CHAPTER 5

IMPACT OF STATE AND DISTRICT LIBRARIES ON EDUCATIONAL DEVELOPMENT
5.1 Introduction

Library and education are two related institutions, depending on each other that cannot be separated, as book and pen or table and chair are interrelated. The State and District Libraries in Mizoram are wonderful institutions that play an important role to acquire educational information to its clients. The IFLA/UNESCO Public Library Manifesto believes in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women. (IFLA/UNESCO;1994;3). Public library services are provided on the basis of equality of free access, regardless of age, race sex, religion, nationality, language, religion, or social status. All have equal opportunity to access resources provided to the entire society.

5.2 Meaning of Education

Idealists, the pragmatists, the naturalists, and the realist philosophers have defined education differently. Dewey defined education as, ‘Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities’ and Foebel also defined it as, ‘a process by which child makes its internal external’. (Rai;1999;1). M.K.Gandhi expressed the meaning of education as, ‘by education I mean an all round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education’. (Chandra;2004;1). Most widely accepted in the west is propounded by Plato. The meaning of education is initially available with the works of Plato. He defined education as a life-long process starting, ‘from the first years of childhood and lasting to the very end of life’. Education not only provides knowledge and skills but also inculcates values, training of instincts, fostering right attitudes and habits. In his Republic, Plato pointed out that, ‘true education, whatever that may be, will have the great tendency to civilize and humanize them in their relation to one another and to those who are under their protection’. (Chandra;2004;1). All the definitions of education have
stated that education is the process of development. This development is most probably concern about the gradual and continuous progress of mind and body from cradle to grave, which involves character development, development of social virtues, personal creativity development, control and sublimation of basic instincts, development of a sense of community, progress of cultural and civilization, preparation for adult life, use of leisure and synthesis of national as well as international consciousness.

Education is a three-fold process of imparting knowledge, developing skills and inculcating proper interests, attitudes and values. (India.Ministry of Education). It can be, therefore, mention the three important roles of education as:

(1) Imparting of knowledge and skills,
(2) Inculcation of values, and
(3) Imparting of vocational skills.

Education is a comprehensive concept, which comprehends the knowledge obtained through different means. Education can be broadly classified into three divisions, namely, formal, informal and non-formal education. These three kinds of education can be state as below:

5.2.1 Formal Education
Formal education is provided in educational institutions according to a particular pattern by enrolling an individual for a particular course of study. (Sharma; 2004;25). The educator educates the educands according to a particular programme following a prescribed predetermine syllabus. In this formal kind of education, the educands has to attend the class to receive education at a fixed time and place and has to complete the course within a specific given period fixed in terms of years. It is a teacher-student contact education where students receive direct teaching from the teachers. The merits of formal education can be outlined as:

1) Planned with a particular end in view;
2) Limited to a specific period;
3) Well defined and systematic curriculum;
4) Given by specially qualified teachers;
5) Includes activities outside the class-room; and
6) Observes strict discipline.

5.2.2 Informal Education

Informal education complements the formal education, without which formal education remains incomplete. Education of this type has no specific time or place at which it is provided. There is no fixed educator, syllabi, rules, and formalities. Under this kind of education, one can receive his/her education while playing in the field, talking to the family members at homes, chatting with friends, in short, everywhere. It has no end, but teaches the individual more than he can learn through formal education. An expert defined it as, ‘the process by which a person imbibes attitudes, develops skills, cultivate values and acquires knowledge, without there being any organization or system about it. This would include the deliberate attempts of parents and elders in the family and community to help the young ones grow and adapt themselves to the environment. Informal education would also include all incidental learning that takes place while at work or at play and during travels- as well as spontaneous learning through films, radio, and television’. (Sharma;2004;27-28). The merits of informal education are:

1) Incidental and spontaneous;
2) Not pre-planned nor deliberate;
3) Not imparted by any specialized agency; and
4) No prescribed timetable curriculum.
5.2.3 Non-Formal Education

After the World War II, in the post colonial period new nations, one after another, scrambled for expanded and improved formal education. By the late sixties, there was a growing uneasiness that the formal education was not enough to educate the communities as the traditional two fold categories of formal education and informal education leaves a big gap. Studies by Philip Coombs and other revealed that as societies developed a third kind of education emerged which could be labeled as non-formal education. Coombs and Ahmed defined non-formal education as, ‘any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children’. (Chandra;2004;23). In non-formal education there is no institutional base for education; one educate himself/herself through courses offered by distance education mode, with the help of either other methods of learning or through self study. The three main objectives of Non-formal education are:

1) Immediate objective is the removal of illiteracy;
2) The middle range objective is the application of ‘new’ knowledge to resolve economic, cultural, and social problems; and
3) The long-range objective it to provide life-long education.

No-formal education is an important aspect of educational system that can help the local youths in continuing education without disturbing their daily works. Non-formal education can be taken up in different types, such as: (Sharma; 2004;35).

1) Adult Functional Literacy Programmes;
2) Correspondence Courses;
3) Open School Studies;
4) Satellite Instructional Television Programme; and
5) Programme for the dropouts in the age group 6-14.
In India, the Central Board of Secondary Education, New Delhi started the Open School in July 1979, the first of its kind in the country. It is an institution set up to bring the flexibility and openness in the educational system and to extend educational opportunities to the weaker and disadvantaged sections of the society. The main objectives of the Open School are:

1) To offer a parallel non-formal system as an alternative to a formal schooling;
2) To provide the opportunity of education to out-of-school learners, school drop-outs, working adults, housewives and learners from disadvantaged section of the society living in remote areas of the country;
3) To offer bridge/preparatory courses for enabling learners to take up secondary level courses;
4) To offer Secondary, Senior Secondary Technical Vocational and Life-enrichment courses through distance teaching methods; and
5) To promote an open distance-learning system of education through research, publication and information dissemination.

5.3 Introduction of Education in Mizoram

Before the coming of the Christian Missionaries, formal education was practically not available for the Mizos. There was no written communication among the Mizos but stone inscriptions by pictures or diagrams. The missionaries started formal education and their advent to this land is the basic step for the development of the people as a whole, and without which our work will also be in complete.

5.3.1 The Coming of Christian Missionaries

The British expeditions had paved the way for the coming of the Christian missionaries to Mizoram. Even before the coming of the missionaries there had been a prophecy made by some people that the white people across the ocean would come over and that their message would be obeyed and accepted. Darphawka was one of those who prophesied this. He further said that all his daughters would have got married by the time the missionaries arrived in Mizoram. The Christian missionaries made their appearance into Mizoram not long after this vision, and by that time all of Darphawka’s children were already married. (Zatluanga;1966;17). Miss Bowser also wrote that, “One Mizo from the south, Darphawka heard a voice in his dream.
The voice spoke to him by saying, a great light will come from the wet and shine upon Mizo land; follow the light, for the people who bring it will be the ruling race. In the morning the man gathers his sons and friends and told them of his dream and advised them. This light may not shine in my life time, but when it comes, follow it—follow it”. (Hminga;1987;44).

