**DIVULGING HIGHER EDUCATION IN INDIA**

**AND**

 **IT’S GROWTH IN MIZORAM**

Dr Sakhawliana

Asst. Prof. Dept. of Public Administration

Govt. Kamalanagar College

Chawngte, Mizoram

 *Indian education system is always at a challenging scenario in the human resources development mission. Our higher educational system was, traditionally influenced by spiritualism, but it was gradually diminishing with the advent of the western system of education since 1498. The launching of the Presidency College in 1817 follows by the Senate of Serampore College and the Indian Institute of Technology Roorkee in 1818 and 1847 respectively. In Mizoram, the Christian Missionary’s, were all credited to the genesis of educational system, which includes primary to higer education. While the first Primary School started in 1898, and Pachhunga University College (PUC) in 1958. Eventually the pioneering and the only Central University of the state name Mizoram University (MZU) started in 2001.*

**Key words:** *Education in India; Higher Education; Political status of Mizoram; Development of western education; and Prospects.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INTRODUCTION

 “*By education I mean an all round drawing out of the best in the child, and man-body, mind and spirit*” quoted by Gandhiji in Harijan. Education tries to tap out the best in human, which was nurture by other external factors. Indian system of education, since the Vedic time, was predominantly dominated by spiritual values and etiquette. But with the emergence of the western system of education since 1498, all our traditional system cannot withstand against the neo-educations, and simultaneously negate to it. However, human resources development in term of body, mind and spirit should be done equilibrium with our needs.

EDUCATION IN INDIA

 Pre-historically, Indian education had been evolved firmly on the foundation of Indian epistemological and philosophical traditions. The idea of the ephemerality of life and the world, the concept of ultimate death and the futility of mundane pleasures, had provided them with a special angle of vision. In fact, the pupils kept away from the haunt of din and distractions of the material world and were rather amid to the beauty of natural surroundings.

 Higher education was *ab-initio* at the behest of the Buddhist teaching in India, as they give free education into their monastic institutions. Their system has attracted students not only from India but from abroad. The two famous institutions of *Taxila,* and *Nalanda* were pioneering higher education in India. Since time immemorial *Taxila University* had been an important centre of *Brahmanical* education, and its fame continued during the Buddhist period in the Northern India. *Kautilya*, the famous author of ‘*Arthasastra*’ received his higher education in this University. Unfortunately, the Chinese traveler *Fa-Hien* found no remains of University when he visited India in the 5th Century A.D. However, Hiuen Tsang was very much disappointed to see some of the last relics of Taxila University when he visited India in 7th Century A.D.

 In the 10th century, Indian sub-continent was invaded from the northwest, and dynastic rule follows. The dual traditions of *Sanskrit* and *Farsi* education were in existence till the colonization of India to the British, and *Persian* became the Court language. The British established different schools for English and Science education. In 1857 three Universities were established in the metropolitan cities, Bombay (now Mumbai), Calcutta (now Kolkata), Madras (now Chennai), moreover, the Allahabad University was established in 1887. All these Universities imparted education in the liberal arts and sciences. Over and above, its main objective was to prepare young aspirants for careers in the Civil Service, Legal profession and in Medicine. The need for technical education was also felt by the Colonial ruler; accordingly the first industrial school was established in Chennai in 1842.

 There are merely 20 Universities and 500 colleges in India at the time of independence in 1947. The gross enrolment was approximately 210,000 students in different institutions. The imperative of higher education compels the Government to setup the University Education Commission, under the chairmanship of Dr S. Radhakrishnan in 1948, this commission lays the foundation of the future of higher education in India.

 As shown in Table – 1, there was a superb increase of Universities in India during the year 1950 to 2015. The table portrays that there are only 30 Universities in 1950-51, it was enhance to 55 in the next decade (1960-61) or there was an augmentation of 83.3% during 1950 – 1960. Thus, the total number of Universities increase to 256 in the year 2000 - 2001 and has reached 740 in 2014 – 2015.

|  |
| --- |
| **TABLE – 1****Total Universities in India (1950 – 2015)** |
| Sl.  | Year  | No. of Universities |
| 1.  | 1950 - 51  | 30  |
| 2.  | 1960 - 61  | 55  |
| 3.  | 1970 - 71  | 103  |
| 4.  | 1980 - 81  | 133  |
| 5.  | 1990 - 91  | 190  |
| 6.  | 2000 - 01  | 256  |
| 7.  | 2010 - 11  | 634  |
| 8.  | 2011 - 12  | 659  |
| 9.  | 2012 - 13  | 665  |
| 10. | 2013 - 2014 | 719  |
| 11. | 2014 - 2015 | **740**  |
|  *Sources: AISHE (Provisional), 2015* |

