of formal education. The peculiarity of the stage, and the dangers of too much formalisation should be recognised. Therefore, curriculum should be different and should be away from formal education type
- (2) The ECE/ Pre-school curriculum/programme should be holistic in nature. It should include, among others, components of Health, Nutrition and Early Childhood Education (ECE)
- (3) The curriculum/programme should be development and process oriented. It should promote children's large and fine muscle development, social and emotional development, language skills, cognitive skills and foster creativity in them.

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- (4) The programme should not focus on formal teaching of the 3 R's but lay the foundation for the development of reading, writing and number work.
- (5) Implementation of recommendations of:
- (i) National Policy on Education (1986) which states "*Programmes of ECCE would be child-centred, focused around play and the individuality of the child. Formal methods and introduction of the 3R's would be discouraged at this stage*", and
  - (ii) Yashpal Committee (1992-93) which states "*it should be ensured that these institutions do not perpetrate violence on young children by inflicting a heavy dose of 'over education' in the form of formal teaching of Reading, Writing and Numbers*"
- should be ensured.

[Action: Short term]

## 2.2. LANGUAGE LABORATORY (Ref. chapter 6.6.1 (b), page 72 - 73)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The emphasis on Listening and Speaking skills needs to be put into sharper focus and the pedagogy of development of these skills should be a dominant concern of language teaching learning whether Mizo, English or any other languages, for the Mizo youth aspires to become proficient in the skills of communication, oral as well as in writing.

The GoE endorses the view of the ERCM regarding the Language policy of the State Government. Setting up of the Laboratories needs time for preparation. Preparation can start so that actual implementation is not delayed.

[Action: Short term]

## 2.3. PROMOTION OF HINDI (Ref chapter 6.6.1 (c), page 73 - 74)

### *Recommendation of ERCM:*

*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.

**Comment and Recommendation:** The view of ERCM is endorsed and the recommendation is also good. The language curriculum in Hindi for Mizoram should not be the same as the Hindi curriculum followed in the Hindi speaking states. It needs to be a specially designed curriculum from Classes VI-X with more focus on listening, speaking, reading and writing. It should not be too much dominated by Hindi literature. The Hindi textbooks should draw upon pieces from Mizo literature and language so that a better appreciation of language is perceived by the young learner.

Hindi may be made a compulsory subject up to class X

[Action: Short term]

To begin with, at least 20% of Higher secondary schools should make provision for teaching of Hindi as an elective subject and stipend for Mizo students be given as recommended by ERCM

[Action: Medium term]

The target of at least 50% of Higher secondary Schools may be in the future vision of the Education Department.

[Action: Long term]

For developing listening and speaking skills of Hindi language, the State Government may examine the pros and cons of introducing Hindi in Roman script in the Primary schools (from class III) and if found suitable, it may introduce it with a course content of simple Hindi words of daily usage, simple conversation, etc. In the Upper primary schools, Hindi may be studied in Roman script as well as in Devanagari script, so that the students will acquire the writing and reading skills of Hindi in the Devanagari script. From the High (Secondary) school level onwards, only Devanagari script may be introduced.

[Action: Short term]

#### 2.4. ENVIRONMENTAL STUDIES (Ref. chapter 6.6.2, page 74)

##### **Recommendation of ERCM:**

*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.

**Comment and Recommendation:** The recommendation of ERCM along with its proposed three approaches is endorsed. Orientation/training for teachers may be conducted by DIET/ SCERT.

[Action: Short term]

## 2.5. EDUCATION IN MATHEMATICS (Ref. chapter. 6.6.3, page 74 - 75)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** As stated in the report of ERCM, instead of focus on drill in Mathematical operations, the teaching of Mathematics should be to train a student to think, reason, analyse and to articulate logically. There should be earmarked time for attending to the activities in a Mathematics laboratory for each student

This recommendation is concurred. Each School must set up a Mathematics laboratory for its students for different stages of School curriculum in line with NCERT pattern. Ground work and preparation may be started immediately

[Action: Short term]

It is true that Mathematics is the subject where majority of students fail in class X examination and this is recognised by the GoE. It is advisable to arrange an alternative for those students who are weak in mathematics and not willing to choose Mathematics related courses for their future career. However, the complete erasure of the subject for passing the class X examination is not advisable. Instead, if the State Government wishes to make an alternative arrangement, it may do so by way of introducing the alternative as 'Soft Mathematics paper'. Those students opting for the paper need not take the (general) Mathematics paper and they will not be permitted to take Science /Commerce in Higher secondary schools.

[Action: Short term]

## 2.6 EDUCATION IN SCIENCE (Ref. chapter 6.6.4, page 75 - 78)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The ERCM has enumerated the purpose of Science teaching in its report page No. 75 and commented that "...no matter what the content area of science curriculum, the focus has to be on the development of these abilities and values to derive the maximum advantage of developing love and interest in Science". The various initiatives for improving science education as cited in Chapter 6.6.4 (b) (i) to (iv) of ERCM report be utilised.

The existing science curricula should be re-examined as recommended. Ground work and preparation be started immediately.

[Action: Short term]

## 2.7. DEVELOPING SCIENCE KITS (Ref. chapter 6.6.4, page 75 - 76)

### *Recommendation of ERCM*

*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.*

**Comment and Recommendation:** Since ITI and Polytechnics have a crucial role to play in making and developing science kits, they should be equipped with necessary tools and skills. Ground work and preparation be started immediately, viz signing MoU with NCERT

[Action: Short term]

## 2.8. INTERFACING WORK AND EDUCATION (Ref. chapter 6.6.7, page 79)

### *Recommendation of ERCM:*

*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.*



**Comment and Recommendation:** It has been an unfortunate situation that the adoption of 'Socially Useful Productive Work (SUPW)' was done without proper connection with Education and Dignity of Labour. The focus should be on the importance of work and education interface that includes the dignity. This will lay the right foundation for students to opt for vocational education programmes and reject the mindset of treating vocational education as an inferior option

The recommendation is endorsed. Instructional materials should be developed by the MBSE and the SCERT, and the teachers oriented accordingly to this philosophy.

[Action: Short term]

So as to revive the spirit of Work - Education interface, the State Government may introduce Work Education even from lower classes. This will impart the dignity of labour in the minds of the students and help them derive primary skills right from Elementary stage.

[Action: Short term]

## 2.9. ART EDUCATION, HEALTH AND PHYSICAL EDUCATION AND WORK EDUCATION (Ref. chapter. 6.6.6, 6.6.7, 6.6.8, page 78 - 80)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The recommendation of ERCM is relevant and acceptable. The spirit of sport and health should be emphasised rather than mere competition among the students. For the time being, the State Government may organise the orientation for the existing teachers

[Action: Short term]

The Physical Health Wing may be strengthened by providing vertical promotions in the Directorate and horizontal extension in all the districts for holistic development of students. When there is adequate funding, the wing may be strengthened and qualified teachers recruited accordingly

[Action: Medium term]

## 2.10. FUNDAMENTAL DUTIES OF CITIZENS (Ref. chapter 6.6.9, page 80 - 81)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** As stated in the ERCM report, the combative role of value education should deal with the elimination of obscurantism, religious fanaticism, violence, superstition, fatalism, exploitation and injustice. Fundamental Duties of Citizens have got to be woven into the curriculum, not necessarily as a separate subject but integrated with each curricular area of School education.

The recommendation is sound and the same should be incorporated in Social Science subject.

[Action: Short term]

## 2.11. MEDIUM OF INSTRUCTION (Ref. chapter 6.7, page 81 - 82)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** Considering the Mizo people's positive attitude towards English (as medium of instruction), it would be advisable to switch over from Mizo Medium to English Medium, at least from class VI. Permitting some Schools to teach in English from class VI and some from class IX is not advisable as this would create disparity / discrepancy in the system. This can be implemented immediately.

[Action: Short term]

With regard to providing teachers to teach concentrated minority students in their mother tongue in class I & II, the principle is sound but it is to be done subject to the availability of funds as this will impact translation and printing of text books, recruitment of teachers competent in the language concerned, provision of class rooms facilities, etc. The term concentration needs to be defined in terms of percentage from the total number of students or in absolute terms by the State Government. Preparation for its implementation will take time.

[Action: Long term]



## 2.12. SEMESTER SYSTEM (Ref. chapter 6.8, page 82 - 83)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The recommendation is relevant as it provides an opportunity for Mizoram to replicate the system of education being followed in advanced countries abroad and to implement the proposal of NEP 1986 for the introduction of semester system from the secondary stage in a phased manner and used of grade in place of marks.

[Action: Medium term]

## 2.13. MECHANISM OF REVIEW OF TEXTBOOKS (Ref. chapter. 6.10.3, page 85 - 86)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The GoE accepts that no textbook and learning material shall be allowed to go into the hands of the child until it is certified and approved by the designated Academic Authority.

The MBSE/ SCERT may set up a Resource Group of Experts who can be entrusted with the task of analysing the textbooks as per the stated criteria on page No. 86 of ERCM report and NCF 2005. In this connection, it is relevant to state that omission of certain chapters in a text book should be avoided as far as possible.

[Action: Short tem]

## 2.14. ORIENTATION ON CONSTRUCTIVISM (Ref. chapter 6.9, page 83)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The NCF 2005 has advocated constructivism as a major paradigm for learning. The ERCM report also highlights the welcoming features of Constructivism on page No. 83 of their report. The recommendation of ERCM is relevant and may be implemented.

[Action: Short term]

## 2.15. E-LEARNING MATERIALS (Ref. chapter 6.10.2, page 85)

### *Recommendation of ERCM:*

*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.*

**Comment and Recommendation:** The ERCM report illustrates the importance of ICT in teaching and learning process, and also the role of EDUSAT, DTH, etc. The E-learning materials should be developed by the designated body in every subject in an interactive format as recommended.

[Action: Short term]

## 2.16. CONTINUOUS AND COMPREHENSIVE EVALUATION (Ref. chapter 6.11.2, page, 87 - 88)

### **Recommendation of ERCM**

*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.*

**Comment and Recommendation:** Since the Right of Children to Free and Compulsory Education Act, 2009 has come into force, the matter may be implemented expediently. With the implementation of the Act, the accountability and responsibility of the teachers are being raised considerably.

The recommendation is concurred. The system of CCE and its details should be finalised by SCERT as soon as possible followed by orientation of teachers to enable them to



effectively use CCE and Grading system. This should be implemented sincerely and effectively.

[Action: Short term]

In this connection, it is advisable for the Education Department to prepare/ develop a Minimum Levels of Learning (MLL) for the various stages of education in Mizoram.

[Action: Medium term]

## 2.17. GRADING SYSTEM (Ref. Chapter 6.11.5, page 88)

### Recommendation of ERCM

*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.*

**Comment and Recommendation:** Grading systems can be implemented following CBSE model with slight modifications to suit our local requirements. In the meantime teachers should be trained effectively for the purpose.

The recommendations are justified and acceptable. Since the CCE and Grading systems are complementary, the modules on the grading system should be developed and used accordingly. Since the CCE system is already introduced in the elementary education, the Grading system may be finalised and adopted without delay.

[Action: Short term]

## CHAPTER 3

### EDUCATING TEACHERS

#### 3.1. BACKLOG OF UNTRAINED TEACHERS (Ref. chapter 7.4, page 91 – 92)

##### Recommendation of ERCM

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

**Comment and Recommendation:** The persistence of 30.3% untrained teachers (page 105 of ERCM report) in the elementary stage is a clear case of the mismanagement of the system since the backlog of untrained teachers was supposed to have been cleared within three years of the establishment of the DIET at Aizawl and at Lunglei.

Admitting the facts of the size of untrained teachers in service at present, the recommendations for clearing the backlog in point No. (i) to (iv) on page 95 of the ERCM report be made operative immediately.

[Action: Short term]

#### 3.2. NEW COLLEGE OF TEACHERS EDUCATION (Ref. chapter 7.4, page 91 - 92)

##### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The problems prompting the recommendations, problems (i), (ii), (iii) and (iv) as given under chapter 7.4 page 91, are true, and prompt remedial measures need to be taken, especially, sub number (iv) which by nature must be a continuous programme for the professional sustenance of the in-service teachers.

In this backdrop, starting of one B.Ed. College at Lunglei for the three southern districts as feeder with 249 Higher Secondary School teachers and 1104 High School teachers appears justified.

[Action: Short term]

Starting of B.Ed. College at Champhai may be examined more thoroughly with a proper study of the teachers to be served, attrition rates and so forth.

[Action: Medium term]



### 3.3. B.Ed. (MULTIMODE) (Ref. chapter 7.4, page 92)

#### Recommendation of ERCM

*The Commission recommends that the CTE should design the B.Ed. (Multimode) programme and submit it to the Mizoram University.*

**Comment and Recommendation:** The recommendation of introducing B.Ed (Multimode) to clear backlog of untrained teachers while assigning CTE to design B. Ed (multi-mode) programme for submission to the Mizoram University is a necessity and may be done without delay.

[Action: Short term]

### 3.4. SHORTAGE OF SCIENCE AND MATHEMATICS TEACHERS (Ref. chapter 7.4, page 93)

#### Report of ERCM

*In order to address the problem of shortage of qualified science and mathematics teachers the following measures should be taken:*

- (1) To begin with, 25% seats in the B.Ed. programme should be reserved for the Science and Mathematics graduates. This shall mean preparation of separate merit lists for science and arts students.*
- (2) Some incentives may be offered to the Science and Mathematics graduates joining the B.Ed. programme, such as free tuition fee, free hostel accommodation, etc. provided they offer the Science Methods Course in the B.Ed. programme.*
- (3) The Science and Mathematics students should be permitted to take up part-time work in Government or private Schools during the period of teacher training.*
- (4) As necessary facilities for the preparation of science and mathematics teachers do not exist in Mizoram and it would be very expensive to open new institutions for the purpose, the Mizoram Government should sign a Memorandum of Understanding (MoU) with the National Council of Educational Research and Training (NCERT) to depute every year an agreed number of students for admission in the 4-year integrated B.Sc., B.Ed. and 2-year B.Ed. programme in the Regional Institute of Education (RIE), Bhubaneswar. With this arrangement the State shall have a sizeable number of well qualified science and mathematics teachers. The expenditure incurred on the payment of monthly stipends to the deputed students shall be insignificant in comparison to the cost involved in setting up an institution of the standard of the RIE, Bhubaneswar.*

**Comment and Recommendation:** The ERCM's concern about the inadequate supply of Science and Mathematics teachers is genuine and needs to be effectively tackled. Examining the four measures suggested by ERCM one by one -

Point (i) is sound, however, separate merit list is not necessary, but the Science and Mathematics graduates should offer these as their method paper.