The Christian missionary who first set foot on Mizoram was Rev. William Williams. He came from Shella and arrived Aizawl on 20 March 1891 and returned home on 17 April 1891. He asked some of the Mizo boys to join him for education at Khasi Hills but not success. (Remthanga;1990;239). During his short stay at Aizawl for 29 days, he had an opportunity to speak to the Mizo people. He distributed cards bearing the picture of Jesus Christ and tried to influence them. He was a Welsh Calvinistic Methodist Foreign Mission working in the Khasi and Jaintia Hills. Hearing about the people he came to Mizoram to survey the inhabitants and to see if there would be any chance of preaching the Gospel there. (Sangkima;1992;81).

In England, a wealthy Christian, Robert Arthington, hearing of Winchester’s death in the Lushai raid, became greatly burdened to send the Gospel to the fierce headhunting tribes of northeast India. So he established the “Arthington Aborigines Mission” in 1889 for this purpose. At the same time, Mr. James Herbert Lorrain, an English youth, was deeply impressed by an artist’s pictorial illustration of the kidnapping of Mary Winchester, and prayed to God that he might be sent as a missionary to this tribe. (Hluna;1992;41). He left his job in December 1890, as telegraphist in London Post Office, and joined the mission and sailed towards Calcutta to work among the fierce tribes. His chum and life-long comrade and friend, Rev. Frederick W. Savidge, joined him in the following year at Brahmanbaria, a New Zealand Baptist Mission station. Rev. F. W. Savidge was a graduate and a schoolmaster before he joined the Arthington Mission. (Hminga; 1987;47). The military authorities did not allow them to enter Mizoram because the land had recently been brought under the British administration and the land was still in a very unsettle state. They waited for almost three years and during this course of time they learned some of the Mizo vocabulary and folklore by heart.
At last, the Chief Commissioner of Assam gave permission to enter the North Mizo Hills division ‘entirely on their own risk’. First they came to Silchar, the headquarters of Cachar, from there they took a country boat on Boxing Day (the next day of Christmas) 1893 for Mizoram. (Lewin;1912;316). After seventeen days journey they reached Sairang, a village in Mizoram and entered Fort Aijal (now Aizawl, the capital of Mizoram state) on the 11th January 1894 and still observed in the state as ‘Missionary Day’. They settle down at Thingpuihuan tlang (now, Mizo Higher Secondary School Field). (Saiaithanga;1969;8).

The missionaries found Mizes very friendly, hospitable, honest, sincere, warm-hearted, intelligent, painstaking and with plenty of initiatives. (Hluna;1992;45). They are very kind and affectionate to the Mizo people and they were called as Zo Sap and gave Mizo name to each one of them, Rev. James H. Lorrain as Pu Buanga and Dr. Frederick W. Savidge as Sap Upa. The two missionaries, Rev. James H. Lorrain (Pu Buanga) and Rev. Frederick W. Savidge (Sap Upa) stayed for almost four years in Mizoram. Rev. David Evan Jones, a Welsh Presbyterian Mission, known as Zosaphluia by Mizes who arrived Aizawl on 31st August 1897, relieved them and worked here till 1927. The second Welsh Presbyterian missionary, Rev. Edwin Rolands, known as Zosapthara by Mizes, arrived Aizawl on 31st December 1898 to join the mission work Rev. D. E. Jones and worked here till 1928. (Sangzuala;1994;49). After staying for four years together, Pu Buanga and Sap Upa left Mizoram in the same year. (Saiaithanga;1969;11). Thirty-seven Christian Missionaries worked in northern area from 1894 to 1968 and twenty-five in southern area from 1903 to 1977. The missionaries not only worked for the evangelization of the people but also for the development in other fields like education, medical, social and cultural activities as well. Their contribution for the development to the Mizo will remain. They lead the people from darkness to the light.

5.3.2 Introduction of Mizo Alphabets

In their missionary zeal, Rev. J. H. Lorrain and Rev. F. W. Savidge gave attention for the transformation of Mizo languages into a written form. Rev. James Herbert Lorrain wrote: “When we first came into contact with the Lushais at Kassalong in the Chittagong Hill Tracts in 1892, and settled amongst them at Fort Aijal in January 1894, the tribe had no written language. Years before in 1874, Lt.Col. (then Capt)
Thomas Herbert Lewin, Deputy Commissioner of the Chittagong Hill Tracts, had published his ‘Progressive Colloquial Exercises in the Lushai Dialect’, and in 1884 Assistant Surgeon Brojo Nath Saha, Civil Medical Office of the same district, had published his ‘Grammar of the Lushai Language’, both of which we found extremely useful in our earliest efforts to learn words and phrases”. (Lorrain; 1982;v). Their first and foremost task was to translate the Mizo language in a written form and strived to prepare Mizo Alphabets in the form of Roman scripts with the phonetic form of spelling based on the well-known Hunterian system of orthography as closely as possible. (Lorrain;1982;viii). The first Mizo Alphabets prepared by them in 1894 was as follows: (Saiaithanga;1969;9)

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Later, Rev. Edwin Rowlands (Zosapthara), a highly qualified person, in charge of education, modified the first Mizo alphabets developed by J. H. Lorrain during their missionary work in Abors and Miris. (Lorrain;1982;viii). In Mizo Zirtir Bu, second edition, published in 1901 and in English Primer-Lushai Translation prepared by Zosapthara, the present Mizo alphabets was already published. The Mizo Alphabets was, however, altered by Zosapthara in the earlier period of his work in Mizoram from its original devised by Rev. J. H. Lorrain as follows: (Lalhrualitluanga Ralte; 2007;47).

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<th>A</th>
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5.3.3 Establishment of Schools

There was no formal system of education among the Mizos before the coming of the British. The only system was ‘oral education’ or information passing orally from father to son or the like. Zawlbuk, a bachelors’ house, in which all unmarried young men of the villages slept was the main center of social education. Here all men of different ages imparted education from the elders. Zawlbuk play an important role for the informal education in Mizo society.
The formal education was introduced to the Mizos only some years after the British occupied the land. A. Porteaus, the Political Officer, northern Mizoram wrote in 1897 that, “I desire to point out that, although it is now seven years since Aijal was occupied, nothing whatever has yet been done by Government in the way of commencing to educate the Lushais”. (Sangkima;1992;85). Both the government and missionaries try to impart education among the Mizos simultaneously but later on education was taken over by the missionaries from the government for sometimes.


1) *Elementary Schools*

The first formal school was started at Aizawl on November 1893. This school is meant for the children of sepoys and the teacher was engaged from the Military Police havildar who received a staff allowance of Rs. 5/- per mensem in addition to his pay. It was taught in Hindi and was not available for Mizo children. (Sangkima;1992;85). A school was also established in the southern area, Lunglei and Demagiri, in 1894 based on the contributions of Military Police and Rs. 100/- received annually from the Chittagong Hill Tract Primary Education Fund. The salary of the School Master was Rs. 25/- per month with Rs. 3 annas 8 as ration money from the school fund. (Lianzawna;1996;9).