Corresponding to the University, there was a marvelous increase of colleges after independence. As portrays in Table-2, the total number of college increases to 4722 in 1980, it is to be recapitulated from the previous paragraph that there are only 500 colleges in 1947.

|  |
| --- |
| **TABLE – 2****GROWTH OF COLLEGES (1980 - 2015)** |
| Sl. No. | Year | No.  |
| 1. | 1980 - 1981  | 4,722  |
| 2. | 1990 - 1991  | 7,346  |
| 3. | 2000 - 2001  | 12,806  |
| 4. | 2007 - 2008  | 21,170  |
| 5. | 2011 - 2012  | 33,023  |
| 6. | 2012 - 2013  | 35,829  |
| 7. | 2014 - 15 (AISHE Provisional)  | 38,056  |
| *Source: AISHE REPORT (Provisional), 2015* |

As shown in the above Table-2, the number of colleges in India jumps to 12,806 in the beginning of the first millennium, and its strength added-up without any lapse and climbed to 35,829 in 2012-2013. According to the provisional report of AISHE there are 38056 colleges in India (Table-2). This table exposed to the fact that the growth of higher institution can be noticed for more than three decades.

HIGHER EDUCATION

Subject to the provision of entries 63 to 66 of List I (Union List), higher education in India was incorporated under the Concurrent List (entry 25 of List III) of the Constitution. As far as India’s higher education is concern, it is the third largest in the world, next only to the United States of America and China. It was mainly govern by the University Grants Commission (UGC), which enforces its standards, advises the government, and helping the coordination between the Centre and the State. Under the guidance of UGC, accreditation of institution was managed by an autonomous body of 12 independent bureaus.

The authorities established four different kind of higher education, they are (i) Central University; (ii) State University; (iii) Private University; (iv) Deemed to be University; and (v) Institution of National Importance. Central University means, university established or incorporated by the Central Act through the Parliament, while the State University is established by the State Act through the concern State Assembly. A university established by the Central or State by a sponsoring body is called Private University; the body got registration under the Societies Registration Act 1860 or any other corresponding law for the time being in force in a State or Public Trust / Company registered under the Companies Act 1956. There is other type of institution known by the name Deemed University, which was declared, as such, by the Central Government under Section 3 of the UGC Act 1956, they are high performing institutions. Besides, the Union Parliament established Institution of National Importance with University status.

Table – 3 clearly portrays the development of Universities in India. Accordingly, there are 719 Universities in 2015, and it increase to 740 Universities in just 7 months (Table-3).

|  |
| --- |
| **TABLE – 3****TYPE OF UNIVERSITIES**  |
| **Type of Universities** | **May 2015** | **January 2016** |
| Central Universities | 46 | 46 |
| State Universities | 330 | 342 |
| Deemed to be Universities | 128 | 125 |
| Private Universities | 215 | 227 |
| **TOTAL** | **719** | **740** |
| *Source: Analyse from UGC Reports and AISHE Reports* |

It is obvious from the above table’s that Central Universities remains at 46 in numbers during the given year of 2015 – 2016, but State Universities has boost to 342 from 330. There was a negative growth of Deemed to be Universities from 128 in may 2015 to 125 in 2016.

Table – 4 illustrate the largest and least number of Colleges in different states. Accordingly Uttar Pradesh has 5,922 colleges, which is the largest in number, preceded by Maharastra with 4,714, Karnataka 3,416 and Rajasthan 2,786. Small states, basically has marginal number of colleges, while Nagaland has 62, Goa, Tripura and Mizoram has 56, 49 and 29 colleges respectively.

|  |
| --- |
| **TABLE – 4****TOP TEN LARGEST AND LEAST NUMBER’S OF COLLEGES** |
| **Sl** **No.**  | **State having Largest Number of Colleges**  | **No. of Colleges**  | **Sl** **No.**  | **State having Least Number of Colleges**  | **No. of Colleges**  |
| 1.  | U.P  | 5922  | 1.  | Daman & Diu  | 7  |
| 2.  | Maharashtra  | 4714  | 2.  | A & Nicobar Islands  | 7  |
| 3.  | Karnataka  | 3416  | 3.  | Dadra & Nagar Haveli  | 10 |
| 4.  | Rajasthan  | 2786  | 4.  | Sikkim  | 13  |
| 5.  | A.P  | 2591  | 5.  | Arunachal Pradesh  | 27  |
| 6.  | Tamil Nadu  | 2531  | 6.  | Chandigarh  | 27  |
| 7.  | Telengana  | 2328  | 7.  | Mizoram  | 29  |
| 8.  | MP  | 2218  | 8.  | Tripura  | 49  |
| 9.  | Gujarat  | 2055  | 9.  | Goa  | 56  |
| 10.  | Kerala  | 1240  | 10  | Nagaland  | 62  |
|  **All India** **38056**  |
| *Source:* [*www.ugc.ac.in*](http://www.ugc.ac.in) *& AISHE Report 2015 (Provisional)* |

This Table has depicts that the northeast state of Arunachal Pradesh and the Union territory of Chandigarh has 27 colleges each, on the other hand the two Centrally administered Island of Daman & Diu and Andaman & Nicobar has each of 7 colleges. Thus, the gross number of colleges in India is at the tune of 38,056.