[Action: Short term]

Points (ii) and (iv) are sound and should be pursued immediately. However, the matter may be reviewed every five years. Here, Science method would denote all the Science related methods pertaining to Mathematics, Life Sciences, Physical Sciences and any other related methods that might be introduced later.

[Action: Short term]

Regarding point (iii), such exception may not be in the general interest, and could generate undesirable tension among the trainees.

[Action: Not favoured]

### 3.5. DISTRICT INSTITUTES OF EDUCATION AND TRAINING (Ref. chapter 7.5, page 94 - 96)

#### (1) PERMANENT STAFF AT DIET (Ref. chapter 7.5, page 94)

##### **Recommendation of ERCM**

*The appointment of academic staff therein are 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 RRs to be specifically framed for DIETs keeping in view their objectives and functions.*

**Comment and Recommendation:** The ERCM recommendations regarding continuance of the DIETs including DRCs, under the State budget after the central funding is ended is endorsed. The regular appointment of the academic faculty be done as recommended.

[Action: Short term]



## (2) NO STAY BACK OF STUDENTS (Ref. chapter 7.5, page 95)

### Recommendation of ERCM

*The Commission recommends that all first year students should be allowed to commence their studies of the 2<sup>nd</sup> 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 2<sup>nd</sup> year of the programme.*

**Comment and Recommendation:** The recommendation of first year students joining 2<sup>nd</sup> year course even before announcement of Board's result and giving chance to the first year failed students for supplementary examination, may be carried out.

[Action: Short term]

## (3) NEW DIPLOMA COURSES (Ref. chapter 7.5, page 95 - 96)

### Recommendation of ERCM

*Necessary arrangements 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.*

**Comment and Recommendation:** Resource teachers for D.P.Ed., D.VA.Ed., D.PA.Ed., should first be identified for training in the line. The programme can then be offered in a professional manner. The Diploma courses may then be distributed among the DRCs (telescoped DIETs) with appointment of qualified instructors/ faculties in each as below :

- a) Diploma in Physical Education at Champhai DIET.
- b) Diploma in Visual Arts Education at Serchhip DIET.
- c) Diploma in Performing Arts Education at Lawngtlai DIET.

[Action: Medium term]

## (4) INTEGRATED PROGRAMME (Ref. chapter 7.5, page 96)

### Recommendation of ERCM

*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.*

**Comment and Recommendation:** Integrated programme for preparation of ECE and Primary teachers to be offered in all the DIETs in the near future is acceptable. At the start, the course can be started at Aizawl DIET and Lunglei DIET.

[Action: Short term]

(5) RECRUITMENT RULES FOR DIET ACADEMIC STAFF (Ref. chapter 7.5, page 96)

**Recommendation of ERCM**

*The Commission recommends that Recruitment Rules 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.*

**Comment and Recommendation:** Process of forming Recruitment Rules for DIETs faculty as recommended should be initiated.

[Action: Short term]

3.6. INNOVATIVE HINDI TEACHER TRAINING PROGRAMME (Ref. chapter 7.6, page 96 - 97)

**Recommendation of ERCM**

*The Commission recommends that 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.*

**Comment and Recommendation:** The recommendation assigning the task of designing curriculum suitable for Mizoram to the Mizoram Hindi Training College, and its introduction with the approval of Mizoram University be taken up immediately to supply the need for teachers with such qualification for Hindi subject in High schools and Higher secondary schools. The incentive of Rs 1,000/- per month is also reasonable and also free hostel accommodation subject to availability of the seats.

[Action: Short term]

Further the ERCM's suggestion for revision of Hindi education, suitable for Mizoram, to be initiated by the Hindi Training College in collaboration with the Department of Education, MZU, SCERT, CTE, DIET, MBSE and NCTE in the suggested line (page 97 of ERCM report) can also be made operative.

[Action: Short term]



### 3.7. RE-ORGANISATION OF SCERT (Ref. chapter 7.7.1, page 101)

#### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The ERCM makes a number of speculations on pages 98 and 99 of its report, and based on these, the ERCM spells out the functions in its opinion, as it should be for the SCERT Directorate - (i) to (vii) in number on page 99. On close examination of the proposed functions, nos. (ii), (iv), (v), (vi) and (vii) are immediately practicable. However, development of curriculum, syllabi, text books and other curricular materials for Primary and Upper primary [sub-number (i)] and for elementary teacher education in DIETs and other teacher education institutions [sub-number (iii)] are, by an act of the State Legislature, vested in the MBSE, which is an autonomous body. Transferring these functions from the MBSE will require legal process.

The list of functions of the SCERT as enumerated should not be taken as exhaustive. Some functions like - clearing house of innovative educational programmes of the National and International bodies in the field of School education are there as well. Hence, at least a clause like- '*any other functions as the Government may assign to it from time to time*' - should be added.

Again, seven departments are enumerated, all of which are justified and acceptable. But, the list may not be taken as exhaustive. To cope with the problems of School education, the SCERT may have more departments like Department of Languages (Mizo, English, Hindi etc), Department of Science and Mathematics, Department of Social Sciences, etc.

The recommendations are justified and agreeable. The Re-designation of the faculty members can be done immediately.

**[Action: Short term]**

### 18. COMMON CADRE FOR SCERT AND DIETs (Ref. chapter 7.7.1, page 101)

#### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The framing of the RRs must be given top priority as this will impact staff positions / re-designations / pay-bands. Framing of suitable RR for the faculty may be done in consultation with the SCERT, DIET and Education Directorate.

A Task Force may be constituted to frame RRs for MES and MIHTES as recommended (Ref 13.7, page 172 of ERCM and chapter 9.13 of GoE) to allocate staff to the departments and to work out minimum viable faculty staff and establishing common cadre of SCERT and DIET staff.

[Action: Short term]

### 19. PREPARATION OF TEACHER EDUCATORS (Ref. chapter 7.8, page 101)

#### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The recommendation is acceptable in to to and the process of offering M.Ed. programme in CTE has been started. MZU provides facilities for Ph D in available disciplines

[Action: Short term]



### 3.10. IN-SERVICE EDUCATION OF TEACHERS (Ref. chapter 7.9, page 102)

#### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The principle of the recommendation is sound and justified. The recommendation is acceptable *in toto* and the process for implementation may be started.

[Action: Short term]

### 3.11. THE RESPONSIBILITIES OF INSET (Ref. chapter 7.9, page 102)

#### Recommendation of ERCM

*The Commission recommends that the responsibilities of INSET to different institutions could be assigned as under:*

<i>Institutions</i>	<i>Target Groups</i>
<i>CTE</i>	<ul style="list-style-type: none"> <li>(i) High School Teachers of English, Mathematics, Social Sciences, Science and Mizo language.</li> <li>(ii) Higher Secondary Teachers of English, Mizo language, Electives in the Arts and Science streams.</li> <li>(iii) Teacher Educators of DIETs.</li> </ul>
<i>Mizoram Hindi Training College</i>	<i>Hindi Teachers of Elementary and Secondary Schools.</i>
<i>SCERT</i>	<ul style="list-style-type: none"> <li>(i) School Heads and Educational Administrators.</li> <li>(ii) Theme based INSET for teachers of different levels like Inclusive Education, ICT in Education, Vocational Education, Arts Education, and Physical Education.</li> <li>(iii) Lecturers of DIETs and SCERT for induction training.</li> <li>(iv) Resource Persons in different subjects for the training of Primary and Upper Primary School Teachers.</li> </ul>
<i>DIETs</i>	<ul style="list-style-type: none"> <li>(i) Pre-primary Teachers.</li> <li>(ii) Primary School Teachers in Mizo language, English, Environmental Studies (EVS), and Mathematics.</li> </ul>

	(iii) <i>Upper Primary (Middle) School Teachers in Mizo language, English, Social Science, Science, and Mathematics.</i>
MBSE	(i) <i>Paper setters.</i> (ii) <i>School teachers in CCE.</i>

**Comment and Recommendation:** Allotment of INSET to different institutions is acceptable for the time-being and may be reviewed by the Government as and when necessary. Allotment of fund for their responsibilities be made proportionately

[Action: Short term]

### 3.12. PROFESSIONAL DEVELOPMENT OF TEACHERS (Ref. chapter 7.9, page 103)

#### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The write-up on page 103 urges the Government to formulate and notify the INSET policy with its ramifications. Based on this write up, the ERCM makes specific recommendation. This may be taken up effectively, keeping in mind that the implementation will entail expenditure. Expert inputs will be essential for framing of modules.

[Action: Short term]

### 3.13. BUDGET FOR PROFESSIONAL DEVELOPMENT (Ref. chapter 7.9, page 103)

#### Report of ERCM

*The State Government must allocate 1-2% of the annual budget of the Department of Education for teachers' professional development. This implies that the training organizations shall not be dependent on the central funds alone. The funds available under the State budget should be recouped periodically with the receipt of central grants.*



**Comment and Recommendation:** The importance of professional development should not be overlooked which must be backed by adequate funds. The State Government may give due attention to earmark such percentage for teachers' professional development.

[Action: Short term]

### 3.14. PROGRAMME PLANNING (Ref. chapter 7.9, page 103)

#### **Recommendation of ERCM**

*The Commission recommends that the SCERT, CTE, DIETs and Mizoram Hindi Training College should constitute Programme Advisory Committees comprising reputed educationists, researchers and administrators.*

**Comment and Recommendation:** ERCM recommends Programme Advisory Committees for each of the SCERT, CTE, DIET, and Mizoram Hindi Training College to formulate its various programmes, research projects and developmental works of training material etc. and carrying them out effectively to achieve optimum benefits. A point to be added here is that all the Programme Advisory Committees should coordinate their objectives and proposed actions, through an apex committee that incorporates members of the said committees. The recommendation may be implemented.

[Action: Short term]

## CHAPTER 4

### TEACHERS AND TEACHER ORGANIZATIONS

#### 4.1. UNDER-QUALIFIED TEACHERS (Ref. chapter 8.3, page 105 - 106)

##### Recommendation of ERCM

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

- 1) 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.

**Comment and Recommendation:** Task Force may be constituted as recommended.

[Action: Short term]

- 2) 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.

**Comment and Recommendation:** Necessary observations and recommendations be made by the Task Force

[Action: Short term]

- 3) 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.*

**Comment and Recommendation:** The recommendation is justified and may be implemented  
[Action: Short term]

#### 4.2. UNTRAINED TEACHERS (Ref. chapter 8.4, page 106 - 107)

##### Recommendation of ERCM

*The Commission recommends the following strategies to address the problem of untrained teachers:*

- 1) *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.*

**Comment and Recommendation:** The recommendation may be implemented.

[Action: Short term]

- 2) *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. The details of this type of programme are discussed in Chapter 7: Educating Teachers.*

**Comment and Recommendation:** The concept of B.Ed (Open Mode) and D. Ed programme (Open Mode) to clear backlog of untrained teachers is sound and justified. The CTE and DIET may write the proposal for introducing B.Ed (Open Mode) and D. Ed programme (Open Mode) respectively to the concerned authorities. Developing the multi-mode programme may take a little more time. Once it is permitted, the course shall run as per the recommendation

[Action: Short term]

- 3) *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.

**Comment and Recommendation:** The recommendation is good and may be implemented

[Action: Medium term]

#### 4.3. TEACHER RECRUITMENT POLICY (Ref. chapter 8.5, page 107 - 108)

##### Recommendation of ERCM

The Commission recommends that 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

The academic qualifications for each post shall have to be prescribed separately. For example, the following academic qualifications could be prescribed for the following posts:

- (i) TGT (Science): B.Sc. (Hons) in Physics/Chemistry, Biology/Zoology or B.Sc. (Pass Course) with 2/3 science disciplines.
- (ii) TGT (Maths): B.Sc. (Hons) in Mathematics or B.Sc. (Pass Course) with Maths as one of the Electives.
- (iii) TGT (Social Sciences): B.A. (Hons) in History or Geography or Political Science or Economics or B.A. (Pass Course) with 2-3 Social Sciences as Electives.
- (iv) TGT (English): B.A. (Hons) in English or B.A. (Pass Course) with English as an Elective
- (v) TGT (Hindi): B.A. (Hons) in Hindi or B.A. (Pass Course) with Hindi as an Elective or any other examination recognized as equivalent to the graduation degree in the subject.
- (vi) TGT (Mizo language): B.A. (Hons) in Mizo or B.A. Pass course with Mizo as core or elective course
- (vii) TGT (Physical Education): B.P. Ed.
- (viii) TGT (Visual Arts): Bachelor of Fine/Visual Arts (BFA) or graduates with Painting/ Fine Arts as electives, as an interim measure.
- (ix) TGT (Performing Arts): Graduation with Music/Dance as electives or any other qualification recognized as equivalent to graduation, as an interim measure.



**Comment and Recommendation:** The principle of recommendation is sound and acceptable. Subject-wise posts for Upper primary (middle) school and High school teachers be created with the required educational qualification as recommended. However, the nomenclature may be modified as clarified in chapter 4.4 (below). The incumbent teachers shall be re-designated accordingly. All future recruitments shall be done as per the recommendation

[Action: Short term]

In this connection, it is advisable to fix the minimum number of teachers for the various levels of education as under –

- |  |   |
|--|---|
| a. Primary school (6 classes)          | - 5 including Hindi + 1 headmaster  |
| b. Upper primary school (4 classes)    | -5 Subject teachers including Hindi<br>+ 1 headmaster   |
| c. High school (2 classes)             | -4 Subject teachers including Hindi<br>+ 1 headmaster   |
| d. Higher secondary school (2 classes) | - 1 subject teacher per subject + 1 Principal. For<br>subjects having practical class, 2 subject teachers<br>+ 1 Principal. |

As a result of this, some Schools may be over-staffed. The School teachers/Lecturers in the over-staffed Schools, if the authority deems it necessary, may be transferred to other under-staffed Schools or utilised/ attached in the offices of SDEOs, DEOs and the Directorate at a level appropriate to their status. Necessary rules/ amendments may be made by the State Government.

[Action: Short term]

#### 4.4. ENCADREMENT POLICY (Ref. chapter 8.6, page 108 - 109)

##### Recommendation of ERCM

*The Commission recommends that 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 TGT's 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*

**Comment and Recommendation:** The GoE is of the opinion that there should be four cadres of teachers against the recommended three cadres. The nomenclatures may also be modified as Primary teacher (PRT), Upper Primary Teacher (UPT), Secondary School Teacher (SST) and

School Lecturer (SL). The PRT cadre should also include ECCE teachers as recommended by ERCM. Modification of the nomenclatures is due to two reasons. One, it is not necessary to mention 'trained' in the name of the post, and secondly and more importantly, the name Graduate Teacher and Post Graduate Teacher are confusing as they imply teaching in the Graduate and Post Graduate level respectively. Necessary rules/ amendments may be made so as to affect the existing incumbent teachers.