The two Christian missionaries, Rev. J. H. Lorrain and Rev. F. W. Savidge, who had accepted education as their part of ministry, started a primary school on 2 April 1894 at Aizawl with two pupils. The school was run successfully for sometimes, but was soon closed, as they want to complete their translation work for they had to be replaced by the Welsh Missionary. (Sangkima;2002;86). Rev. D. E. Jones (Zoaphluia), who succeeded the two pioneer missionaries and taking over their works, began his work by gathering a few children and young men together, and taught them how to read and write. Sooner or later, he intended to start a school and accordingly, celebrated his twenty-eight birthday by reopening a school started by his predecessors on the 28th February 1898. (Lloyd;n.d;34). The school built with poles of solid trees, walls of bamboos, and thatch could accommodate about 50 pupils, but only 15, most of them boys, came at the beginning. The teaching was very simple and confined to the art of writing and reading. The attendance was very irregular. Some of them are coming from a distant villages, carrying enough rice to
last for sometimes and stayed in a small hostel build by Maj. Shakespeare, the Superintendent of the Lushai Hills. Several boys were self-support and earned their livelihood by cleaning the sepoys’ utensils in their free time. The pupils after acquiring their lessons, they returned to their homes and taught the knowledge they had acquired to their friend. The statistical report submitted by Rev. D. E. Jones at the end of 1899, the number of pupils in the mission school was 56, of whom 50 were boys and 6 girls. (Hluna;1992;53). In January 1900, Rev. Edwin Rowlands, one of the Welsh Missionaries, a gifted musician and an experienced teacher who taught for some time at Taxas in the United States took over the school from Rev. D. E. Jones. Earlier in 1899, he organized two temporary schools, one at Chhingchhip and another at Thompawnga village for a month. Modon Gopal, a Khasi missionary, who had earlier resigned from a government job and joined the mission at Mizoram, conducted a school at Thompawnga village. (Hluna;1992;54).

The missionaries wanted their pupils to run schools at different villages on trial basis. In 1901, they started schools with their pupils and appointed Thanga at Khawrihnim, Chawnga at Phulpui and Tawka at Chhingchhip. The concerned villagers on voluntary basis constructed the schools. They got their food by public contribution of many tinful of rice from the villagers as their salary. In 1902, some of the mission schoolboys started Night Schools on voluntary basis at Aizawl, Muallungthu and Chapras village. Consequent upon the policy of the government, the first regular village school was opened by the missionaries at Khandaih(now Phullen) in 1903, followed by other eight schools in the month of October of the same year at Khawrihnim, Phulpui, Zukbual, Luangtan, Biate, Khawreng, Hmunpui and Maite. At the end of 1903, there were 15 Lower Primary Schools in the district and Mizos on roll reached well over 400. (Hluna;1992;55). The school was in two levels, elementary school and the advanced or training school. This division became a regular feature and in 1903, the elementary section became Lower Primary Section that had up to Class III and the advanced section became the Upper Primary section with Class V as the highest class. (Hluna; 1992;54).

Rev. Edwin Rowland conducted the first examination in 1898 to test on knowledge of the pupils in their lessons. In 1901, Mr. Protheo, the officiating Director of Public Instruction, Assam, suggested that Garo Hills Lower Primary Examination system
with certain modifications should be adopted in Mizoram for starting classes and conducting Lower Primary Examination. Major Shakespeare, the Superintendent of the Lushai Hills, of the view that the advanced system of examination may not be suitable for the infant Mizo pupils and on the line of suggestions made by Mr. Protheo, he set the second examination for the students in 1901 on the subjects of Lushai Reading and Composition and Arithmetic. Seven students attempted this examination and all of them did fairly well. (Hluna;1992;64).

Increase of primary schools and scholars resulted greater demand for the establishment of higher educational system automatically. In 1907, there were 22 primary schools with 781 students in Mizoram, and consequently, the Upper Primary School was upgraded to the status of Middle English School. By understanding the demand, Rev. Edwin Rowlands re-arranged the educational system in Mizoram as follows (Rowlands;1907;118); but, Upper Primary School was discontinued and absorbed into Middle English School making into three years course in 1929. (Laltawnga;2005;24).

<table>
<thead>
<tr>
<th>School Type</th>
<th>Course Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Primary School</td>
<td>4 years</td>
</tr>
<tr>
<td>Upper Primary School</td>
<td>2 years</td>
</tr>
<tr>
<td>Middle English School</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Following the resolution of the Educational Officers Conference in 1913, the second middle school in Mizoram, known as Serkawn Middle School, was opened in 1913. Till 1944 only two Middle English Schools were opened in Mizoram, one at Aizawl under the Welsh Presbyterian Mission and another at Serkawn under the Baptist Mission of U.K. (Hluna;1992;90). It is, therefore, acknowledged that the Government of Assam did not take keen interest for the establishment of Middle Schools in Mizoram.

2) **Secondary Schools**
There had been great demand for the opening of High School in Lushai Hills since 1926 because the door of higher education was completely closed for those who could not go out of the state for their education. By understanding the local situation, missionaries intended to open in 1929, but the Government did not permit to do so.
In April 1931, the Lushai Chiefs made an appeal to the Commissioner of Surma Valley and Hill Districts, Mr. J. Hezlett, to open High School at Aizawl, but he made a note in his school inspection as: (Hluna;1992;142) “I have had petition from the Lushai chiefs as king that a High School should be established in Aijal. I hardly think that it is required at present as there is undoubtedly a danger that more Lushai will be educated up to the Matriculation standard than can find employment in the district”.

Mr. A. Macdonald, the new Superintendent of Lushai Hills was very pleased with the participation of Mizo people during the World War II and took initiatives for the opening of High School in Aizawl. At last, Rev. E. L. Mendus, a senior missionary, inaugurated the long awaited of High School on the 25th February 1944 at the Young Lushai Association (YLA) Hall, Mission veng, Aijal with Rev. J. M. Lloyd as Headmaster. The school began with 56 students of Class VII. (Lalvunga; 1994;16). Depending on the transformations it had passed through, this school had been called by different names and the school was known as Mizo Higher Secondary School since 2006. (Ralliana;1994; ii). The first batch of 25 students appeared at the Matriculation Examination from this School in 1948, and of whom 20 came out successfully. (Lalhmuaka: 1981:85). Later on, other High Schools were opened at Lunglei and Champhai in 1948 and 1950 respectively. (Lianzawna;1996;20). In 1996, Pre-University Course of the University was taken up by the School Education and made it as higher secondary course, Class XI and XII. Consequently, Higher Secondary Schools were started in various existing High Schools of Mizoram.