POLITICAL STATUS OF MIZORAM

Mizoram, one of the north eastern states of India is located between 22.120 and 24.090 North Latitude and 92.200 and 93.900 East Longitude. It has a Geographical Area of 21,081 Sq. Km with 277 Km North to South and, 121Km East to West. The State has 722 Km of International boundary and shares a common boundary of 404 Km with Myanmar on the East and South, and 318 Km with Bangladesh on the West. The State is bound to the North by 123 Km and 95 Km by Assam and Manipur and 66 Km in the West by Tripura respectively. Due to the British expedition in 1890, Mizoram State fells under the sweeping British Rule. This Imperial Government introduced a variety of Rules and Regulations comprising of the Assam Frontier Tract Regulation 1880, Scheduled District Act 1870, Chin Hills Regulations 1896, Government of India Act 1919 and the Inner Lines Regulations (Bengal and Eastern Frontier Act) 1873, as such the entry of non indigenous people are allowed only through official permit.

When India was given Independence by the British on 15th August 1947, Mizoram (erstwhile Lushai Hills) continued to remain under the Assam Government. This Government granted Autonomous District Council to Mizoram (called Mizo Hills) in April 1952 and the newly created District Council had 24 Members. This Council was later elevated to the Centrally Administered Union Territory (UT) status in January 1972, and again to Statehood on 20th February 1987. As for its name, the present State of Mizoram was known as ‘Lushai Hills’ till the 1951 Census, later it was then called ‘Mizo Hills’ in 1961 and as ‘Mizo District’ till 1971. The whole Area of Mizoram State was declared as ‘Disturbed Area’ in 1966. Under the aegis of the Mizo National Front (MNF), and its armed wing as Mizo National Army (MNA), Independence movement of Mizoram last for 20 years with no results, but the conflict was settled after the signing of a comprehensive agreement on 30th June 1986. The Guerrilla War waged between Indian Army and the MNA ended due to the successful ‘Peace Accord’ signed between the Government of India and the MNF.. Consequently, the 53rd Constitution Amendment Act, 1986 granted the status of State to Mizoram, now turns to be one of the most peaceful States in the Country.

DEVELOPMENT OF WESTERN EDUCATION

Although education starts from the family, the mizo youth had their initial education from ‘Zawlbuk’. The youth, traditionally, had to go through rigorous training and discipline at home and in the village community. The customary institution, named, ‘*Zawlbuk*’ is bachelor’s dormitory, where young boys are given training under the guidance of elders, and stay the night until they got married, the person who have more of ‘tlawmngaihna’ would stay longer. In ‘Zawlbuk’, different varieties of knowledges relating to skills of shifting cultivation, social responsibilities as manhood and the way to face wild animals are learn through traditional method. However, the girl child has no separate institution, most of the required knowledge, being womanhood, was taken from their mother while doing household works, and from shifting cultivation. Moreover, in this classical community, all knowledge of village management and the core of mizo philosophy, ‘tlawmngaihna’ were learned through traditional way of training before the advent of western education.

As far as modern education is concern, the Christian missionaries were pioneering the development to tune with the western system. It was credited to the arrival of Rev. J.H. Lorrain (Pu Buanga as its local name), and Dr. F.W. Savidge (Sap Upa as its local name) on 11th January 1894. The two Christian missionaries prepared mizo Alphabets for the mizo people, and the first Primary School was started in the year 1898. The earlier schools established and administered by the missionaries were temporary and experimental, in their functioning, with no clear policy guidelines from the authority. At the same time, necessities compel the missionaries to establish the first High School in 1944, and it was only in 1958’s that the first College, named Pachhunga University College (PUC) was started for undergraduate studies. Besides, the Union Territory (UT) Government take importance on higher education and ultimately constituted the State Council for Educational Research and Training (SCERT) in 1980. With the passing of Mizoram University Act by the Union Parliament in 2001, the first and the lone central University was established and called, ‘Mizoram University’. Moreover, the Institute of Chartered Financial Analysts of India University (ICFAI) or ICFAI University was established by the State Assembly of Mizoram in 2005, in the mean time, District Institute of Education and Training (DIET) was also constituted by the state. Till date, the development of higher education continues under the tutelage of the government.