If a teacher is qualified for the next higher cadre, he/ she may be given an upward mobility from a lower cadre to higher cadre as per the recommendation of ERCM. However, Headmaster shall not be given the upward mobility as all the headmaster posts shall be filled-up from the proposed MES cadre.

[Action: Short term]

#### 4.5. CONTRACT TEACHERS (Ref. chapter 8.7, page 109)

##### Recommendation of ERCM

*The Commission recommends 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.*

**Comment and recommendation:** The recommendation may be implemented in *to to*. The Government of Mizoram should make an all out effort for recruitment against vacant posts by lifting ban on new recruitments. No contractual appointments be given except on exceptional cases as recommended.

[Action: Short term]

#### 4.6. STREAMLINING RECRUITMENT PROCESS (Ref. chapter 8.8, page 109 - 110)

##### Recommendation of ERCM

*The Commission recommends that a Cell within MPSC should be established to handle recruitments for the Department of Education.*

*The Cell may have the 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, SDEO's and DEO's.



- (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.*

**Comment and Recommendation:** The MPSC may be strengthened and the Cell be established to handle recruitments for the Department of Education. The Cell may have the following functions:

- (1) Selection of teachers and Heads for Schools and Colleges.
- (2) Selection of Academic staff for CTE, DIETs, SCERT and Mizoram Hindi Training College (Excluding MBSE)
- (3) Selection of CEOs, and their vertical promotions
- (4) Selection of professional staff for Vocational and Technical education institutions.
- (5) Conduct of competitive examination for Mizoram Education Service (MES) and Mizoram Higher and Technical Education Service (MIHTES), if constituted.
- (6) Conduct of State Level Eligibility Test for college teachers

[Action: Short term]

#### 4.7. SHORTAGE OF SCIENCE AND MATHEMATICS TEACHERS (Ref. chapter 8.9, page 110 - 111)

##### Recommendation of ERCM

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

- 1) *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.*

**Comment and Recommendation:** The recommendation is endorsed. However, before opening new Schools/ Colleges, the existing institutions must be fully equipped to meet the need of the students.

Opening of science stream in selected HSS and UG Colleges should be done in a phased manner. [Action: Short term]

[Action: Long term]

- 2) *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.*

**Comment and Recommendation:** The recommendation of reserving seats for science students is sound provided that the paucity of qualified Science teachers is due to the limitation of seats reserved for them. Stipend shall be provided as recommended

[Action: Short term]

However, provision of employment for the passed-out students may invite several implications and the Government has to re-think carefully before making such a commitment.

[Action: Long term]

- 3) *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.*

**Comment and Recommendation:** State Government should formulate a scheme for the promotion of Science and Mathematics education as recommended and budget allocation of Rs 2.00 crore may be earmarked as token from 2012-2013 onwards.

[Action: Short term]

- 4) *The posts of Laboratory Attendants should be created for higher secondary Schools to give boost to practical aspects of science teaching.*



**Comment and Recommendation:** The recommendation for the posts of Laboratory Attendants should be created for subjects having practical class.

[Action: Short term]

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

**Comment and Recommendation:** The teachers posted in difficult areas (D category) may be given difficult area allowance as recommended.

[Action: Short term]

Regarding the special HRA, the house rent in the rural/ difficult area is comparatively low, therefore, there is no reason to provide higher HRA than their counterparts posted in other places.

[Action: Not favoured]

- 6) *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.*

**Comment and Recommendation:** The idea is to ensure employment for Hindi students even while they are pursuing their studies. However, recruiting a student even before he/she qualifies for the minimum educational qualification (B.Ed) may be inappropriate. Apart from this, there will be other competent students studying in other better institutions so there is no valid reason to give the students of MHTC advantage over the others. The GoE does not subscribe to the view of ERCM.

[Action: Not favoured]

#### 4.8. SHORTAGE OF HINDI TEACHERS (Ref. chapter 8.10, page 111 - 112)

##### Recommendation of ERCM

*The Commission recommends the following in order to overcome the shortage of qualified Hindi teachers.*

- (1) *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.*

**Comment and Recommendation:** The subject be taught as a compulsory subject as recommended. Availability of qualified teachers must be ensured before such a step is taken.

**[Action: Short term]**

(2) *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.*

**Comment and Recommendation:** The subject may be included as an elective subject as recommended

**[Action: Medium term]**

(3) *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.*

**Comment and Recommendation:** Introduction of Hindi as an elective subject is justified. Availability of qualified teachers be ensured to supply the adequate number of qualified Hindi teachers.

**[Action: Medium term]**

To ensure availability of qualified teachers, one Hindi Training College (HTC) may be established at Lunglei. At the same time, the seat capacity of the existing Mizoram Hindi Training College (MHTC) should be increased. Necessary steps may be taken up by the State Government.

**[Action: Short term]**

#### 4.9. PROFESSIONAL DEVELOPMENT OF TEACHERS (Ref. chapter 8.11, page 112 - 113)

##### **Recommendation of ERCM**

*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.*

*The Commission recommends that 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.*

**Comment and Recommendation:** As stated in the report of ERCM, it is the duty of every teacher to upgrade his/her professional competency to deliver quality education. In the meantime, there should be adequate provision from the State Government. The ERCM has enumerated some suggestions in their report chapter 8.11.1, 8.11.2 and 8.11.3 on pages 112 and 113, and the suggestions are good and relevant.

This may be implemented as per the recommendation

[Action: Short term]

#### 4.10. TEACHERS' WELFARE FUND (Ref. chapter 8.12, page 113 - 114)

##### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The recommendation is not only sound, but almost overdue. Necessary steps may be taken immediately by the State Government.

[Action: Short term]

#### 4.11. RETIREMENT BENEFITS (Ref. chapter 8.13, page 114)

##### Recommendation of ERCM

*The Commission recommends that the State Government should make adequate provision in the budget of the Department of Education for the payment of either pension or 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.*

**Comment and Recommendation:** The ERCM does not make provision of retirement benefit for Deficit and Adhoc Aided School employees separately. However, the GoE is of the view that there should be separate treatment for them.

The Deficit schools [which receive Grants-in -Aid from the consolidated fund under The Mizoram Aided School (Recurring and Non Recurring Grants -in-Aid) Rules 1990], mostly run by different churches, deserve recognition and incentives from the State

Government due to the fact that they have been serving the State and the society for many years. Therefore, it would be advisable to provide pension benefit and DCRG to the employees of Deficit schools. However, those Deficit schools, having their own system of retirement benefits may choose either of the two.

For those Adhoc Aided School employees [which receive Grants-in -Aid from the consolidated fund under The Mizoram Aided School (Recurring and Non Recurring Grants – in-Aid) Rules 1997], the State Government must implement and strictly adhere to the Mizoram Aided School Employees Contributory Provident Fund Rules, 2006 and the Mizoram Aided Schools Employees (Death cum Retirement Gratuity) Rules 1990, with retrospective effect from the date of commencement of the Rules. On the revision of pay and devaluation of money, the Mizoram Aided Schools Employees (Death cum Retirement Gratuity) Rules, 1990 may also be amended to enhance the benefit

**[Action: Short term]**

Regarding the second alternative suggested by ERCM, the GoE is of the opinion that charging of such development fund from the students does not appear unviable as the fee would be unaffordable for them.

**[Action: Not favoured]**

#### **4.12. CONDITIONS OF RECOGNITION FOR UNAIDED SCHOOLS (Ref. chapter 8.13, page 114)**

##### **Recommendation of ERCM**

*The Commission recommends that 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.*

**Comment and Recommendation:** The recommendation is endorsed. The pay and allowances of any teacher or other person employed shall not be lower than the minimum wages prescribed by the State Government vide Section 36 of the Mizoram Recognised Private Schools (Regulations) Rules, 2006, and only qualified teachers should be recruited as per section 35 of the said rules.

As per the recommendation of ERCM, the school management shall make provision for the payment of CPF/EPF and gratuity to the teachers under the relevant rules of the State Government.

**[Action: Short term]**



#### 4.13. STAFF QUARTERS (Ref. chapter 8.14, page 115)

##### Recommendation of ERCM

*The Commission recommends that 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 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.*

**Comment and Recommendation:** For Government institutions, provision of such basic amenities lies in the hands of the Government. For those Schools run by Managing Boards, the SMC should mobilise funds and construct staff quarters accordingly

[Action: Short term]

The ERCM has also alternatively suggested creation of housing complex at the sub-divisional headquarters to provide residential accommodation to the teachers with a provision of few buses for commuting teachers, inspecting staff and students from their place of residence to the School/ office. The idea is theoretically good, however, its actual viability is questionable due to hilly and difficult terrain of our State.

[Action: Not favoured]

#### 4.14. GRIEVANCE REDRESSAL<sup>1</sup> (Ref. chapter 8.15, page 115 - 116)

##### Recommendation of ERCM

*(1) The Commission recommends that in order to redress teachers' grievances expeditiously, the Grievance Redressal Mechanisms should be established at the State level, district level and sub-division levels.*

**Comment and Recommendation:** The recommendation is acceptable. The Grievance Redressal Committee should be set up at all levels. The composition of the committee is cited on page 116 of the ERCM report.

[Action: Short term]

*(2) The Commission recommends that for 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.*

**Comment and Recommendation:** Since the rules would be of foremost importance for the formation and functioning of the committees, it must be framed immediately.

[Action: Short term]

#### 4.15. TEACHER ORGANIZATIONS (Ref. chapter 8.16, page 116 - 117)

##### Recommendation of ERCM

*The Department of Education of the State Government should frame rules for the recognition of Associations. The criteria for the recognition may include the eligibility for membership, objectives, Constitution or Memorandum of Association, registration under an appropriate Act, regular election of officer bearers in accordance with the provisions of the Constitution.*

**Comment and Recommendation:** There are such recognition rules in DP & AR for Government Servants' Associations. For those associations, whose members are not Government Servant, separate recognition rules may be framed by the Department as recommended. In the rule, there shall be a provision that the Recognised Associations may have the privilege to nominate their representatives as members of the State Advisory Board of Education (SABE) and Grievance Redressal Committees at different levels.

[Action: Short term]

#### 4.16. CODE OF PROFESSIONAL ETHICS FOR TEACHERS (Ref. chapter 8.17, page 117 - 118)

##### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The Government shall appoint an Expert Group to examine the Code of Professional Ethics as recommended.

[Action: Short term]



## CHAPTER 5

### REJUVENATING HIGHER AND PROFESSIONAL EDUCATION

#### 5.1. INSTITUTIONAL VIABILITY (Ref. chapter 9.2.2, page 120 - 121)

##### **Recommendation of ERCM:**

*The Commission is of the view that each institution of higher education should have a critical mass of students as well as faculty and, therefore, it recommends 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.*

**Comment and Recommendation:** The Mizoram Government shall appoint the Task Force to examine the viability of Colleges and to work out the modalities of restructuring of Colleges. Restructuring includes amalgamation of Colleges, rationalisation of subjects, teaching and non-teaching staff, conversion of certain Colleges into a subject Specialised college, preparation of certain Colleges for PG College, and or Autonomous college. The Task Force shall use the following parameters as guiding principles for restructuring of the Colleges.

- (i) Before restructuring of Colleges, basic Infrastructure like buildings, sport facilities, adequate space, hostel, sanitary facilities, etc must first be in place
- (ii) The students' enrolment of 200 alone cannot be the sole criterion for the closure or merger of a College. The merger of Colleges should be taken up with great care and caution. The Task Force has to examine the viability of colleges on case to case basis and to recommend their merger, amalgamation or continuation on the basis of college-based or location-specific criteria.
- (iii) Colleges located outside Aizawl may be merged with the nearby colleges. However, there should be at least one college each in all the districts, including the designated District Headquarters [Ref page 192 recommendation 63 (i) of ERCM]
- (iv) For colleges in rural area, the Task Force should explore the idea of developing 'the unviable colleges' as Colleges offering selected / specific disciplines wherein their strength lies and to develop their area of expertise. Duplication of such disciplines in other Colleges should be avoided as far as possible, so that enrolment is spread across Colleges and the State also.

While restructuring Colleges, rationalisation of teaching and non-teaching staff shall be done with a view to relieve some Colleges where there is inadequacy in the staff.

a) Colleges inside Aizawl may be restructured, so that there will be only around 3 or 4 Colleges within Aizawl.

a. Those Colleges located and or having plot of land in the northern part of Aizawl may be merged and restructured together, and a suitable campus must be provided somewhere in the northern part of Aizawl (eg, Brigade Land, Durtlang, etc.) to accommodate all requirements as already stated. The proposed Restructured college shall offer Science, IT and Arts stream.

b. Similarly, those Colleges located and or having plot of land in the southern part of Aizawl may be merged and restructured together. A suitable land may be found somewhere in the southern part of Aizawl, (eg Tlangnuam /Mualpui/ Saikhama Kawn, etc area). The College will offer Arts, Physical Education, Fine Arts and Performing Arts.

c. Following the same pattern, restructuring of Colleges may be carried out for the rest of the Colleges and suitable land be located in the western side of Aizawl, (eg Luangmual, Chawlhmun, etc, area). The proposed College shall offer Commerce, Management, Arts, etc.

(vii) The desirability of having a particular subject for the Restructured college may also be examined. For example, the proposed college above No. vi) sub (c) is specialised in Management/ Commerce and, therefore, history subject may not be offered in the College.

(viii) The Restructured college will be impressed upon to prepare for upgradation into PG College and or Autonomous College in the future.

[Action: Short term]

## 5.2. PPP MODEL IN HIGHER EDUCATION (Ref. chapter 9.2.3, page 121 - 122)

### Recommendation of ERCM:

*The Commission recommends that 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.*

**Comment and Recommendation:** The ERCM report in page No. 122 states that the curricular track at the undergraduate level needs to be broadened by way of introducing new subjects in the existing streams and also by introducing new streams. The ERCM further



suggests to introduce vocal music, instrumental music, fine arts and physical education as elective courses in the Arts stream at the initial stage. At a later stage, Physical Education, Fine Arts and Performing Arts could either be introduced as separate streams in the existing colleges or separate institutions could be set up in these areas.

The idea of running Colleges of this kind under PPP model is endorsed by the GoE in principle. However, considering the space and other facility requirements for opening such institutions at the infrastructure of Colleges merged with other institutions is not feasible as the existing College infrastructure are minimal and not suitable for having academic environment.