3) Higher Education
The history of higher education in Mizoram is very recent spanning over a period of less than half a century. It started with the establishment of Aijal College (now, Pachhunga University College) on 15 August 1958. It was founded and managed by a group of Mizo elders. Pu Pachhunga, the leading entrepreneur of the day donated a substantial amount of money for the college and the college was thereafter named as Pachhunga Memorial College. On April 19th. 1979, the North-Eastern Hill University adopted as a Constituent College and since then it was renamed as Pachhunga University College. (MZU Annual report) Thereafter, Mizoram has a
tremendous growth in higher education and colleges have been established in
different areas of the state. Now, there are 25 affiliated colleges to Mizoram
University. (Ngurtinkhuma;2006;21). Training Institutes, like Polytechnic, Women
Polytechnic, College of Teachers Education, Industrial Training Institute, District
Institute of Education and Training and Mizoram Hindi Training College were also
established by the Government of Mizoram.

The Government of India and underground Mizo National Front signed the Mizoram
Peace Accord on 30th June 1986, provided for a separate University in Mizoram.
Subsequently, the Parliament of India passed the Mizoram University Bill in 2000
and the President of India gave his consent to it on 25th April 2000. Thereafter, the
Mizoram University came into being on the 2nd July 2001 with the joining of its first
Vice-Chancellor, Prof. A..K.Sharma. From this day, the NEHU, Mizoram Campus
that had functioned since October 1979 with the constituent Pachhunga University
College, was automatically transferred to the Mizoram University vide the Mizoram

By re-organizing the educational system of Mizoram, the state follows the national
pattern of 10+2+3. The first ten years of education comprise three stages, namely,
Primary, Middle and High School. (Mahajan;1994;12). Classes I to IV constitute
Primary School stage, Classes V to VII Middle School stage, Classes VIII to X High
School stage. Classes XI and XII is Higher Secondary School stage and Under-
graduate course, Collegiate Education, is of three years. Class IV is Primary School
Leaving Certificate Examination, whereas Class VII is Middle School Leaving
Certificate Examination. Class X and Class XII are High School Leaving Certificate
Examination and Higher Secondary School Leaving Certificate Examination
respectively. The Mizoram Board of School Education conducts these
Examinations. The University conducts under-graduate and Post-graduate courses
examinations. These educational stages may be shown in a table as below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Stages</th>
<th>Classes</th>
<th>Duration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td></td>
<td>I</td>
<td>One year</td>
<td>Promotion</td>
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<td></td>
<td></td>
<td>II</td>
<td>One year</td>
<td>Promotion</td>
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<tr>
<td></td>
<td></td>
<td>III</td>
<td>One year</td>
<td>Promotion</td>
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<tr>
<td></td>
<td></td>
<td>IV</td>
<td>One year</td>
<td>Board</td>
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<tr>
<td></td>
<td></td>
<td>V</td>
<td>One year</td>
<td>Promotion</td>
</tr>
<tr>
<td>Elementary</td>
<td>Middle School</td>
<td>VI</td>
<td>One year</td>
<td>Promotion</td>
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<tr>
<td>Secondary</td>
<td>High School</td>
<td>VIII</td>
<td>One year</td>
<td>Promotion</td>
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<tr>
<td>Higher Secondary School</td>
<td>X</td>
<td>One year</td>
<td>Board</td>
<td>XI</td>
</tr>
<tr>
<td>Collegiate</td>
<td>Degrees</td>
<td>Under-graduate</td>
<td>Three years</td>
<td>University</td>
</tr>
</tbody>
</table>

Table 5.1: Educational stages of Mizoram

4) Training Institutes

The Christian Missionaries worked with their full efforts for the development of the state in education. After establishing several schools, they started training schools to train the teachers with high hopes of developing their teaching skills. One-month course of training programme for the teachers was carried out in Aizawl from 1914 to 1925. Such kind of training school was also started Serkawn in southern area in 1934. These training schools were later named as Guru Training (Diploma Course), and continued until the establishment of Basic Training Center in 1953 by the Government. (Laltawnga;2005;25). Basic Training Center for the Primary School teachers and Normal Training School established in 1970 for the Middle English School teachers were upgraded into the District Institute of Education and Training in 1988. Apart from this, the Government also established some training institutes like Polytechnic, Women Polytechnic, College of Teachers’ Education, Industrial Training Institute and Mizoram Hindi Training College for different training purposes.

The scenario of Mizoram Educational Institutions, teachers and students during 2005-06 is shown in the following table: (Mizoram Statistical Handbook 2006):

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Institutions</th>
<th>No. of Institutions</th>
<th>No. of Teachers</th>
<th>No. of Pupils</th>
<th>Average of Pupils per Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University</td>
<td>1</td>
<td>159</td>
<td>414</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Table 5.2: Mizoram Educational Institutions, Teachers and Students.

<table>
<thead>
<tr>
<th></th>
<th>Colleges</th>
<th>Higher Secondary School</th>
<th>High School</th>
<th>Middle School</th>
<th>Primary School</th>
<th>Training Institutes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>25</td>
<td>663</td>
<td>7,964</td>
<td>12.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>75</td>
<td>854</td>
<td>10,555</td>
<td>12.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>484</td>
<td>3,700</td>
<td>41,610</td>
<td>11.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1,121</td>
<td>7,983</td>
<td>88,044</td>
<td>11.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>1,688</td>
<td>5,210</td>
<td>1,32,046</td>
<td>25.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>9</td>
<td>135</td>
<td>1,983</td>
<td>14.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,403</td>
<td>18,704</td>
<td>2,82,616</td>
<td>15.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.3.4 Administration and Organization

The Chief Commissioner of Assam, Sir J. B. Fuller visited Aizawl in February 1904. He was very much pleased by the result and administration of the Mission Schools. He, therefore, instructed the Superintendent to submit proposals for handling over of the education of Lushai Hills to the missionaries. In consultation with the Welsh Missionaries, the Superintendent’s proposal was approved and from 1st April 1904, the government schools and the teaching staff were transferred to the Mission. The mission, therefore, took over the administration and supervision of primary schools from 1904 to 1952. (Lianzawna;1996;15). Subsequently, Rev. Edwin Rowlands was appointed as the Honorary Inspector of School. In 1903, Rev. J. H. Lorrain and Rev. F. W. Savidge settled at Lunglei as missionary under the Baptist Missionary Society and took up the southern area of Mizoram from the Welsh missionaries. Consequent upon the separation of Mizoram in two areas, Rev. Edwin Rowlands and Rev. F. W. Savidge took over the responsibility of Honorary Inspector of Schools for northern area and the southern area respectively. (Hluna;1992;78-79). During this periods, from middle standard to upwards are under the supervision and controlled of the government.