The Govt. Of Mizoram, Statistical Handbook, 2012 shows that there are 21 colleges for Arts, 5 Science College, and other 11 institutes / colleges give professional degrees in Law, Veterinary Science, Computer, Nursing, Laboratory and Technologies. In addition to Mizoram University, the National Institute of Technology (NIT) is the only institute of the state which have Post graduate studies, up to doctorate.

PROSPECTS

Higher education has been increasing in India at fast pace by adding more than 700 Universities and 30,000 colleges after independence. As of 2015, India has 46 Central universities, 342 state universities, 125 deemed universities, and 227 private universities respectively. Besides there are 93 Institutes of National Importance established by the Union Parliament, which includes AIIMS, IIT's , NIT's. Moreover, distance learning and open education is also a featuring Indian higher education system. This distance learning intstitutes were managed by the Distance Education Council. By and large, IGNOU, the most prominent distance education system, is the largest university in the world with roughly 3.5 million student enrolment. Besides, Indian Institutes of Technology (IITs), National Institute of Technology (NITs), Indian Institutes of Information Technology (IIITs), Indian Institutes of Management (IIMs), International Institute of Information Technology (IIIT), University of Mumbai and Jawaharlal Nehru University have a great challenge to increase student enrolment in the country.

Quality education is a matter of concern in higher education in India. The University Grants Commission (UGC) has taken up many initiatives for the maintenance of standard and quality education, but many things to be done.

|  |
| --- |
| **TABLE - 5****QS (Quacquarelli Symonds Ltd) World University Rankings 2015** |
| **Year** | **Institution** | **World Rank** |
| 2010-2014 | None of the Indian Universities figured in top 200 while universities from other Asian countries such as Japan, Hong Kong, China, South Korea, Singapore and Taiwan were listed among top 100 universities of the world |
| 2012 | IIT DelhiIIT BombayIIT Kanpur |  212th 227th  278th |
| 2014 | IIT Delhi |  235 |
| *Source: QS Reports* |

The above table (Table-5) clearly portrays that none of Indian Universities are present in top 200 Universities of the world. In the year 2012, IIT Delhi, Bombay and Kanpur were added at the rank of 212, 227 and 278 respectively. It is very essential to emphasis the focus of National Knowledge Commission on access, inclusion and excellence for improving the overall standards of higher education in India. Quality control and improvement of syllabus is unavoidable for development to coup with international standards. According to Table-6, none of Indian Universities are figured among the top 200 in QS World Universities Rankings in 2015. Event our prestigious Institutes, like IIT Delhi and IIT Bombay stood at 212 and 227 in world rankings. It shows that higher educational authorities of India should strive more on the enhancement of quality education. Today, standard education is not enough, it is rather important to consider the maintenance and enrichment of quality education. It is unavoidably to be considered that Indian universities and higher institutions should compete not on upholding standard but by quality development.

REFERENCES

(1) Kumar, Deepak (2003), "India", The Cambridge History of Science vol 4: Eighteenth-Century Science edited by Roy Porter, pp. 669–687, Cambridge University Press, ISBN 0-521-57243-6.

 (2) Alok Chakrabarti, Higher Education and Research in India : An Overview (Sitra Report 74), ISBN 978-951-563-600-3 & ISSN 1457-5728 (www.sitra.fi).

(3) Arnold, David (2004), The New Cambridge History of India: Science, Technology and Medicine in Colonial India, Cambridge University Press, ISBN 0-521-56319-4.

 (4) Ellis, Catriona. (2009) "Education for All: Reassessing the Historiography of Education in Colonial India," History Compass, (March 2009).

(5) Singh, Mahendra P. (2010), Constitution of India (11th Edition), Published by Eastern Book Company, 34-A, Lalbagh, Lucknow 226001, ISBN 81-7012-891-9.

 (6) Gale, Thompson., *et.al*., Encyclopedia of India (vol. 2) (Edited 2006), "Educational Institutions and Philosophies, Traditional and Modern", ISBN 0-684-31351-0.

(7) Mangal, SK., et al., Essentials of Educational Technology, Published by Asoke K. Ghosh, PHI Learning Pvt. Lmt, Rimjhim House, Delhi 110092, ISBN 978-81-203-3723-7.

(8) Govt. of Mizoram, Statistical Handbook of Mizoram, 2012, 2013, 2014. Prepared by Economics & Statistics Dept.

(9) Centenary Souvenir, 1994, Prepared by Synod-the Presbyterian Church of India.

………………………..