[Action: Not favoured]

For running such institutions, it is suggested that -

- 1) A separate suitable land (on lease system) be made available by the State Government
- 2) For the partners, the GoE favours (i) Church organizations (ii) Local Community (iii) Others, for opening such institutions which could offer either subjects of their choice or the streams stated above
- 3) The vacated buildings can be utilised for the benefit of youth/ the community under a joint management mechanism with the State Government

[Action: Medium]

### 5.3. FUND FOR ICT (Ref. chapter 9.2.4, page 122)

#### Recommendation of ERCM:

*The State Government should place sufficient funds at the disposal of the colleges enabling them to make timely payment of their share of 25% for the ICT facility under the National Mission on Education through ICT.*

**Comment and Recommendation:** There is separate provision for this scheme under UGC Network Resource Centre which most of the eligible Colleges had availed of during eleventh Plan period. The share of 25% may be made available by the State Government only for ineligible colleges. The eligible colleges, which have not yet availed of the scheme, may be instructed to avail the same.

[Action: Short term]

### 5.4. SEMESTER SYSTEM (Ref. chapter 9.2.5, page 122)

#### Recommendation of ERCM:

*The Commission recommends the acceptance of academic and examination reforms, as mandated by the 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.*

**Comment and Recommendation:** The process is already on. The Mizoram University may be requested to conduct orientation programmes.

[Action: Short term]

## 5.5. INSTITUTIONAL PLANNING (Ref. chapter 9.2.6, page 122 - 123)

### Recommendation of ERCM:

*The Commission recommends that the State Government should earmark at least 20% of its budget of higher education for the up-gradation of infrastructural and instructional facilities in the colleges.*

**Comment and Recommendation:** The State Government should earmark such percentage as recommended. However, drastic increase in budget allocation may not be possible for the State Government and hence, this 20% target may be achieved in a phased manner within a period of five years. Clear guidelines for the premise of up-gradation of infrastructural and instructional facilities must be given to the College authorities

[Action: Short term]

## 5.6. SPORTS DEPARTMENT IN A COLLEGE (Ref. chapter 9.2.7, page 123)

### Recommendation of ERCM:

*The Commission recommends that 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.*

**Comment and Recommendation:** Considering the small number of qualified M.P. Ed and the course duration, and also the requirements of infrastructure, this may be implemented in a phased manner in a few selected Colleges on experimental basis.

[Action: Medium term]

Opening of the Physical Education discipline in each College may be in the future vision of the State Government.

[Action: Long term]



## 5.7. LIBRARY SERVICES (Ref. chapter 9.2.8, page 123)

### Recommendation of ERCM:

*The Commission recommends that 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.*

**Observation and recommendation:** UGC rules have demanded M. Lib. Sc + NET Qualified for appointment for the post of College Librarian. Mizoram Government must adopt UGC Rules as a composite scheme without any modification for all Teaching and Non – teaching staff in the Colleges. The post of Library Assistant and Library Attendant may be created as recommended by ERCM.

[Action: Short term]

## 5.8. FACULTY RECRUITMENT AND DEPLOYMENT (Ref. chapter 9.2.9, page 123 - 124)

### Recommendation of ERCM:

*The State Government should evolve an effective and functional mechanism for timely recruitment and deployment of teachers and Principals on a regular basis. In this connection, the Commission has recommended elsewhere in this report (Chapter 8: Teachers and Teacher Organizations) that the State Government should set up an Education Cell in the Mizoram Public Service Commission (MPSC) to organize the process of selecting educational personnel on a continuing basis. Besides conducting the Mizoram Education Service (MES) competitive examination, the Education Cell should be entrusted the responsibility to organize selection process for the recruitment of teachers and Heads of Institutions.*

**Comment and Recommendation:** The recommendation is endorsed. A separate Cell may be created under MPSC. The UGC Rules and Regulations must be firmly followed for the recruitment and deployment of Teachers and Principals. Since all the conditions laid down by UGC are to be fulfilled for the recruitment, the State Government too, must provide all the benefits and allowances to the College Teachers and Principals as spelt out in the UGC Rules and Regulations.

Apart from this, as mentioned in the commission's report, most of the Colleges are manned by 'Not-regular' and or 'unqualified' Principals, which greatly hampers College development. The Mizoram Government must, therefore, recruit qualified principals

immediately. However, the State Government should be careful so as to not mismatch the number of posts of College Principals with the number of proposed Restructured Colleges.

[Action: Short term]

#### 5.9. AUTONOMY FOR PRINCIPAL (Ref. chapter 9.2.10, page 124)

##### Recommendation of ERCM:

*The Commission recommends that College Principals should be granted sufficient autonomy in academic matters and be delegated enough powers in administrative and financial matters.*

**Comment and Recommendation:** As stated in the report of ERCM, the College Principals need to be delegated enough powers to make appointment of contract or part-time teachers for the upkeep and maintenance of institutional campus, and for the timely purchase of the required materials and equipments.

The recommendation is concurred. A separate budget head should be made for every College separately in the Mizoram Budget. The College Principals will be the Budget Controlling Authority so as to ensure timely deployment of contract or part-time teachers, and timely release of salary, Medical Re-imbursement, purchase of materials and equipments, etc. In this connection, it is appropriate to mention that the status of College Principals in respect of Grade pay, etc is a competent authority to be a budget controlling authority.

[Action: Short term]

#### 5.10. AUTONOMOUS COLLEGES (Ref. chapter 9.2.10, page 124)

##### Recommendation of ERCM:

*The Commission recommends that 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.*

**Comment and Recommendation:** The State Government should identify a couple of better functioning Colleges and encourage them to submit proposals to the UGC as recommended.

[Action: Medium term]

The proposed Restructured colleges may also be encouraged to write such proposals in the future

[Action: Long term]



### 5.11. MONITORING (Ref. chapter 9.2.11, page 124)

#### **Recommendation of ERCM:**

*The Commission recommends that 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.*

**Comment and Recommendation:** As pointed out in the ERCM report on page 124, all Government-run colleges are UGC recognised under section 2 (f) and 12 B. In the meantime, most of the Colleges fall short of meeting the requirements of affiliation spelt out in the MZU Ordinance 0B-6. The recommendation is thus justified.

**IQAC:** The system is already in place as per mandate of UGC, so both CDC (MZU) and State Government must see to the setting up of IQAC in all Colleges. It can be implemented within a very short time as H&TE already has its rules and guidelines in place.

[Action: Short term]

**Inspection:** Inspection of colleges by MZU takes place only for affiliation purposes. The recommendation of ERCM to do so on a regular basis should be taken up seriously, but both the MZU and the State Government must work closely together on this to avoid clash of interests and to achieve quality in higher education in letter and spirit.

[Action: Short term]

**NAAC accreditation:** The State Government shall encourage all the Non Accredited Colleges to seek the accreditation at the earliest. The State Government should also think of giving financial incentives to the accredited Colleges on the basis of their Grade. All the credited colleges should strive to meet the recommendation/ suggestions of the Peer Team and go for re-accreditation as per NAAC guidelines.

In this connection, it is relevant to mention that no College in Mizoram has got grade 'A' as per the NAAC assessment. Having the second highest literacy percentage in the country, the ground reality at the College level is not satisfactory. The College fraternity and the State Government share equal responsibility in this regard. This is a matter of grave concern for the State and must be addressed seriously by the concerned authorities.

[Action: Short term]

### UGC CELL IN H&TE

In order to assist the CDC of Mizoram University in the monitoring of and, taking effective measures to make up for deficiencies, if any, as pointed out in the inspection reports of CDC, and for the better coordination of the State Government and MZU, there should be a UGC Cell in the Directorate of H & TE which will be headed by College Development Officer (CDO). This CDO will be the liaison officer for the State Government to network with MZU, UGC and other funding agencies for the State Government. The other functions of CDO are enumerated in Chapter 10.1.

[Action: Short term]

### 5.12. FUTURE DIRECTIONS (Ref. chapter 9.4, page 126 - 127)

#### Recommendation of ERCM:

*Mizoram University, being a Central University, is fully funded by the Government of India but the State Government can facilitate the work of the university in several ways. It must make all out efforts to strictly adhere to the affiliation norms in colleges under its control. It should also contribute in the preparation of future plans of the university by making known its needs to the university. It should also ensure all-weather roads connectivity, public transport facilities for students and teachers, and adequate water and power supply.*

**Comment and Recommendation:** This matter may be taken up seriously by the Mizoram Government.

[Action: Short term]

### 5.13. COLLEGES THROUGH DIRECT FUNDING OR UNDER THE PPP MODEL (Ref. chapter 9.4, page 126 - 127)

#### Recommendation of ERCM:

*The Commission recommends that 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 12<sup>th</sup> Five Year Plan with due approval from the Union Ministry of Human Resource Development (MHRD)/University Grants Commission (UGC).*

**Comment and Recommendation:** The recommendation is good. For the introduction of new courses of study in Colleges under the Mizoram Government, the availability of qualified faculty and desirability of subjects must be considered. As far as PPP Model is concerned, the



Mizoram Government shall formulate a Policy on PPP for the entire State and act upon it accordingly. This type of PPP model is suggested elsewhere in chapter 9.2.3 page 122 of ERCM report.

[Action: Medium term]

The State Government may approach Mizoram University to take up the courses during 12<sup>th</sup> Plan or 13<sup>th</sup> plan.

[Action: Short term]

#### 5.14. COORDINATION COMMITTEE (Ref. chapter 9.5, page 127 - 129)

##### Recommendation of ERCM:

*The Commission recommends that 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.*

**Comment and Recommendation:** The Coordination Committee be set up as recommended

[Action: Short term]

#### 5.15. HIGHER EDUCATION THROUGH ODL (Ref. chapter 9.6, page 129 - 130)

##### Recommendation of ERCM:

*The Commission recommends that 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.*

**Observation and recommendation:** The recommendation is acceptable and this work shall be made the responsibility of the proposed College Development Officer

[Action: Short term]

## CHAPTER 6

### ENGAGING ADULTS IN EDUCATION AND LITERACY

#### 6.1. EVALUATING CURRENT PROGRAMMES (Ref. chapter 10.5, page 137 - 138)

##### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The ERCM had given an analysis of Adult Literacy at length in their report. The issues, concerns and future directions presented in chapter 10.5.1, 10.5.2 and 10.5.3 need to be addressed effectively. The recommendation is sound and valid.

An external evaluation of Total Literacy Campaign (TLC) should be conducted by Mizoram University after signing MoU with Government of Mizoram. Fund for the evaluative study will be required and therefore sanctioned. The study may be started soon after financial sanction is made by the State Government.

[Action: Short term]

#### 6.2. REVIVING OF THE CRITICAL POST (Ref. chapter 10.5.4, page 138 - 139)

##### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The thorough assessment of the programmes by MZU as suggested above will reveal how many, and which critical key posts, are to be restored, for revival and improvement of internal efficiency and overall management, coordination and networking of the various programmes, etc.

Once the critical posts to be revived are identified, the posts in the Directorate of Adult Education shall be restored at the earliest possible time.



On the basis of the assessment findings, the follow-up plan of action for improving the internal efficiency of management system, etc, may be drawn by the agency conducting the assessment.

For forging partnerships with community organisations for effective management of the life-long education programme, Church Organisations and or other reliable NGOs may also be involved and MoU signed with them as required.

[Action: Short term]

### 6.3. STATE LITERACY MISSION AUTHORITY (Ref. chapter 10.5.3, page 138)

#### Recommendation of ERCM

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

**Comment and Recommendation:** The State Literacy Mission Authority (SLMA) should be revived as recommended by ERCM. Rapid action needs to be taken in view of the on set of Census 2011 so as to achieve the highest literacy percentage in the country.

The honorarium of Rs 100/- given to the animator needs to be enhanced at around Rs 500/-

[Action: Short term]

### 6.4. JAN SHIKSHAN SANSTHAN (JSS) (Ref. chapter 10.5.5, page 139 - 140)

#### Recommendation of ERCM

*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.*

**Comment and Recommendation:** Jan Shikshan Sansthan (JSS) has been charged with the responsibility of addressing the vocational training need of neo-literates and other rural youth and adults and the financial grants are coming from MHRD, Government of India. In some states where there is a University, the University runs the JSS scheme. But, in Mizoram, it is under the management of an NGO.

The GoE agrees with the recommendation of ERCM. The Department of Adult Education, Government of Mizoram should study the evaluation reports on the activities and

achievements of JSS, Aizawl, whenever such evaluation is carried out by the empanelled team, and should take necessary action on aspects entrusted to it. For instance, the recommendations of the empanelled team that evaluated the activities and achievements of JSS, Aizawl (Ref 10.5.5, page No 139), as stated in the report of ERCM, require the Department of Adult Education (DAE) to:

- (i) Play a lead in ensuring collaboration/coordination of JSS with Central/State Government departments, agencies like State Resource Centre (SRC), Zila Shaksharta Samity (ZSS), SLMA, NGOs in conducting programmes.
- (ii) Identify such professionals on regional basis from the technical institutes and agencies. SLMAs and SRCs may be entrusted with the responsibility.

If the empanelled team is not satisfied with the activities and achievement of the JSS, Aizawl, the management may be taken over by the Mizoram University after necessary steps are taken as required.

[Action: Short term]

Regarding the opening of more centres in other district headquarters, the GoE is in favour of reliable NGOs like YMA, MHIP, etc to be associated with them

[Action: Medium term]

#### 6.5. NEW THRUSTS IN ADULT EDUCATION AND LITERACY (Ref. chapter 10.6, page 140)

##### Recommendation of ERCM

*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.*



**Comment and Recommendation:** The GoE is convinced that the Adult Education and Literacy programme need to be given a fresh orientation in all its aspects. The recommendations of ERCM may be implemented as under.

- i) Restructuring the existing programme should be done within 3 years from 2011.
- ii) People's Education Centers should be established in various places of Mizoram in a phased manner starting from the districts with low rate of literacy. Accordingly, in Phase I, centers should be opened in Lawngtlai and Mamit districts. Establishment of the centers should proceed to other districts as per their position in the literacy percentage.
- iii) Action specified under (iii) should be taken as recommended by the Commission immediately after People's Education Centers start functioning.
- iv) Action specified under (iv) should be taken in 1-2 years from now.

**[Action: Short term]**

## CHAPTER 7

### VOCATIONAL EDUCATION AND TRAINING: INTEGRATION OF KNOWLEDGE AND SKILLS

#### 7.1. NEW TRADE AND NEW VOCATIONAL SCHOOL (Ref. chapter 11.3, page 145)

##### Report of ERCM

*New courses/trades which could be introduced in ITIs to generate self-employment in different parts of Mizoram include trades concerning Bamboo since more than half of the State of Mizoram is covered by Bamboo forests. New vocational education institutions could be set up in fields like agriculture, horticulture, floriculture, food processing dairying, farming of medicinal herbs, textiles and other such fields which have potential for self-employment.*

**Comment and Recommendation:** This kind of recommendation was seen in chapter 5.7.2. (c) of the report of ERCM and chapter 1.10 of the recommendation of GoE. The Vocational schools may be opened at Hnahthial and Mamit in a phased manner.