The educational administration of Mizoram had passes through different stages. From 1952 to 1972, it was under the District Council administration of Assam with Inspector of Schools as its head. During 1972 to 1987, it was under the administration of the Union Territory Government and since 1987 to till date, under the administration of the state Government with Director as its head. The coverage of Education Department was, at the beginning, very vast. During the UT administration three departments, viz., Social Welfare, Sports & Youth Services and
Industrial Training Institute had separated from this department and in 1989, the department was further trifurcated into three departments, viz., Art & Culture, Higher & Technical Education, and School Education departments. The departments of Higher & Technical and School Education departments will be further elaborated here.

1) **School Education Department**

The School Education Department of Mizoram covers from Primary to Higher Secondary Schools with other training institutes. Minister of School Education was the highest decision making authority and was supported by the Commissioner/Secretary to the Government of Mizoram, School Education Department and other supporting staff at the administration. For the supervision, control and direction, a Director headed the department. Joint Directors, Deputy Directors, Physical Education Officer, Research Officer, Finance & Accounts Officer and other staff supports the Director. Further, there is District Education Officer in each of the districts to look after the Secondary Schools; and Sub-Divisional Education Officer to look after the elementary schools supported by Circle Education Officers.

*i) SCERT*

Mizoram SCERT was established in 1980 with Officer-on-Special Duty as its head, but its head was designated as Joint Director since 1989. The objectives of SCERT are as follows: (SCERT;2005;2).

i) To act as an agent of change in school education and teacher education by organizing in-service training of teachers and orientation of education officers dealing with all stages of education;

ii) To act as nodal agency for all kinds of educational programmes and schemes with an aim with bringing about qualitative improvement of education at the school level;

iii) To develop curricula, instructional materials, textbooks, teacher’s handbooks, teaching aids, educational films, tape slides, etc. for use in educational institutions;

iv) To provide academic support and supervision toward educational and vocational education programmes;
v) To give technical guidance and support to the District Institute of Education and Training (DIETs);

vi) To conduct research studies investigation on various educational problems;

vii) To act as clearing house for new ideas and educational practices and innovations in the state;

viii) Documentation, publication and dissemination of various educational books and journals; and

ix) To develop inter-sectoral, inter-departmental, inter-state linkages and relationships with state and educational level institutions and organizations.

**ii) District Institute of Education and Training (DIET)**

Presently known as DIET was established on 1st September 1953 under the name of Basic Training Center to give training facilities for the Primary School Teacher. Another training center, known as Normal Training School for the Middle School Teachers was also established on 4th February 1970. By amalgamating these two training institutes, it had its name as Under Graduate Teachers Training Institute (UGTTI) on 19th September 1974. It was renamed as Teachers Training Institute (TTI) on 1st July 1980 and bears its present name District Institute of Education and Training since December 1988. (Sailo;1999;106).

There are two DIETs in Mizoram, one each at Aizawl and Lunglei. Since 2006, another six DIETs, known as Mini-DIET were established in another district headquarters, one each at Kolasib, Mamit, Champhai, Serchhip, Lawngtlai and Saiha. The main purpose is to provide training facilities to the working teachers of Elementary schools as well as pre-service trainees.

**iii) Mizoram Board of School Education (MBSE)**

The Mizoram Board of School Education established by an Act of the Legislative Assembly in 1975 has the authority to recognized institutions/schools under the jurisdiction of School Education Department. It also prescribed and prepared textbooks for the elementary and secondary schools. It has been conducted different public examinations, such as:
a) Primary School Leaving Certificate Examination;
b) Middle School Leaving Certificate Examination;
c) Middle English School Leaving Certificate Examination;
d) High School Leaving Certificate Examination;
e) Higher Secondary School Leaving Certificate Examination;
f) District Institute of Education and Training Examination; and
g) +2 Vocational or Proficiency Certificate Examination.

The following table illustrates an abstract of HSLC and HSSLC Examination result conducted by MBSE for the last five years:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Examination</th>
<th>Discipline</th>
<th>Year</th>
<th>No. of Candidates</th>
<th>No. of Passed</th>
<th>Passed percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HSLC</td>
<td></td>
<td>2003</td>
<td>7150</td>
<td>2213</td>
<td>30.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2004</td>
<td>11414</td>
<td>3422</td>
<td>29.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2005</td>
<td>12562</td>
<td>5750</td>
<td>45.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2006</td>
<td>8787</td>
<td>3358</td>
<td>38.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2007</td>
<td>11401</td>
<td>5867</td>
<td>51.46</td>
</tr>
<tr>
<td>2</td>
<td>HSSLC</td>
<td>Arts</td>
<td>2003</td>
<td>5735</td>
<td>2128</td>
<td>37.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2004</td>
<td>5742</td>
<td>1919</td>
<td>33.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2005</td>
<td>6982</td>
<td>2941</td>
<td>42.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2006</td>
<td>3393</td>
<td>1968</td>
<td>58.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2007</td>
<td>4605</td>
<td>2535</td>
<td>55.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>2003</td>
<td>730</td>
<td>320</td>
<td>43.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2004</td>
<td>837</td>
<td>340</td>
<td>40.62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2005</td>
<td>1408</td>
<td>690</td>
<td>49.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2006</td>
<td>1026</td>
<td>605</td>
<td>58.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2007</td>
<td>1279</td>
<td>691</td>
<td>54.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commerce</td>
<td>2003</td>
<td>218</td>
<td>115</td>
<td>52.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2004</td>
<td>269</td>
<td>127</td>
<td>47.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2005</td>
<td>379</td>
<td>203</td>
<td>53.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2006</td>
<td>261</td>
<td>185</td>
<td>70.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2007</td>
<td>296</td>
<td>187</td>
<td>63.17</td>
</tr>
</tbody>
</table>

Table 5:3: Abstract of result - HSLC & HSSLC

Consequent upon the dissolution of the Mizo District and creation of Mizoram as a Union Territory in 1972, Pawi-Lakher Region Council was split into three District Councils, namely, Lai District Council, Mara District Council and Chakma District
Council. The Councils were provided with certain powers by the Sixth Schedule of the Indian Constitution and have full authority over the management of primary education within their jurisdiction. However, the education department continues to play significant administrative and academic roles in the field of primary education in the district councils, like recognizing primary schools, prescription of textbooks, curricula and syllabi, conduct of examinations, finance, etc. In fact, though the council had their own primary educational boards, the department also makes all educational rules and regulations and the powers of the district councils are restricted since the State Education Department exercises control over the final allocation of fund. (Mahajan;1994;67).

2) **Higher & Technical Education Department**

The department came into existence since 1989 by separating from the Education department. It looks after:

1) University and Collegiate education;
2) Teacher education at the postgraduate level;
3) Post-matric scholarship and research fellowship;
4) Hindi education;
5) Technical education; and
6) Quality education at the higher education level.

The Commissioner/Secretary to the Government of Mizoram, Higher & Technical Education supports the highest decision making authority, Minister of Higher & Technical Education, with other Officers and staff at the secretariat level. The Director of Higher & Technical Education is responsible for administration, supervision and coordination of all educational activities related to higher and technical education. Joint Director, Deputy Director and other Officers and staff assisted him. (Mahajan;1994;59).

There are nine Government Colleges (including one Teachers’ Training College), twelve Deficit Colleges, one Private College, one Law College and one Nursing College under this department. These colleges are affiliated to the Mizoram University. (MZU Report 2005-06). A number of students qualified to receive their
degree certificates in various disciplines from these colleges. The following table may depict number of graduates from these colleges since Mizoram University conducted various examinations of higher education within the state:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Category</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Appeared</td>
<td>1350</td>
<td>1246</td>
<td>1164</td>
<td>1460</td>
<td>1805</td>
<td>7025</td>
</tr>
<tr>
<td></td>
<td>Passed</td>
<td>801</td>
<td>1018</td>
<td>976</td>
<td>1214</td>
<td>1188</td>
<td>5197</td>
</tr>
<tr>
<td></td>
<td>Passed %</td>
<td>59.33</td>
<td>81.7</td>
<td>83.84</td>
<td>83.15</td>
<td>65.81</td>
<td>73.97</td>
</tr>
<tr>
<td>BCom</td>
<td>Appeared</td>
<td>70</td>
<td>41</td>
<td>68</td>
<td>55</td>
<td>130</td>
<td>364</td>
</tr>
<tr>
<td></td>
<td>Passed</td>
<td>49</td>
<td>33</td>
<td>64</td>
<td>31</td>
<td>27</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>Passed %</td>
<td>70</td>
<td>80.48</td>
<td>94.11</td>
<td>56.36</td>
<td>20.76</td>
<td>56.04</td>
</tr>
<tr>
<td>BSc</td>
<td>Appeared</td>
<td>102</td>
<td>72</td>
<td>110</td>
<td>60</td>
<td>77</td>
<td>421</td>
</tr>
<tr>
<td></td>
<td>Passed</td>
<td>77</td>
<td>56</td>
<td>81</td>
<td>57</td>
<td>58</td>
<td>392</td>
</tr>
<tr>
<td></td>
<td>Passed %</td>
<td>75.49</td>
<td>77.77</td>
<td>73.63</td>
<td>95</td>
<td>75.32</td>
<td>93.11</td>
</tr>
<tr>
<td>BSc(HSc)</td>
<td>Appeared</td>
<td>16</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>24</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Passed</td>
<td>16</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>23</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Passed %</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>95.83</td>
<td>98.57</td>
</tr>
</tbody>
</table>

Table 5.4 : Abstract of Under-graduate Examinations

5.4 Library for Educational Development

Library service is the service to the people of a community regardless of caste, creed, religion, age, sex, language, status of education and attainment. Library and education are sister services that cannot be taken out one from the other, but go hand in hand. The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. They have an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions. (IFLA/UNESCO;2001;2). Richard Thau, Director of Pennsauken Free Public Library stated that, “The library should be the learning place for a vibrant and diverse community, it should inspire people of all ages with the love of books, learning, reading, advancing the pursuit of knowledge, and enhancing the quality of life for all who use the library. The agency must remind itself that it is an educational, informational, and recreational entity where service is the most important variable in the give and take between library and patron”. (Thau). It is being increasingly realized that self-education permeates the entire life
of the individual from cradle to the grave. And the most appropriate agency of continuing education for people of all ages is a public library. (Khanna;1994;9). An important institutional relationship for a public library is that with the local schools and the educational system in the service area. Types of linkages and/or forms of co-operation include: (IFLA/UNESCO;2001;38).

- Sharing resources
- Sharing staff training
- Cooperative collection development
- Co-operative programming
- Co-ordination of electronic services and networks
- Co-operation in the development of learning tools
- Class visits to the public library
- Joint reading and literary promotion
- Programme of web-awareness for children
- Sharing of telecommunications and network infrastructures
- Jointly arranged authors’ visits

The reason for the foundation of public library is to act as an agent, which provides access to knowledge in printed and other formats to support formal and informal or non-formal education as a whole. As long as the world exists, there will be an enormous development in various fields of education due to the on going research and development. The impact of public libraries on education can be summarized as follows:

### 5.4.1 Self-education Center

Education has no limits. It is a universal nature, being expanded its area in different fields of studies due to the progress of research and developments. As the Bible says, “Man does not live on bread alone”(Bible); no body has enough resources for his/her formal education but needs to have free access to the resources of a library for improvement and expansion of his/her acquired education at all levels. Formal education alone is not sufficient for an overall development of one’s educational pursuits. Informal education or self-education is a lifelong process and public public library should supports the continuous self-education program by providing services
to the people free of charge. As an educational center, the public library has to support and promote all types of education, formal, non-formal, adult and life-long, by keeping adequate stock of documents and other information materials, print or electronics, hard or soft, and makes them available to all sections of the community. The IFLA/UNESCO Public Library Manifesto 1994 (IFLA/UNESCO;1994;3) stated in its missions as, “supporting both individual and self conducted education as well as formal education at all levels”. Pravakar Rath also stated that, “Some of the facets relevant to the educational impact of public libraries are – Book reviews/Book talks, Concerts (live or recorded), Craft demonstrations, Cultural exhibits, Field trips, Film showing, Formal courses, Lectures, Literacy tutorials, Reading improvement classes, Story hours, Training of volunteers. (Rath;1996;10). It should also provide opportunity for personal creative development being the social institution for life-long learning and independent decision-making. The library service as a self-education center may be observed from the words of Ms. Usha Mujoo-Munshi, Fulbright Scholar, 1996-97 as, “I was asked to make a presentation. I went to the reference desk of the library at the UMCP and asked the librarian for help. She listened to me carefully, and said ‘I will see what I can do’. Next morning, before entering my room, I checked the pigeonhole to pick up any communication for me. I was amazed to find an envelope containing reprints and some references that were exactly what I was looking for. After my presentation I went to thank her personally”. (Span. Jan/Feb, 2006).

5.4.2 Supporting Literacy Activities and Continuing Education

Public libraries, State or District Libraries, plays a vital role in literacy activities and movements. “Public libraries are best suited for post-literacy and continuing education programmes”. (Kumar;1992). J.K.Khanna also stated that, “The most appropriate agency of continuing education for people of all ages is the public library”. (Khanna;1987;9). Such libraries help literates and neo-literates to prosper their literacy developments by providing reading materials. The IFLA/UNESCO Public Library Manifesto 1994 (IFLA/UNESCO;1994;3) also stated in its missions as, “supporting and participating in literary activities and programmes for all age groups, and initiating such activities if necessary”. The positive roles played by public libraries in post-literacy programmes are:
• A good collection of reading and audio-visual materials related to the life and living of neo-literates;
• A separate reading room for neo-literates, wherever possible, with good and attractive collection of reading and audio-visual materials;
• Regular provision in the library budget for procurement of reading and audio-visual materials for neo-literates;
• Competent staff with proper orientation to attend the needs of neo-literates;
• Close line with nearby literacy centers, supplying reading materials to the neo-literates through these literacy centers at the initial stage. This will help to attract the neo-literates to the regular library service;
• Group discussions and reading with neo-literates to develop reading habits among them;
• Information services to the neo-literates related to their live and living;
• Oral services to the neo-literates and illiterates to attract them to literacy and library activities.