[Action: Medium term]

#### 7.2. ESTABLISHMENT OF ITIs (Ref. chapter 11.3., page 143 - 145)

##### Recommendation of ERCM:

*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.*

**Comment and Recommendation:** The necessity of launching a massive and well co-ordinated programme of VET is fully endorsed. The inability/insufficiency of VET through non-formal system is fully accepted. Hence, formal effort for VET should be undertaken.

The recommendation is relevant and acceptable. New vocational courses relevant to the needs of Mizoram should be identified and developed by the Task Force appointed by the State Government.

[Action: Medium term]



### 7.3. STRENGTHENING OF EXISTING POLYTECHNICS (Ref. chapter 11.3.2, page 146)

#### Report of ERCM

*The Commission was impressed by the infrastructure and the programmes of the Women Polytechnic, Aizawl and Mizoram Polytechnic, Lunglei. The enthusiasm of the faculty and their competence in their respective professional areas was indicative of much greater contributions that can be made by these polytechnics. These institutions are, however, suffering from paucity of staff because of unfilled faculty positions, resource constraints for on-going programmes. These aspects need to be attended to so that these Polytechnics can perform at the optimum level.*

**Comment and Recommendation:** The Government may remove the constraints as expressed on page 146 of the ERCM report, such as filling up of vacant posts, and financial constraints for on-going programmes in the women Polytechnic, Aizawl and Mizoram Polytechnic, Lunglei

[Action: Short term]

### 7.4. POLYTECHNICS/ COMMUNITY POLYTECHNICS (Ref. chapter 11.3.3, page 147 - 148)

#### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The above recommendations are found to be viable and acceptable. The four new Polytechnics recommended by the Commission may be established in Kolasib, Champhai, Saiha and Serchhip districts, out of which the ones established in Kolasib and Saiha may be designed as 'Community Polytechnics'.

The Task Force appointed by the State Government should identify and develop the courses to be introduced in the new Polytechnics including Community Polytechnics.

[Action: Medium term]

## 7.5. COMMUNITY COLLEGES (Ref. chapter 11.3.5, page 148)

### *Recommendation of ERCM*

*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.*

**Comment and Recommendation:** To give vertical mobility to students pursuing vocational courses at higher secondary stage, at least 2 community colleges should be established. For this, (with the assumption that Zawnuam College be restructured with Mamit College) Zawnuam College may be converted into a community college. One college from other districts, for instance Saitual College or Khawzawl College may also be converted. The courses/ programmes to be introduced may be chosen in consultation with the stake holders of the concerned region/ area.

[Action: Medium term]

Depending on the success of the community colleges, more Community colleges may be opened in other places to offer programmes which can lead to employment to Mizo educated youth both in and outside Mizoram.

[Action: Long term]

## 7.6. VET THROUGH ODL MODALITY (Ref. chapter 11.3.6, page 148 - 149)

### *Report of ERCM*

*The National Institute of Open Schooling (NIOS) offers a number of courses in vocational areas through the ODL modality. This facility may be utilized by the State.*

**Comment and Recommendation:** The ERCM suggests that the State may utilise a number of courses in vocational areas for the three categories of programmes. This suggestion may be explored.

[Action: Short term]

## 7.7 VOCATIONAL MANAGEMENT INFORMATION SYSTEM (Ref. chapter 11.4.6, page 150)

### *Recommendation of ERCM-*

*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).*

**Comment and Recommendation:** The quality interventions listed under chapter 11.4.1 to 11.4.6 of ERCM report (Viz. Learning Materials, Enhancing Technological Orientation, Enhancing Resource Allocation, Co- ordination and Monitoring, Research and Development, Enhanced Allocation of Funds) are valid and relevant. They are to be carefully studied, and follow-up actions may be initiated

[Action: Short term]

Bringing of all institutions offering technical and vocational education under the umbrella of the SCTE, which could be renamed as State Council of Technical and Vocational Education (SCTVE) is good.

Renaming of the institutions be done and the setting up of a suitably staffed Academic Wing 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).

[Action: Short term]

## CHAPTER 8

### PRIVATE SECTOR IN EDUCATION

#### 8.1. THE MIZORAM EDUCATION ACT 2003 (Ref. chapter 12.3, page 153 - 154)

Information has come to the general public that the owners of recognised Private School have decided to raise their fees under various heads without taking prior approval of the competent authority. The Mizoram Education Act, 2003 empowered the State Government to prescribe fees and other charges that recognised institutions may collect from students. Those recognised institutions desirous of levying different rates of fees and other charges are required to seek approval of the competent authority before the commencement of an academic session. Sub-section (1), (2) and (3) of Section 17 provides:

- (i) No recognised educational institution shall levy fees or collect any other charges except those as may be prescribed.
- (ii) No recognised educational institution desirous of levying different rates of fees or other charges or collecting funds shall do so without the approval of the appropriate authority
- (iii) The Managing Committee or the Governing Body, as the case may be, of every recognised educational institution shall, before the commencement of each academic session, submit to the appropriate authority full statement of fees to be levied by such institution during the ensuing academic session.

This section empowers the State Government to give direction to the School authority to abide by the rules and regulations, and if they fail to comply within the stipulated time, action may be taken as necessary.

Apart from forbidding the Education Institutions to change rate of fees, Sub-section (4) of Section 17 insists that -

- (i) Income derived by recognised unaided educational institutions by way of fees shall be utilised only for such educational purposes as may be prescribed, and
- (ii) Charges and payments realised and all other contributions, endowments and gifts received by such educational institutions shall be utilised only for the specified purposes for which they are realised or received

The State Government is further empowered by The Recognised Private schools (Regulation) Rules, 2006 in sub section (1) of Section 17 which reads -

‘The fees payable in any recognised private School or in respect of such pupils (herein after called the prescribed fees) shall be such, and shall be payable in respect of such matter as may be prescribed by the Prescribed Authority under these rules and the State Government



may, at any time and for such period as they shall think fit, direct that the prescribed fees shall be increased or reduced in any recognised private school'

**Comment and Recommendation:** Government of Mizoram shall act immediately to check/prevent commercialisation, malpractices, safeguard interests of employees and students and to monitor quality of education imparted by the Recognised Private Schools.

[Action: Short term]

## 8.2. PANEL INSPECTION OF PRIVATE INSTITUTION (Ref. chapter 12.4, page 155)

### Recommendation of ERCM

*The 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.*

**Comment and Recommendation:** The basic criteria for continuous monitoring and inspection of all Schools must first be worked out meticulously with the help of experts and professionals in the field so that it is practicable and achievable for all concerned. School inspections can be done every 2 years, and not 3 as recommended by ERCM. Working out the format by the Task Force may be accomplished within 0-1 years so that its implementation can be followed from the following year.

[Action: Short term]

## 8.3. CHECKING OF EXPLOITATION OF TEACHERS IN PRIVATE SCHOOLS (Ref. chapter 12.4, page 155)

### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The pay and allowances of teachers and other persons employed shall not be lower than the minimum wages prescribed by the State Government vide Section 36 of the Mizoram Recognised Private Schools (Regulations) Rules, 2006, and

recruit only the qualified teachers as per section 35 of the said rules. In order to correspond/tally the various levels of salary in the Minimum Wages Rules, salary for different educational qualifications may be fixed by making / amending the rules

The ERCM report quoted that *"This implies that the private Schools are not under obligations to grant the pay-scales allowed by the State Government to the teachers in the Government or aided Schools. This is indeed a matter of grave concern which needs to be addressed...."*. This particular quotation needs a re-look to examine its practicability aspects.

Affordability of the fees by the general public shall be considered in order to prevent Private schools from education for catering only to the elite group of the society. Commercialisation of education must be avoided at all costs.

[Action: Short term]

#### 8.4. FEE STRUCTURE (Ref. chapter 12.4, page 155)

##### Recommendation of ERCM:

*The Commission recommends that 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.*

**Comment and Recommendation:** Permitting private schools to levy fees commensurate with their services is justified. The State Government may permit them to change rate of fees as per sub section (1), (2), (3) and (4) of sections 17 of Mizoram Education Act 2003 and sub section (1) of Section 17 of the Recognised Private Schools (Regulation) Rules, 2006.

However, the affordability of the fee by the public shall be also be considered to prevent making of the Private school education from being elitist.

[Action: Short term]

#### 8.5. GRANT-IN-AID MODALITIES (Ref. chapter 12.4, page 156)

##### Recommendation of ERCM:

*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, up-gradation 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.*

**Comment and Recommendation:** Withdrawing the grant from those Schools that are enjoying it for a number of years as per the rules and regulations of the State Government is not justifiable, and it would adversely affect the quality of education. The recommendations of ERCM for grant-in-aid modalities should, therefore, be implemented for new Schools only. The word 'performance' needs to be defined objectively and it should not confine itself to examination results alone.

At the same time, there must be a separate system for Deficit Schools (run by the churches), who receive Grants-in-Aid from the consolidated Fund under the Mizoram Aided School (Recurring and Non Recurring Grant- in-Aid) Rules, 1990. An employee under the School shall be governed by the church's relevant rules and regulations. However, for calculating the expenditure requirement for the School, the pay and allowances of the State Government shall be used even if its actual payment to the concerned employee is to be governed by the church's rules and regulations. If the grant received from the Government is inadequate to meet the salary of the teachers, the amount of deficit shall be borne by the concerned managing committee/ board. And, if the grant received is more than the salary of the teachers, the amount shall be utilised for the upgradation of the School infrastructure by the managing committee/ board. Alternatively, the amount may be deducted from the grants to be received by the School from the State Government.

[Action: Short term]

## 8.6. PUBLIC PRIVATE PARTNERSHIP (Ref. chapter 12.6, page 157 - 158)

### *Recommendation of ERCM:*

*The Commission recommends the three PPP models for adoption 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.*

**Comment and Recommendation:** The recommendations of ERCM for adoption of PPP models for Schools, Colleges and Institutes of higher learning (professional and academic), may be taken up in to to start with, by working out the modalities with inputs from experts / professionals who may be sourced from states already successfully running PPP. However, as recommended in chapter 5.13 of GoE report, framing of State Level PPP Policy is top priority before taking action. Action is to be taken only after a concrete policy is formed. The authority must be careful in choosing the PPP partners.

Since PPP is quite new for Mizo people, to implement it will require some amount of time.

**[Action: Medium term]**

***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.*

*This model may be adopted in respect of the following:*

- (1) Residential High/Higher Secondary Schools
- (2) Sports School
- (3) Sainik School
- (4) College of Mining Engineering
- (5) Sports and Physical Education College
- (6) Institution of Mass Communication and Journalism
- (7) College of Fine Arts
- (8) Medical College
- (9) Agricultural College

*The list given above is by no means exhaustive, and therefore, additional fields of study may be identified.*

**Comment and Recommendation:** This recommendation may be implemented

**[Action: Medium term]**



*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 along-with interest to the concerned entity in 15-20 years.*

**Comment and Recommendation:** This recommendation may be implemented

**[Action: Long term]**

## CHAPTER 9

### EDUCATIONAL GOVERNANCE IN MIZORAM

#### 9.1. STATE ADVISORY BOARD OF EDUCATION (Ref. chapter 13.2, page 159 - 160)

##### Report of ERCM

*State Advisory Board of Education should perform the following functions:-*

- (i) *To advise on matters relating to Education Acts, Rules and Regulations.*
- (ii) *To advise regarding formulation and implementation of schemes/projects/programmes aimed at improving the access, retention and quality at different levels of education.*
- (iii) *To advise on all matters relating to curricula, syllabi and instructional materials proposed to be introduced at different levels.*
- (iv) *To review the examination pattern of various examining bodies and suggest appropriate modifications, wherever necessary.*
- (v) *To advise on formulation of policies relating to the recruitment, deployment and career advancement of the teaching, non-teaching and administrative staff in the Department of Education*
- (vi) *To assist the Government in the formulation of policies and programmes of teachers' continuing education and professional development.*
- (vii) *To assist the Government in the formulation of policies and schemes for the welfare of students and teachers.*
- (viii) *To formulate guidelines for the development of Norms and Standards for the Schools, colleges and other educational institutions in the State.*

*The membership of the SABE needs re-consideration. In the category of ex-officio members, Director of SCERT, Principal of CTE, Principal of a technical education institution, need to be included. The representatives of teachers' unions are represented on the SABE, but Principals of Colleges and higher secondary Schools, headmasters of upper primary (middle) and high Schools, Principals of Private Schools and DEOs, etc. are not represented. In the category of eminent educationists, separate provisions need to be made in respect of different sectors of education, that is, School education, tertiary education, technical and professional education.*

*It must be ensured that the SABE meets twice in a year as stipulated in the Act*



**Comment and Recommendation:** The eight functions formulated for the State Advisory Board of Education (SABE) are found to be sound and suitable. The SABE needs to be made more effective in playing its roles.

Regarding membership of SABE, inclusion of one representative each from all the teachers' Unions (Viz, MCTA, School Lecturer, Secondary, Upper Primary and Primary School), and one representative each from MBSE and Technical Education, as well as Principal of CTE and Director of SCERT may be helpful. Making of provision for inclusion of eminent educationists for different sectors of education is endorsed.

For effective functioning of SABE, setting up of a cell in the Education Secretariat and meeting at least twice a year is found reasonable.

[Action: Short term]

## 9.2. DEPARTMENT OF EDUCATION [Ref. chapter 13.3 (i), page 160]

### Report of ERCM:

*In the interest of cost effectiveness and better coordination among different sectors of education, it would be more prudent to have only one ministry or department of education with one Minister and one Secretary to the Government. The Department can be further subdivided into Directorates or Wings under the overall supervision of the Secretary*

**Comment and Recommendation:** The ERCM suggests having only one Ministry of education, with a single secretariat with one Minister and one Secretary. This may be carefully examined, and effort be made to streamline the present system (bifurcated system of educational administration) as recommended

[Action: Short term]

## 9.3 DIRECTORATES OF EDUCATION (Ref. chapter 13.3.1, page 160 - 161)

### Report of ERCM:

*In bigger States of India, separate Directorates of Elementary and Secondary Education do exist but in Mizoram, a small State with a small-sized education system, compartmentalization in the School education sector for administrative purposes is not advisable as it is likely to place unnecessary burden on the State exchequer.*

**Comment and Recommendation:** The commission has stated that bifurcation of School Education Directorate into two separate Directorates of Elementary and Secondary Education is not advisable due to financial burdens for the State exchequer. However, the matter deserves

re-examination from the view point of service efficiency of the Directorate and the ground reality of the Elementary education

It is natural to give less importance to those sections working in the bottom line of protocol ladder of administration. Meanwhile, the foundation of Education starts at the Elementary stage. Therefore, Elementary education must be given due attention. Apart from this, it is desirable to have an independent Directorate dedicated to the task of universalising Elementary Education as the matter is an issue of Constitutional Rights

For the efficient administration and timely delivery of services to the teachers in the Elementary Education, it is advisable to bifurcate the present School Education Directorate into Elementary Education Department and Secondary Education Department with creation of necessary posts. The ministerial staff, if bifurcated, may be shared by the Elementary and Secondary Education in the ratio of 60:40. In the District level administration, the DEO shall continue to look after HS and HSS, and similarly, the Elementary Schools shall be under the supervision of SDEO. SSA and RMSA will be handled by Elementary Education Department and Secondary Education Department respectively.