5.4.3 Developing Reading Habits
The IFLA/UNESCO Public Library Manifesto 1994 (IFLA/UNESCO;1994;3) stated in one of the missions of public library services as, “creating and strengthening reading habits in children from an early age”. Adolescence are in a phase of building their personality and their interests are very varied and changeable, and need to give them to achieve their full development as individuals and citizens. “Adolescence needs special attention as many of them voluntarily stop reading at this stage of their lives. Librarians and professionals who understand the psychological and emotional growth of adolescents need to introduce them to reading through a wide range of books that are compatible with their changing interests. J.K.Khanna stated that, “Library must encourage reading at all levels and for different purposes…. Library must inculcate in the minds of individuals that reading is of far greater significance for the creation of intellectual, moral, aesthetic, social and political values, and in the context of reading, a book represents a social relationship between writer and reader, and the library has the clearest view of this relationship being a social agency’. (Khanna;1987;11).
Reading and writing are the two best means of communication techniques that can be carried out in promotion of reading habits and literacy programmes. It is a prerequisite to being and integrated and active member in the society. The public library may support such activities to promote literacy activities by making the best use of modern technology. This can be achieved by: (IFLA/UNESCO;2001;34)

- Promoting reading
- Providing appropriate materials for those with poor literacy skills
- Working with other agencies in the community involved in combating illiteracy
- Participating in campaigns to combat illiteracy and improve numeracy
- Organizing events to promote an interest in reading, literature and media culture
- Promoting and providing training in the use of computer technology
- Promoting awareness of new developments in the media market
- Helping people to find the information they need in the appropriate format
- Co-operating with teachers, parents and other contact persons to help new citizens acquire the necessary educational skills that will help them to manage their lives in the new context.

Public libraries may serve with different priorities and qualities with special collections to the community to provide best reading materials to its clients, particularly to the young groups by serving them to have reading habits of their interests. Monica Medina Blanes stated that services for adolescents should:

1) Facilitate the transition from children’s to adults’ service;
2) Stimulate lifelong learning through reading and libraries;
3) Encourage the habit of reading for information and pleasure;
4) Provide instruments and skills for using information;
5) Provide collections and services for all the young adults in the community with the aim of addressing their educational, information, cultural, and leisure need. (Blanes).

There is a need to implement reading habits to the young adults for their educational and future livelihood. To encourage them, library services can take different steps,
like collection of specialized reading materials, organizing readers club, literary club, symposia, etc.

5.4.4 Personal Creativity Development

Men are born free but in a limited way. All men need to develop his own personal creativity and pursue new interests for his survival. A library is to ‘providing opportunities for personal creative development’. IFLA/UNESCO; 1994; 2). To achieve this, people need access to knowledge and work of the imagination. Nobody can access his information needs from his own resources but the public library can provide access, in a variety of different media, to a rich and varied store of knowledge and creative achievement, which individual cannot acquire on their own behalf. (IFLA/UNESCO; 2001; 5). The contributions of a public library by collecting and disseminating information, including the community’s own literature, has been a unique and still a vital function rendered for the personal development of an information seekers.

God makes man with different purposes of creativities and one has to develop in meaningful recreational activities by accessing information. The public library services can make fundamental contribution to daily survival and educational development by being directly involved in providing information to people in developing communities; for example, environment awareness programmes, AIDS awareness programmes, adult education programmes, etc. The local libraries can act as a center of personal creativity development to the local communities by giving education on different topics of their interests and local needs.

5.4.5 Research Activities

Research is an endeavor, to discover, and verify knowledge”. (Khanna; 1994; 12). Research is the basic principle of development expanding the horizons of knowledge that is carried out generally in educational institutions. The primary basic information for a research activity is information that can be mostly accessed in a library. “The public library networks must be designed in relation to national, regional, research and special libraries as well as libraries in schools, colleges and universities”. (IFLA/UNESCO; 1994; 2). The public library supports lifelong
learning, working with schools and other educational institutions to help students of all ages with their formal education. (IFLA/UNESCO;2001;29).

Research activities needs basic as well as correct information from various sources that may be in primary, secondary, and tertiary to the scholars. Such information may be available in various forms; namely, books, journals, geographical sources, microfilms, Internet, etc. An individual scholar due to high cost or the other way may not acquire such documents, but library serves the user to access their information needs in various forms. A public library that serves the general public in various information materials added support to the research actions in various fields by providing their required information data. The library offers many types of specialized services to help in the advancement of research in society, such as:

1) identifying, accumulating, processing for use needed and pertinent materials speedily;
2) preparing and circulating list of latest additions;
3) evaluating an interpreting new documents and providing to the right users requisite information contained in them in the form of reviews, abstracts, tables of contents, and photocopies of excerpts;
4) maintaining highly specialized reference files and indexes;
5) conducting literature searches;
6) providing accurate, factual and relevant information to inquirers;
7) preparing bibliographies;
8) translating publications wholly or in part;
9) providing cheap and rapid means of photocopying;
10) providing quick reference and referral services; and
11) extending the limitations of its own resources by interlibrary loan, co-operative acquisitions and through such methods of bibliographical co-operation as union lists, and catalogues and the exchanging of catalogues and bibliographies. (Gates;1987;13).

5.4.6 Computer Literacy Skill and Electronic Networks
The rapid development of information technology brought huge amount of information playing a key role for the promotion of library services in an electronic environment. One of the missions of the Public Library Manifesto reads that,
“Facilitating the development of information and computer skills”. (IFLA/UNESCO;1994;2). The notion of library has been growing very fast, automated library, Electronic library, digital library, and virtual library. Library has no limit for its growth and services, being known today as library without walls. IFLA/UNESCO Guideline for Development stated that, “Public libraries are instruments of equal opportunity and must provide a safely-net against alienation and social exclusion from technological advance by becoming the electronic doorway to information in the digital age”. (IFLA/UNESCO;2001;40).

The library should provide access to the resources of the library and other information centers through effective electronic networks at all levels from local to international. Access to the internet/world wide web should be free to the public regardless of economic means to have access to information available in an electronic form. The world is facing a digital divide, who have and have-nots or the information rich and the information poor, but library serves as a bridge by providing digital forms of information in its services to the community. The world’s facing problems of an information age, such as, information explosion, price escalation of library documents, and increased cost of library documents (Sridevi; 2005;113) can be overcome through the library services. Library co-operation, Resource sharing or Internet resource sharing in the field of an education can be provided by libraries at local, regional, national or international level to access required information by the users. Libraries, therefore, by giving electronic resources and computer literacy skills can greatly enhanced services to their users by providing them with access to the collection of other libraries or information centers.