In the district level administration, not much additional financial involvement is envisaged. However, on creation of separate Directorate, it is understood that there will be some financial implications for the State Government. But, whatever be the burden, it is for the betterment of the future of Mizoram.

[Action: Short term]

#### 9.4. DIRECTORATE OF SCERT [Ref. chapter 13.3.1 (b), page 162 - 163]

##### Recommendation of ERCM

*The Commission recommends that 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 |

**Comment and Recommendation:** Forming of an Executive Committee to guide the SCERT is a novel idea. The recommendation of ERCM is acceptable and should be implemented without delay.

[Action: Short term]

#### 9.5. MIZORAM BOARD OF SCHOOL EDUCATION [Ref. chapter 13.3.2, page 163 - 164]

##### (1) CURRICULUM DEVELOPMENT (Ref. chapter 13.3.2, page 163 - 164)

##### **Recommendation of ERCM**

*The Commission recommends that 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.*

**Comment and Recommendation:** The Commission recommends that to begin with, the responsibility for the curriculum development in respect of Pre-school 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.

The Mizoram Board of School Education establishment under the Act of State Legislature 1975 entrusted the functions of curriculum development and Text book production to the MBSE for all stages of School education. Due to this, transferring the functions of curriculum development (and Text Book productions) for elementary stages to the SCERT can be done by amending the existing MBSE Act only.

Hence, the Education Secretary, as the Controlling Authority of the Board, may advise the Board to initiate action to amend the Act accordingly.

[Action: Short term]

##### (2) STRENGTHENING OF MBSE (Ref. chapter 13.3.2, page 163 - 164)

##### **Recommendation of ERCM**

*The Commission recommends that 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).*

**Comment and Recommendation:** In view of the fact that the MBSE being an autonomous institution by an Act of the State Legislature with clear cut functions, and in view of the fact that the Board has its inbuilt functional committees, among others, to fill up the posts of staff as well as officers up to the level of the Deputy Secretary, Controller of Examinations and the Director (Academics), only the post of Secretary and Chairman (formerly the President) to be filled-up by the State Government. It is considered advisable not to make drastic change, but to safeguard the sanctity of the institution, and to ensure that the existing rules and aspiration for career advancement of the officers and staff of the Board are followed

The Secretary and CoE are the two controlling officers of the Board, hence, it is advisable that the selection must be confined to the senior officers of the Board only. The Secretary is the executive head of the institution who must be well versed in the functions of the various branches of the Board, and must be able to guide the day to day functioning of the branch officers as well as staff, and relate with the sister boards of other states. Therefore, status quo may be maintained for the 2 posts

The Research and Academic wing of the MBSE requires strengthening by appointment of one Senior Academic Officer (by promotion), and one Academic Officer each for Mizo, Science and Social Sciences subjects.

[Action: MBSE – Short term]

Forming of a Search Committee for filling up of the post of Chairman is considered advisable to help the Government to choose the right person and also to make the post more prestigious since the Chairman is appointed on contract basis, and for a specific term.

[Action: MBSE – Short term]

## 9.6. SEPARATE BUDGET HEAD FOR MBSE (Ref. chapter 13.3.2, page 164)

### Report of ERCM

*The MBSE is not self-sufficient in terms of its financial resources as its receipt from examination fees is not adequate to meet its expenditure and, therefore, it is dependent on Government grants. In order to ensure availability of funds on time, it would be advisable to create a separate Budget Head for the Board in the overall budget of the Department of Education.*



**Comment and Recommendation:** Separate Budget may be made by Mizoram Government as advised.

[Action: Short term]

### 9.7. INSPECTORATE OF EDUCATION (Ref. chapter 13.4, page 165 - 166)

#### Report of ERCM

*The individual inspections need to be replaced by panel inspections. The DEO or SDEO may have the authority to appoint a panel of experts to undertake inspection of a School alongwith him or on his behalf. An inspection panel may comprise 3-4 experts in different subject areas. The panel may comprise eminent educationists, College teachers, Principals of higher secondary and high Schools, and the faculty of teacher education institutions. One of the experts on the panel and the concerned SDEO or DEO may be designated as the Chairman and Convenor of the panel respectively. The Convenor shall coordinate the work of the panel and subsequently shall ensure proper action on recommendations and observations of the panel. It may be difficult to organize panel inspection of all the Schools every year due to several administrative reasons. Moreover, it may be difficult for a School in many cases to act upon the inspection report before the next inspection if it is held every year. Therefore, it would be more advisable to organize Panel inspection in every School once in three years. The report of the panel inspection shall have higher credibility as it reduces the element of subjectivity to a considerable extent. Moreover, the first report of a School may set the benchmarks against which its progress could be assessed during subsequent inspections. The reports of Panel Inspection should form the basis for the preparation of consolidated district level and state level reports.*

**Comment and Recommendation:** Inspection of Schools is the most neglected aspect in the system of the functioning of Schools. Regular inspection of Schools in the form of panel inspection with its stipulated inspection norms of School once in every two years and not three years, may be put into practice.

[Action: Short term]

### 9.8. CREATION OF POSTS AND RE-DESIGNATION OF CEO (Ref. chapter 13.4, page 166)

#### Recommendation of ERCM

*The Commission recommends that the post of the Deputy District Education Officer (DDEO) for each district should be created. The Commission further recommends that 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.*

**Comment and Recommendation:** To put the proposed programme of panel inspection into practice with each DEO as Chairman and convener of the panel for inspection of Higher secondary and High schools within his district, SDEO for Middle and Primary schools within his sub-division and stipulating that the team can inspect 60/70 Schools in a year or 180 - 210 Schools every 3 years. Only Aizawl District (with 244 Higher secondary and High schools) and Aizawl East Sub-Division (with 267 Middle and Primary schools), and Aizawl West Sub-Division (with 263 Middle and Primary schools) will need strengthening by appointment of Deputy DEO and Additional SDEOs respectively. As of now, the posts of one Dy DEO and two Additional SDEOs may be created

**[Action: Short term]**

DEO and SDEO are the Education Officer in-charge of a District and Sub- Division respectively; similarly, CEO is the Education Officer in-charge of an Education Circle. Therefore, re-designating CEO as Assistant Education Officer is not considered necessary.

**[Action: Not favoured]**

## **9.9. PROVISION OF FUND FOR FIELD VISIT [Ref. chapter 13.4, page 166]**

### **Report of ERCM**

*The inspecting staff do have their offices at the District or Sub-Division Headquarters but the nature of their job requires them to be in the field frequently in connection with the annual inspections, surprise inspections, participation in meetings with the community, etc. Therefore, the department should make enough provision for the reimbursement of actual travel expenses or allow them fixed monthly allowance or allow them the use of official vehicle by fixing the ceiling of POL expenses.*

**Comment and Recommendation:** The Inspecting staff shall be paid their TA/DA as per the existing rules of entitlement. Out of the three options suggested by ERCM, the GoE favours payment of DA/TA as per the rules.

**[Action: Short term]**

## **9.10. SCHOOL MANAGEMENT (Ref. chapter 13.5, page 167 - 168)**

### **Recommendation of ERCM**

*The Commission recommends that 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.*



**Comment and Recommendation:** The ERCM's recommendation for setting up of a Managing Committee for each School, and impressing upon the Government to frame rules specifying the composition, function and powers of the committee (for each level/ stage of Schools) need to be implemented at the earliest.

[Action: Short Term]

## 9.11. REGULATING EDUCATION (Ref. chapter 13.6, page 168 - 170)

### (1) ACADEMIC SESSION (Ref. chapter 13.6, page 168)

#### Report of ERCM

*It would be advisable for the State Department of Education to adopt April to March as the Academic Session for all stages of School education and July to June for the tertiary and professional education in the state.*

**Comment and Recommendation:** The ERCM has discussed the academic session for Schools at length in their report (page 168). They highlighted the advantage of April - March over the present academic calendar of January - December. However, they refrained from making any explicit recommendation on the issue of academic Calendar in view of the strong feelings among a section of the Mizo society in favour of maintaining the status quo. They suggested to build consensus in the society by organising seminars, conferences, debate, etc

The GoE also favours the stated academic calendar (April - March) and necessary actions may be taken by the State Government so as to switch over to the April - March Academic session

[Action: Short term]

### (2) NORMS FOR THE ESTABLISHMENT OF SCHOOLS (Ref. chapter 13.6.2, page 169)

#### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The idea of the recommendation is sound. The recommendation impressing upon the Government to initiate action to evolve norms and

standards separately for the different levels of Schools, to be applicable for the Government and non-Government equally is overdue and should be implemented.

[Action: Short term]

### (3) RECOGNITION AND AFFILIATION OF SCHOOLS ((Ref. chapter 13.6.2, page 169)

#### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** This recommendation is good and acceptable.

[Action: Short term]

### 9.12. RATIONALISATION OF SCHOOLING FACILITIES (Ref. chapter 13.6.3, page 170)

#### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** A repetition of recommendation vide chapter 1.3 and 1.4 of GOE report. The Task force to be commissioned immediately.

[Action: Short term]

### 9.13. MIZORAM EDUCATION SERVICE (Ref. chapter 13.7, page 171 - 172)

#### Recommendation of ERCM

*The Commission recommends that 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.

**Comment and Recommendation:** With reference to the recommendation of ERCM (chapter 7.7.1, page 101), DIET shall come under the MES cadre. The ERCM recommends common administrative cadre for Schools and Colleges. However, the College teachers cannot be grouped with School teachers because the service conditions of College teachers are governed by UGC rules and regulations. Instead, a separate organised Service 'Mizoram Higher and Technical Education Service (MIHTES)' may be created.

Apart from the parameters suggested by ERCM, the parameters for MES may also include –

(1) Preference must be given to Ph D/M Phil degree holders

(2) The grades (point no. viii above) of MES should be as under

Junior Grade = CEO / Headmaster of Upper Primary

Sr Grade = SDEO/ Asst Director/ Headmaster of HS/ its equivalent staff in SCERT/ etc

Selection = DEO/ Dy Director/ Principal of HSS/ Under Secretary/ its equivalent staff in SCERT/ etc

JAG = Jt Director/ Dy Secretary/Principal (DIET)/ its equivalent staff in SCERT/ etc

SAG = Director/ Jt Secretary/etc

(3) There shall be two entry points, Viz, at the level of Junior Grade and Selection grade

(4) The post for Selection grade shall be filled-up by limited departmental examination and direct entry from amongst qualified persons in the ratio of 50:50.

(5) MES must include not only the administrative cadre but also Under Secretary, Dy Secretary and Joint Secretary.

[Action: Short term]

## MIZORAM HIGHER AND TECHNICAL EDUCATION SERVICE (MIHTES)

The MIHTES should include officers like Additional Secretary, Director, Joint Secretary, Joint Director, Dy Secretary, Under Secretary, Deputy Director, Assistant Director, Co-coordinator (IQAC), Examiner and other officers under Directorate of Higher & Technical Education and Mizoram Scholarship Board. Apart from the relevant parameters cited above, the following parameters should be incorporated in RR for MIHTES.

- (i) Preference must be given to Ph. D/ M Phil degree holders
- (ii) The grades of HTES should be as under
  - i. Junior Grade = Assistant Director/ its equivalent rank
  - ii. Sr Grade = Deputy Director/ Under Secretary/ its equivalent rank
  - iii. Selection = Joint Director/ Dy Secretary/ its equivalent rank
  - iv. JAG = Director/ Joint Secretary/ its equivalent rank
  - v. SAG = Additional Secretary
- (iii) The post of Principal Director be created which shall be occupied by IAS cadre, preferably with a Post Graduate degree.
- (iv) College principals will be recruited as per UGC rules and regulations. It shall not come under the MIHTES cadre
- (v) There will be two entry points, Viz, at the level of Junior Grade and Selection grade
- (vi) The post for Selection grade will be filled-up by limited departmental examination and direct entry from amongst qualified persons in the ratio of 50:50.
- (vii) MIHTES must include not only the administrative cadre but also Under Secretary, Dy Secretary, Joint Secretary and Additional Secretary.

[Action: Short term]

### 9.14 EDUCATION CODE (Ref. chapter 13.8, page 172 - 173)

#### Recommendation of ERCM

*The Commission recommends that 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.*

**Comment and Recommendation:** The State Education Department should compile the Education Code

[Action: Short term]



## CHAPTER 10

### FINANCING EDUCATION IN MIZORAM

#### 10.1. RESOURCE MOBILISATION (Ref. chapter 14.2, 14.3, page 175 - 177)

##### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The Commission recommended that the State should make extra efforts to ensure that the total outlay for education from all sources received an incremental hike to fulfill the educational needs of the State.

The GoE has endorsed this view. In order to mobilise additional resources for the State of Mizoram in general and Education in particular, the GoE suggests the following:

- (i) The State should move the Government of India for Constitutional Amendment to increase Professional tax rate. At the same time existing slab for fixation of the said tax be revised to ensure the receipt of more funds from the said source.
- (ii) Fees, Fines be revised to ensure additional receipts.
- (iii) Tax rates be also revised.
- (iv) Economy/austerity measures be taken seriously in furnishing rooms/offices of Officers, etc.
- (v) Entitlements of Officers may also be revised
- (vi) Education Cess @ 3% be imposed on the taxable items like -
 

(a) Water Supply	(b) Petrol and Petroleum products
(c) Landed Property tax	(d) Purchase of any types of Vehicles
(e) State Lottery (IF & IS)	(e) Road Tax (Transport Dept)
(f) Entertainment Tax	(g) Electric energy (P & E Dept)
(h) P&G Tax (Taxation Dept)	(i) Wealth Tax
(j) Any other suitable taxable items	

The State Government may set up an Education Development Fund which shall be non-lapsable in nature by drafting and legislating The Mizoram Education Cess Act. The Cess, contributions from the Central Government, North Eastern Council, State Government, private education providers, donations from local communities, religious organisations and any other sources may be parked in the Education Development Fund. The fund may be utilised only for provision of infrastructure and facilities, and not for any kind of non-plan expenditure.

Necessary public awareness/ publicity for this new Cess may be undertaken by the State Government.

[Action: Short term]

#### **COLLEGE DEVELOPMENT OFFICER (CDO)**

There are a number of schemes/ grants under UGC and other funding bodies like ICSSR and NEC, and these grants are not applied for by many Colleges due to low awareness of Colleges and also want of suitable land.

If Colleges are pro-active and aware of these various schemes and apply for grants on time, there is a high probability that they will get the grants. However, due to aforementioned reasons, only few grants are released. This is a matter of grave concern. The State Government shall set up a UGC Cell in H & TE Directorate and the cell may be headed by a College Development Officer, who will perform the following duties –

- i. To help and guide Colleges to apply/avail of these various grants at the maximum level
- ii. To impress, guide, monitor and help the Colleges in preparation of projects/schemes from funding agencies like UGC, ICSSR, NEC, etc.
- iii. To help the Colleges to utilise the grants received in the most optimum way
- iv. To help the College teachers to avail of various schemes for their academic improvement
- v. Help in timely submission of the schemes, utilisation of the grants and submission of UCs, progress reports, etc
- vi. This CDO shall closely work with CDC of MZU for the better Co-ordination of the department and MZU, and
- vii. This CDO will play a multi-role like co-ordinating work with IGNOU, ODL, etc.

This CDO will play an important role in mobilising additional resources from the Central Government for the Department concerned.

A Doctorate Degree holder having experience in managing/ preparing schemes of UGC funds at the College level shall be deputed/ attached immediately to the H & TE Directorate.

[Action: Short time]

#### **10.2. TIMELY RELEASE OF FUNDS (Ref. chapter 14.4 (a), page 178)**

##### **Recommendation of ERCM**

*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.*

**Comment and Recommendation:** The ERCM report highlighted the need of releasing the matching share of the fund by the State Government. As regards the need for optimum utilisation of central assistance, the ERCM suggested making provision for giving funds from the State Government to the implementing agencies in advance.

The recommendation is endorsed. For the optimum utilisation of Central assistance by the State, the State should try to have a Dealing Officer to ensure that no central assistance remains untapped from the funding agencies. The GoE had specifically recommended creation of College Development Officer elsewhere in this recommendation to help the College in getting the maximum grants from UGC and other funding bodies for Colleges.

[Action: Short term]

### 10.3. SETTING UP OF MORE JNV, KV AND SAINIK SCHOOLS (Ref. chapter 14.4 (a), page 178)

#### RECOMMENDATION OF ERCM

*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.*

**Comment and Recommendation:** The recommendation is endorsed. For JNV, priority list be made for the eight districts. For Kendriya Vidyalayas and Sainik School too, area selection should be done with utmost care.

[Action: Medium term]

### 10.4. PRIVATE PARTICIPATION (Ref. chapter 14.4 (b), page 178 - 179)

#### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The ERCM had highlighted few examples for which PPP model can be followed in their report which are convincing and acceptable. However, since majority of the workers put great emphasis on service security and the amount of salary drawn, private service providers who cannot provide such security may not be too welcome as of now.

Those reputed institutions offering the service security and or handsome salary may be given an opportunity as recommended by the ERCM

[Action: Medium]

#### 10.5. EXAMINATION OF FEE STRUCTURE (Ref. chapter 14.4 (c), page 179)

##### Recommendation of ERCM

*The State Government should make education available free of charge right up to senior secondary stage. The Commission also recommends that 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.*

**Recommendation:** Task Force to look into the matter.

[Action: Short term]

#### 10.6. EXPENDITURE ON SALARIES (Ref. chapter 14.5, page 180)

##### Recommendation of ERCM

*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.*

**Comment and Recommendation:** The GoE endorses the recommendation. However, it also acknowledges the financial constraints of the State Government.

The State Government should earmark such percentage as recommended. However, drastic increase in budget allocation may not be possible for the State Government and hence, this 20% target may be achieved in a phased manner within a period of five years. Strict compliance is suggested on the implementation of this recommendation.

Clear guidelines for the premise of up-gradation of infrastructural and instructional facilities must be given to the School/ College authorities

[Action: Short term]



### 10.7. BUDGETARY ALLOCATION FOR EDUCATION (Ref. chapter 14.5, page 180-181)

#### Recommendation of ERCM

*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 Commission also recommends that 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 onward.*

**Comment and Recommendation:** The ERCM estimated that if their recommendations are to be implemented in *to to*, a sum of Rs 84,000/- lakhs will be required from 2010 – 2011 onwards which justified that there must be a substantial hike in the budget allocation for the Education Sector. However, the method by which Rs 84,000/- lakhs was arrived at needs to be re-examined. Firstly, the existing infrastructure and man-power (teaching and non teaching staff) can cater to a certain number of additional enrolments without inviting extra financial burden for the State exchequer. Secondly, the marginal cost (the additional cost involved as a result of one student) of students is bound to decrease. Therefore, using the unit cost of Education of Rs 18,142/- may not be suitable in calculating the approximate resources to be invested by the State Government

The School Education Department may prepare (i) The number of additional students that a School can accommodate in their existing infrastructure, (2) The required number of new infrastructure to be made and, (3) The number of teaching and non-teaching staff to be recruited. The additional resources to be invested by the State can then be accurately estimated from these.

The State Government should make an all out effort to allocate bigger budget for education. At present, the Mizoram State has invested Rs 35,866 lakhs from its coffer for the Education Sector during 2009-10, which is 6.38% of its GSDP at current Prices (GSDP for 2009-10 was Rs 5,61,941 lakhs for 2004-05 Series). The GoE recommends that the State Government should invest at least 10% of its GSDP for the Education Sector

[Action: Long term]

## SECTION II:

### PRIORITISATION OF THE REPORT OF THE EDUCATION REFORMS COMMISSION, MIZORAM

(Note: The subjects reflected in this section are only indicative and will not be taken as exhaustive. The reference chapters in the report of GoE/ERCM are the main domains wherein the complete recommendations are to be found)

#### INTRA- CHAPTER PRIORITISATION OF SHORT TERM (URGENT)

REFERENCE IN THE REPORT OF GoE	SUBJECTS AND RECOMMENDATION FOR ITS IMPLEMENTATION
<b>CHAPTER 1: School Education: Concerns and Imperatives</b>	
Chapter 1.2 (3)	The SCERT be designated as the nodal resource institution for ECCE
Chapter 1.2 (1)	Preparation of programme for the ECCE ( <i>KG section</i> ) by SCERT
Chapter 1.1	Retain class V in the Middle school for the time being
	Construction of buildings/ preparations for introducing Pre- schools (KG I & II) in Primary section.
	Preparation of ground work for putting down class VIII in Middle schools
Chapter 1.7	Setting up of the mechanism to study the Right of Children to Free and Compulsory Education Act, 2009 and bifurcation of the School Education Department
Chapter 1.2 (2)	Selection of schools for the pilot project, recruitment and capacity building of teachers, monitoring and evaluation of ECCE centres by SCERT
Chapter 1.1	Checking and settling of the resultant imbalance in the teacher-class ratio at Primary, Upper Primary and Secondary stages
Chapter 1.3	Forming of a Task Force to examine the viability of Schools
Chapter 1.4	The Task Force may prepare a School mapping for the amalgamation of schools



Chapter 1.6	Forming of the Review Committee to examine the unplanned expansion of Higher secondary schools.
<b>Chapter 2: School Curriculum: Concerns and Imperatives</b>	
Chapter 2.17	Grading systems may be implemented following CBSE model with a slight modification
Chapter 2.16	The system of CCE and its details should be finalised by SCERT
Chapter 2.1 (1) and (2)	Preparation of state level curriculum for ECCE under the nodal-ship of SCERT which would take care of the recommendation of GoE in chapter 2.1(2)
Chapter 2.8	For the effective and meaningful interfacing of work education and each area of curriculum, the instructional materials should be developed by the MBSE and the SCERT and train the teachers accordingly
Chapter 2.9	The State Government may organise the orientation on Education, Health and Physical education and Work education interface for the existing teachers
Chapter 2.14	The orientation be organised by the SCERT or the MBSE to familiarise on the concept of constructivism
<b>Chapter 3: Educating Teachers</b>	
Chapter 3.5 (4)	An integrated programme for the preparation of both ECE and Primary teachers be designed and offered in all the DIETs
Chapter 3.12	Every teacher should be provided an opportunity to undergo training of 8 – 10 days once in 3 – 5 years.
Chapter 3.11	Responsibilities of INSET be assigned to different institutions
Chapter 3.3	The B. Ed. (Multimode) programme be designed by CTE and submit it to the Mizoram University.
Chapter 3.8	The Task Force be formed to establish common cadre for SCERT and DIETs staff
Chapter 3.5 (5)	Recruitment Rules for DIET academic staff be framed
Chapter 3.7	Re-organisation of SCERT and re-designation of faculty members

### Chapter 4: Teachers and Teachers' Organisations

Chapter 4.1(1) and (2)	A Task Force be set up to work out details of the scheme to address the problems of under-qualified teachers
Chapter 4.2 (1)	To prevent recruitment of untrained teachers, all future recruitments should be done as per the RRs only.
Chapter 4.2 (2)	The untrained teachers may either enrol themselves in the D. Ed. or B. Ed. programmes
Chapter 4.5	The ban on new recruitments be lifted
	No contractual appointment be made except in exceptional circumstances
Chapter 4.6	The Education Cell be established and necessary posts be created in the MPSC
Chapter 4.7(3)	Formulate a scheme for the promotion of Science and Mathematics education in Schools and Colleges, annual budget of Rs 200 lakhs be earmarked for purchase of equipments from 2013-14 onwards
Chapter 4.12	Provisions of security for teachers (Salary & allowances, CPF/EPF) be incorporated in the conditions of recognition of unaided schools
Chapter 4.7(1)	The existing schools, where Science subject is introduced, may be fully equipped to meet the needs of the students
Chapter 4.11	Provision in the budget of the Department of Education be made for the payment of either pension or CPF and gratuity to the teachers of Government Aided Schools
Chapter 4.16	The Expert Group be formed to examine the Code of Professional Ethics developed by NCERT
Chapter 4.8 (3)	The seat capacity of the Mizoram Hindi Training College (MHTC) be increased
Chapter 4.14 (1) and (2)	Grievance Redressal mechanisms be established at the State, District and Sub-division levels and necessary rules be framed
Chapter 4.7(4)	The posts of Laboratory Attendants be created for Higher secondary schools
Chapter 4.9	A scheme be formulated for professional development of teachers and a sum of at least Rs 50 lakhs be provided per annum for the purpose



Chapter 4.10	Teachers' Welfare Fund be made with an initial corpus of Rs.5 lakhs with an annual contribution of Rs.50,000/-
Chapter 4.3	The subject-wise posts for Upper primary school and High school teachers be created
	Fix the minimum number of teachers for various stages of education
Chapter 4.4	Encadrement of teachers with four nomenclatures as Primary teacher (PRT), Upper Primary Teacher (UPT), Secondary School Teacher (SST) and School Lecturer (SL)
<b>Chapter 5: Rejuvenating Higher and Professional Education</b>	
Chapter 5.4	Semester system for graduate course is already introduced and necessary orientation be conducted by MZU
Chapter 5.8	The State Government should evolve an effective mechanism for timely recruitment and deployment of teachers and Principals on a regular basis
	Regular principals be recruited
Chapter 5.11	UGC rules and regulations be strictly followed.
	Setting up of IQAC in all Colleges
	Regular inspection by MZU and seeking of NAAC accreditation & Re-accreditation
Chapter 5.13	Setting up of UGC cell in the Directorate of H & TE department
	MZU may be approached for opening of the courses like Physical Education, Fine Arts, Performing Arts, Library Science, etc during 12 <sup>th</sup> or 13 <sup>th</sup> plan period
Chapter 5.14	Coordination Committee under the chairmanship of the Chief Minister be set up to guide and monitor expansion of professional education in the State
Chapter 5.15	Evolve an effective mechanism to monitor the functioning of the IGNOU
Chapter 5.3	Sufficient funds be placed at the disposal of the Non 2(f) and Non 12B Colleges enabling them to make timely payment of their share of 25% for the ICT facility under the National Mission on Education through ICT.
Chapter 5.9	Separate budget be made separately for every College to grant sufficient autonomy to College Principals

<b>Chapter 6: Engaging Adults in Education and Literacy</b>	
Chapter 6.3	State Level Mission Authority (SLMA) be revived and rapid action be taken to achieve the highest literacy rate in the country
Chapter 6.1 and 6.2	MoU be signed between Government of Mizoram and the MZU for undertaking evaluative study of current status of TLC and PL phase of adult literacy. As per the findings of the evaluation, necessary actions be taken by the State Government
Chapter 6.5 (1)	Restructuring the existing programme so that basic literacy, post literacy and continuing education form a continuum.
Chapter 6.5 (4)	Strengthening the management system at Block, District and State levels to facilitate implementation of activities in the People's Education Centers
<b>Chapter 7: Vocational Education and Training: Integration of Knowledge and Skills</b>	
Chapter 7.3	Filling up of vacant posts at the existing polytechnics
<b>Chapter 8: Private Sector in Education</b>	
Chapter 8.1	The Government of Mizoram shall act immediately to check/ prevent commercialisation, malpractices, safeguard interests of employees and students
Chapter 8.2	The system of Panel Inspection be introduced to monitor the Government, Government-aided and Private unaided schools
Chapter 8.3	The State Government should take effective measures to check exploitation of teachers in Private schools by ensuring for them security of service and emoluments
Chapter 8.4	Schools should be permitted to levy fees commensurate with the facilities they provide to the students as per the rules and regulations.
<b>Chapter 9: Educational Governance in Mizoram</b>	
Chapter 9.5(1)	Transfer the responsibility of curriculum development in respect of Pre – School and Elementary stages from the MBSE to the SCERT
Chapter 9.5 (2)	Search committee be formed for filling up of the post of Chairman, MBSE



Chapter 9.7	Panel of Experts be formed to inspect schools
Chapter 9.13	The Task Force be formed for the establishment of Mizoram Education Service (MES) and Mizoram Higher and Technical Education Service (MIHTES)
Chapter 9.2	School Education Department be bifurcated
Chapter 9.4	Formation of executive committee for SCERT
Chapter 9.10	The Managing Committee be appointed for every school and the State Government may frame necessary rules
Chapter 9.12	The Task Force be formed to chalk out a school mapping
Chapter 9.1	State Advisory Board of Education (SABE) be re-structured as per the recommendation
<b>Chapter 10: Financing Education in Mizoram</b>	
Chapter 10.1	UGC Cell be created in the Directorate of H & TE along with College Development Officer
Chapter 10.1	The Mizoram Education Cess Act be legislated and the cess be collected with necessary public awareness
	Education Development Fund be made
Chapter 10.2	The State Government should try to release the matching share for centrally funded fund on time.
Chapter 10.5	A Task Force be appointed to examine the issue of fees at the undergraduate level.