Besides, a public library service to the cause of education is extended to the special user groups. Since education has no end or limit, all men need to acquire education by one kind of educational means. Those people, who are potential users may not use library services regularly but have right to access information through its services in one or the other. They may not come to the library to access their required information, but the library services may be extended to reach those persons so that they can avail equal opportunity with others. The library should, therefore, establish ways of making library materials and services accessible to these users. Those services may include: (IFLA/UNESCO;2001;32).
• Special transport, e.g., mobile libraries, book-boats and other forms of transport to serve those living in isolated areas
• Services taken to the home of those people who are housebound
• Services taken to the factories and industrial premises for employees
• Services for those confined in institutions, e.g., prisons and hospitals
• Special equipment and reading materials for those with physical and sensory disabilities, e.g., hearing impaired and visually impaired people
• Special materials for people with learning difficulties, e.g., easy-to-read material and cassettes
• Services for immigrants and new citizens to help them to find their way within a different society and to provide access to media of their native culture
• Electronic communication, e.g., Internet catalogues.

5.5 State and District Libraries on Mizoram Education
Mizoram has remarkable progress in education. A Mizo alphabet was devised in 1894 and it was only 113 years since the establishment of the first school in the area. But the educational institutions have been increasing and in all together, from primary to university, there are 3403 institutions in the state. The average growth of educational institution is 30.11 per annum. By the coming of Christian missionaries, education started in one or the other. Schools established by them were soon closed down, but to support and supplement their evangelical work, Rev. D.E.Jones, one of the missionary, started Sunday school in 1898 and was affiliated to All India Sunday School Union in 1906 (Hluna;1992;198). The spread of the Gospel brought in its stride the desire for learning so that in each village where Church was planted, Sunday Schools were started initially for learning reading and writing. This immensely contributed to the rapid growth of literacy among the Mizos. (Laltawnga: 2005:24). The Sunday School played an important role in the promotion of education among the Mizos and had been the main center of learning till 1922. (Lalhmuaka;1981;53).
As a result of the contribution of the Church and the Government towards the progress of literacy, Mizoram became the second highest state in literacy following Kerala of Indian states. According to 2001 census, there were 14,841 persons of literate without educational level as a result of adult education programme, Church contribution for the educational programme and other related services rendered by the society at different levels. The following table depicts the growth of literacy in the state:

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Literates</th>
<th>Literacy %</th>
<th>Growth rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>82,434</td>
<td>771</td>
<td>0.93</td>
<td>-</td>
</tr>
<tr>
<td>1911</td>
<td>91,204</td>
<td>3,635</td>
<td>3.98</td>
<td>371.46</td>
</tr>
<tr>
<td>1921</td>
<td>98,406</td>
<td>6,183</td>
<td>6.28</td>
<td>70.09</td>
</tr>
<tr>
<td>1931</td>
<td>1,24,204</td>
<td>13,320</td>
<td>10.70</td>
<td>115.45</td>
</tr>
<tr>
<td>1941</td>
<td>1,52,786</td>
<td>29,765</td>
<td>19.48</td>
<td>123.46</td>
</tr>
<tr>
<td>1951</td>
<td>1,96,202</td>
<td>61,093</td>
<td>30.57</td>
<td>105.25</td>
</tr>
<tr>
<td>1961</td>
<td>2,66,063</td>
<td>1,17,097</td>
<td>44.01</td>
<td>91.67</td>
</tr>
<tr>
<td>1971</td>
<td>3,32,390</td>
<td>1,78,793</td>
<td>53.79</td>
<td>52.68</td>
</tr>
<tr>
<td>1981</td>
<td>4,93,757</td>
<td>2,95,685</td>
<td>59.88</td>
<td>65.37</td>
</tr>
<tr>
<td>1991</td>
<td>6,89,756</td>
<td>4,61,930</td>
<td>82.27</td>
<td>56.22</td>
</tr>
<tr>
<td>2001</td>
<td>8,88,573</td>
<td>6,61,445</td>
<td>88.8</td>
<td>43.19</td>
</tr>
</tbody>
</table>

Table 5.5: Literacy of Mizoram

Mizoram is not very much aware of library services. There were no library services at the elementary school level practically. But, the schools sometimes have library hours by visiting local libraries, particularly State and District Libraries at the District headquarters, by having story hours, by organizing art work periods or organizing quiz, etc. These programmes and sessions gave competitive mind and love of books to the students. However, some secondary schools organized school library in their school campuses. The school library was established from the Government funds or contribution of the staff and students from their library fees. But, such libraries were not managed and organized properly because of different reasons, such as:

- Lack of fund;
- Lack of trained/qualified/professional staff;
- Improper facilities;
• Inadequate collection of reading materials;
• Inadequate support/interest of the Government;
• Inadequate equipment; and
• Ignorance of library services.

Classroom teaching is not sufficient anywhere to impart further knowledge and challenge in their educational activities. Students could not gather all their educational materials from their own resources but rather need help from other institutions like libraries. As the school libraries were functioning properly due to some reasons, they have to depend on public libraries, State and District Libraries and its extension services to collect their daily information needs at maximum level.

The researcher conducted personal interview to various person on the impact of State and District Libraries in the Educational development of Mizoram and also circulated open-ended questionnaires to the respondents. Most of the opinions are of the same and such responses were given as below:

1. State and District Libraries might act as important institutions to give reading materials to the poor students by creating textbook section and providing reading materials for their educational developments. One of the respondents commented “I have seen many students in these libraries reading some books which may help them in their lessons. Some schools gave assignments or projects to their students to prepared on the basis of library materials only. This practice make the students comfortable in the library use and promote in their learning habits as well”. These libraries are center of learning to the students by providing reading materials for their various components of studies. One of the respondents commented that District library provides reading materials that build his/her mental and physical development, which helps him/her in educational aspects.
2. It is an important center of learning, particularly for non-formal education system. These libraries collected various documents dealing different subjects, which is advantage for the community as a whole. On educational aspects, State and District Libraries acted as a source of educational information, particularly in non-formal education system.

3. State and District Libraries are very important institution for the education of Mizoram by providing reading materials of different areas which students could not buy from their own resources, like General Knowledge Books, Encyclopedias, Yearbooks, etc.

4. Libraries are center of learning particularly for the research scholars. They collected various documents, which deals with culture of the society. It is the best important research center on Mizo culture and society.

5. Education as overall development of human beings. Its collections and services provide to the community is part and parcel of education and it is very purposeful for the development of livelihood.

5.6 Conclusion
State and District Libraries serving the people of Mizoram through its various service provided valuable documents for the educational development of the people. Since their establishment, they act as source of information for the local community to grasp ignorance. They have been providing invaluable services in the field of education and the next chapter of this study will present data analysis from the respondents of the questionnaires serve to various persons with findings out of it, which may also include about the contributions of State and District Libraries on educational development of Mizoram.
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