## INTRA- CHAPTER PRIORITISATION OF SHORT TERM

REFERENCE IN THE REPORT OF GoE	SUBJECTS AND RECOMMENDATION FOR ITS IMPLEMENTATION
<b>CHAPTER 1: School Education: Concerns and Imperatives</b>	
Chapter 1.11 (1), (2), (3), (4) and (5)	Necessary steps may be taken up by the State Government to make optimum utilisation and establishment of Special category schools like KVS, NVS, Sainik schools, Sport schools and Model schools.
Chapter 1.9	The shortcomings of the Vocational education cited be rectified and the MBSE may develop teaching-learning materials in the Vocational courses
Chapter 1.10	The State Government may take correctives measures as suggested in the ERCM report
Chapter 1.8	Making of affiliation to the MBSE as a pre-requisite for the grant of permanent recognition to Schools
Chapter 1.12 (1) and (2)	Signing of MoU with NIOS, and insisting upon them to set up accredited institutions as well as Regional Sub – centre
<b>Chapter 2: School Curriculum: Concerns and Imperatives</b>	
Chapter 2.7	Developing and multiplying of Science kits by ITI and Polytechnics
Chapter 2.11	English should be adopted as the medium of instruction from class VI onwards.
Chapter 2.2	Setting up of English language laboratory
Chapter 2.4	Preparation of separate teacher to teach Environmental Science
Chapter 2.3	Hindi language may be introduced in Roman script in lower classes (Class III)
	Hindi subject be made as compulsory up to class X with creation of necessary posts.
	Insist all relevant schools to have at least one Hindi subject teacher.
Chapter 2.5	The curriculum of Mathematics should be suitably re-designed by MBSE/ SCERT and organize training for concerned teachers
	Insist all the Schools to have Mathematics laboratory and kits



	The Education Department may find an alternative solution for students who are weak in mathematics subject.
Chapter 2.13	The MBSE/ SCERT may set up a Resource Group of Experts who can be entrusted with the task of analysing the textbooks as per the stated criteria in page No. 86 of ERCM report and NCF 2005.
Chapter 2.6	The existing Science curriculum should be re-examined by MBSE/ SCERT and organise training for concerned teachers.
Chapter 2.10	Inclusion of the fundamental duties of Citizens in Social Science Subject- to be incorporated while revising syllabus by MBSE/ SCERT
Chapter 2.15	E-learning materials should be developed for every subject
Chapter 2.3	Making of Hindi subject as an elective subject in at least 50% of Higher secondary schools with creation of necessary posts,
Chapter 2.8	The work – education interface and dignity of labour to be promoted through WE/ SUPW even from lower classes.
<b>Chapter 3: Educating Teachers</b>	
Chapter 3.1	Clearing up of backlog of untrained teachers
Chapter 3.4 (1)	25% seats in the B. Ed. programme may be reserved for the Science and Mathematics graduates
Chapter 3.5 (2)	All first year students of DIETs be allowed to commence 2 <sup>nd</sup> year without waiting for the Board result of the first year examination
Chapter 3.6	Introduction of 4- year integrated BA (Hindi) programme by MHTC
	Provision of the incentives to the students of Hindi
	Revision of Hindi education to be initiated by MHTC
Chapter 3.2	Establishment one CTE at Lunglei
Chapter 3.4 (2)	Some incentives may be given to the Science and Mathematics graduates joining the B. Ed. programme
Chapter 3.4 (4)	Signing of MoU with the NCERT
Chapter 3.9	Introduction of M. Ed programme and up-gradation of CTE into IASE
Chapter 3.10	Provision of budget and activation of INSET
Chapter 3.13	Allocation of 1-2% of the annual budget of the Department of Education for teachers' professional development.
Chapter 3.5 (1)	The State Government should own the responsibility of running DIETs even

	after the central funding is not available
Chapter 3.14	Forming of Programme Advisory Committee for each of the SCERT, CTE, DIETs and MHTC
<b>Chapter 4: Teachers and Teachers' Organisations</b>	
Chapter 4.7(2)	In the D.T. Ed. and B. Ed. programmes, 20% seats be reserved for the science students provided that the paucity of qualified Science teachers is due to the limitation of seats for them, and stipend be given
Chapter 4.7(5)	Teachers posted in difficult areas (D category) be given difficult area allowance.
Chapter 4.1 (3)	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)
Chapter 4.8 (3)	One Hindi training College (HTC) be established at Lunglei
Chapter 4.13	Construction of staff quarters and additional rooms
Chapter 4.15	Rules may be framed for the recognition of teachers' associations.
Chapter 4.8 (1)	Framing of syllabus and introduction of Hindi be as a compulsory subject up to class X
<b>Chapter 5: Rejuvenating Higher and Professional Education</b>	
Chapter 5.12	Facilitating the progress of MZU and coordinating with it for the future directions
Chapter 5.7	Depending on the number of students and books in the College, the posts of Library Assistants and Library Attendants be created
Chapter 5.1	A Task Force be formed to consider restructuring of Colleges and provision of infrastructures
Chapter 5.5	Earmark at least 20% of the budget of higher education for the up-gradation of infrastructural and instructional facilities in the Colleges



### Chapter 6: Engaging Adults in Education and Literacy

Chapter 6.4	Meeting of Board of Management of JSS be held regularly and Empanelled Team shall evaluate the progress
Chapter 6.5(2)	Establishment of People's Education Centers for basic literacy education and lifelong education.
Chapter 6.5(3)	Each People's Education Center takes responsibilities for organising basic literacy programme for persons who are in need, through various approaches

### Chapter 7: Vocational Education and Training: Integration of Knowledge and Skills

Chapter 7.7	All institutions offering technical and vocational education should be brought under the umbrella of the proposed SCTVE
	The quality interventions listed under chapter 11.4.1 to 11.4.2 of ERCM recommendation be addressed
	Academic Wing be set up in the SCTVE
Chapter 7.6	The Vocational courses of NIOS be utilised at the maximum level

### Chapter 8: Private Sector in Education

Chapter 8.5	The new Grant-In-Aid modalities be followed for new schools
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### Chapter 9: Educational Governance in Mizoram

Chapter 9.14	Education Code or Manual be complied by the State Education Department
Chapter 9.8	Creation and filling up of the posts of Dy. DEOs and Addl. SDEO
Chapter 9.9	Provision of enough fund for inspecting staff for field visit as per the rules of entitlement
Chapter 9.11(2)	Norms for the establishment of Schools be framed
Chapter 9.11(3)	The Directorate of School Education and the MBSE should revisit the norms prescribed by them for the recognition and affiliation of schools
Chapter 9.3	Having of only one Ministry of Education, with a single secretariat with one Minister and one Secretary may be carefully examined
Chapter 9.5(2)	Necessary posts be created and filled-up in the MBSE
Chapter 9.6	Separate budget be made for the MBSE
Chapter 9.11(1)	Actions may be taken by the State Government so as to switch over to the April – March Academic session

## Chapter 10: Financing Education in Mizoram

Chapter 10.6	The percentage of expenditure on salaries should be gradually brought down to 80% and the developmental expenditure should be raised to 20%
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### MEDIUM TERM (INTRA- CHAPTER PRIORITISATION)

REFERENCE IN THE REPORT OF GOE	SUBJECTS AND RECOMMENDATION FOR ITS IMPLEMENTATION
<b>CHAPTER 1: School Education: Concerns and Imperatives</b>	
Chapter 1.10	Setting up of separate Vocational schools at Hnahthial and Mamit in a phased manner
<b>Chapter 2: School Curriculum: Concerns and Imperatives</b>	
Chapter 2.12	Semester System may be introduced
Chapter 2.3	Hindi may be introduced as elective subject in at least 20% of Higher secondary schools and stipend be given for Mizo students
Chapter 2.16	Preparation of MLL for various levels of education
Chapter 2.9	The Physical Education Wing be strengthened and qualified teachers be recruited as necessary
<b>Chapter 3: Educating Teachers</b>	
Chapter 3.5(3)	Opening of new diploma courses in DIETs
Chapter 3.2	Establishment one CTE at Champhai
<b>Chapter 4: Teachers and Teachers' Organisations</b>	
Chapter 4.8(2)	Hindi be included as an elective subject in the higher secondary curriculum
Chapter 4.8(3)	Hindi be included as an elective subject in at least 20% of higher Secondary and Colleges



Chapter 4.2(3)	B. Ed may be made an essential qualification for the posts of School Lecturer
<b>Chapter 5: Rejuvenating Higher and Professional Education</b>	
Chapter 5.2	PPP policies be framed for the State and institutions of higher studies be established as per the PPP model
Chapter 5.13	Introduction of new programmes in undergraduate courses under PPP model
Chapter 5.10	Identification of better functioning Colleges and submit proposals to attain autonomous College status
Chapter 5.6	Opening of sport department in selected Colleges.
<b>Chapter 6: Engaging Adults in Education and Literacy</b>	
Chapter 6.4	For opening of more JSS study centres, reliable NGOs may take necessary steps.
<b>Chapter 7: Vocational Education and Training: Integration of Knowledge and Skills</b>	
Chapter 7.1	Opening of Vocational schools at Hnahthial and Mamit in a phased manner
Chapter 7.2	ITIs be established in all the districts
Chapter 7.4	Establish Polytechnics at Champhai and Serchhip, Community Polytechnics at Kolasib and Saiha
Chapter 7.5	Community colleges be established at Zawlnuam and Khawzawl/ Saitual.
<b>Chapter 8: Private Sector in Education</b>	
Chapter 8.6	PPP model I & Model II be put in practise for establishing Educational institutions
<b>Chapter 9: Educational Governance in Mizoram</b>	
NIL	NIL
<b>Chapter 10: Financing Education in Mizoram</b>	
Chapter 10.3	Special schools Viz JNV, KV and Sainik School be established in each District
Chapter 10.4	Private service providers may be encouraged to set up institutions of higher learning that are not available in the existing public institutions

**LONG TERM  
(INTRA- CHAPTER PRIORITISATION)**

REFERENCE IN THE REPORT OF GoE	SUBJECTS AND RECOMMENDATION FOR ITS IMPLEMENTATION
<b>Chapter 1: School Education: Concerns and Imperatives</b>	
Chapter 1.5	Comprehensive school system may be introduced
<b>Chapter 2: School Curriculum: Concerns and Imperatives</b>	
Chapter 2.3	Hindi may be introduced in at least 50% of Higher secondary schools
Chapter 2.11	Mother tongue should be used as medium of instruction in class I and II in Minority concentrated areas.
<b>Chapter 3: Educating Teachers</b>	
NIL	NIL
<b>Chapter 4: Teachers and Teachers' Organisations</b>	
Chapter 4.7(2)	Provision of employment for the pass-out students of science students from DIETs/ CTE
Chapter 4.7 (1)	Opening of science stream in at least 50% of strategically located HSS and UG Colleges
<b>Chapter 5: Rejuvenating Higher and Professional Education</b>	
Chapter 5.10	Encourage the proposed Restructured colleges to submit proposals to attain the Autonomous college status
Chapter 5.6	Introduction of a sports department in each college with creation of posts of Assistant Professor in Physical Education
<b>Chapter 6: Engaging Adults in Education and Literacy</b>	
NIL	NIL
<b>Chapter 7: Vocational Education and Training: Integration of Knowledge and Skills</b>	
Chapter 7.5	More Community colleges be opened depending upon the success of the Community Colleges.



<b>Chapter 8: Private Sector in Education</b>	
Chapter 8.6	PPP model III may be put in practise for establishing educational institutions
<b>Chapter 9: Educational Governance in Mizoram</b>	
NIL	NIL
<b>Chapter 10: Financing Education in Mizoram</b>	
Chapter 10.7	The State should gradually increase budget allocation for education to invest at least 10% of its GSDP for the Sector

**Section III**  
**Road Map for the implementation of**  
**the report of the Education Reforms Commission, Mizoram**

Chapters	Short term (Urgent)		Short term		Medium		Long term
	First half	Second half	First half	Second half	First half	Second half	
Chapter 1	1.2(3), 1.2(1), 1.1, 1.7	1.2(2), 1.1, 1.3, 1.4, 1.6	1.11(1, 2, 3, 4 & 5), 1.9, 1.10, 1.8	1.12(1 & 2)	1.10		1.5
Chapter 2	2.17, 2.16, 2.1(1 & 2)	2.8, 2.9, 2.14	2.7, 2.11, 2.2, 2.4, 2.3, 2.5	2.13, 2.6, 2.10, 2.15, 2.3, 2.8	2.12, 2.3, 2.16	2.9	2.3, 2.11
Chapter 3	3.5(4), 3.12, 3.11, 3.3	3.8, 3.5(5), 3.7	3.1, 3.4(1), 3.5(2), 3.6, 3.2, 3.4(2), 3.4(4)	3.9, 3.10, 3.13, 3.5(1), 3.14	3.5(3)	3.2	
Chapter 4	4.1(1 & 2), 4.2(1 & 2), 4.5, 4.6, 4.7(3)	4.12, 4.7(1), 4.11, 4.16, 4.8(3), 4.14(1 & 2), 4.7(4), 4.9, 4.10, 4.3, 4.4	4.7(2), 4.7(5), 4.1(3)	4.8(3), 4.13, 4.15, 4.1, 4.8(1),	4.8(2), 4.2(3)	4.8(3)	4.7(2), 4.7(1)
Chapter 5	5.4, 5.8, 5.11, 5.13	5.14, 5.15, 5.3, 5.9	5.12	5.7, 5.1, 5.5	5.2	5.13, 5.10, 5.6	5.10, 5.6
Chapter 6	6.3	6.1, 6.2, 6.5(1), 6.5(4)	6.4	6.5(2), 6.5(3)	6.4		
Chapter 7		7.3	7.7	7.6	7.1, 7.2	7.4, 7.5	7.5
Chapter 8	8.1, 8.2, 8.3	8.4		8.5		8.6 (Model 2 & 3)	8.6 (Model 3)
Chapter 9	9.5(1 & 2), 9.7, 9.13	9.2, 9.4, 9.10, 9.12, 9.1	9.14, 9.8, 9.9, 9.11(2 & 3)	9.3, 9.5(3), 9.6, 9.11(1)			
Chapter 10	10.1, 10.2	10.5		10.6	10.3	10.4	10.7