

Hindi Education in Mizoram: A Status Study

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Abstract

Knowing that languages have an important role to play in national integration of India, Union government has been taking necessary steps for spreading Hindi language. As a result, three–language formulae has been adopted in Mizoram which results in the introduction of Hindi in the state’s educational system. Hindi education was introduced in Mizoram way back in 1950s by Mizoram Hindi Prachar Sabha (MHPS). On the attainment of the status of Union Territory (UT) in 1972, propagation of Hindi was started in full swing by Government of Mizoram . In 1973–74, Hindi Wing was established for the promotion and propagation of the language in Mizoram. During its span of existence, government, private and Hindi schools have produced a number of successful students in Hindi. However, considering the total population of the students in the state, the proportion of successful students in Hindi is still very low. Moreover, there are many students who have studied Hindi at formal educational settings from class V to X, but are still not able to speak or write the language. The present study was conducted to find out the status of Hindi education in Mizoram by analyzing enrolment pattern in Hindi subject at higher secondary and above levels, background of students enrolled in Hindi schools and profile of teachers teaching the subject at various levels of education. The present study found that Hindi education is not yet popular amongst the students at higher secondary, college and university levels where option for offering Hindi subject is made available. Moreover, the ratio of Hindi students and the total enrolment in the institutions is very low. The background of students enrolled in Hindi schools is inferior to that of general students. Most students were with poor academic background. Their parents are with low educational qualification and are engaged in agricultural farming and cultivation. Majority of the teachers engaged in teaching Hindi subject are with HSLC qualification and works at school level. Most of them are engaged on contractual basis under Centrally Sponsored Scheme. Hindi subject is even more unpopular among boys.

Key words: Hindi education, Status, Enrolment pattern and ratio, Background, Profile

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Introduction

Knowing that languages have an important role to play in national integration of India, Union government has been taking necessary steps for spreading Hindi language. Learning of more and more of languages would bring along the necessary social, culture and political cohesiveness amongst varying sections of our society and provide us with an opportunity to study and realize the national cultural heritage (Bhat, 1986, p.64).

As recommended by various Educational Commissions and the NPE 1986, three – language formulae has been adopted in Mizoram which has resulted in the introduction of Hindi in the state’s educational system. Hindi education was introduced in Mizoram way back in 1950s by Mizoram Hindi Prachar Sabha (MHPS). On the attainment of the status of Union Territory (UT) in 1972, propagation of Hindi was started in full swing by Government of Mizoram . In 1973–74, Hindi Wing was established for the promotion and propagation of the language in Mizoram. During its span of existence, government, private and Hindi schools have produced a number of successful students in Hindi. However, considering the total population of the students in the state, the proportion of successful students in Hindi is still very low. Moreover, there are many students who have studied Hindi at formal educational settings from class V to X, but are still not able to speak or write the language. Much effort needs to be put for

the growth and progress of Hindi Education since the state is a non–Hindi speaking state. The investigators are curious to know the status in this regard.

As Mizoram is a non–Hindi speaking state, it would be interesting to know the enrolment pattern and the enrolment ratio at higher secondary, college and university level of education. Besides the introduction of Hindi in formal educational institutions, Mizoram Hindi Prachar Sabha (MHPS) runs Hindi schools in various parts of the state for the promotion of Hindi language. Who are the students enrolled in these institutions? What backgrounds do they come from? Answer to these questions will enlighten us and help us to know the status of Hindi education in the state.

The success of Hindi propagation and education depends on the teachers to a great extent. Who are the teachers? What educational and professional backgrounds do they come from? What is the nature of their recruitment? These are some of the questions that arise in the minds of the investigators. Only an intensive research study will be able to give answers to these queries. Thus, the present study is entitled ‘Hindi Education in Mizoram: A Status Study’.

Operational Definitions of the Terms Used

Hindi education: Hindi education in the study refers to Hindi as a subject of study imparted at different stages of education.

Status: In the present study, the term 'status' refers to the present position or existing condition.

Objectives of the Study

1. To study the enrolment pattern and work out the enrolment ratio in Hindi subject at higher secondary, college and university levels of education in Mizoram.
2. To analyze the backgrounds of students enrolled in Hindi schools in Mizoram.
3. To prepare and analyze profiles of Hindi teachers at different stages of education in Mizoram.

Methodology

The present study belongs to the category of 'Descriptive Research'.

Population

This study has two groups of population. These are:-

- 1) Population of Students: All the students enrolled in Hindi schools in Mizoram form the population for this study.
- 2) Population of Teachers: All the teachers teaching Hindi subject in any educational institution form the second group of population.

Sample

The present study comprises of two groups of samples.

Sample 1: A sample of 75 Hindi students were selected from 15 Hindi schools spread in four districts of Mizoram through random sampling technique.

Sample 2: A sample of 196 Hindi teachers were selected from 139 educational institutions comprising of 72 private schools, 15 Hindi schools, 24 government middle school, 24 government high schools and also from 2 higher secondary schools i.e, **Mizoram Institute of Comprehensive Education (MICE) and Kendriya Vidyalaya Aizawl**, one college namely Government Aizawl College, and Hindi Department of Mizoram University, by following random sampling method.

Tools Used

Personal data sheet for Hindi teachers and Personal data sheet for students for studying their background constructed by the investigator were used.

Data Collection:

The required data for studying enrolment pattern and ratio in Hindi Subject at Higher Secondary, College and University levels were collected from secondary sources such as annual publications of School Education Department and Annual Reports of Mizoram University. Data for studying the background of Hindi students were collected by the investigator through her personal visits to Hindi schools in Mizoram. For the purpose of preparing Hindi teachers profile, primary data were collected from the teachers teaching Hindi subject in different types of educational institutions.

Findings of the Study

1. Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary,

College and University Levels of Education in Mizoram.

Only two higher secondary schools in Mizoram, i.e. Mizoram Institute of Comprehensive Education (MICE), Aizawl and Kendriya Vidyalaya (KV), Aizawl offer Hindi as elective subject. At

the college level, Government Aizawl College, Aizawl, is the only college, which offers Hindi as elective subject. Besides this, Mizoram University offers postgraduate programme in Hindi in its Hindi Department. The following table reveals popularity of Hindi subject and its status in the state:

Table 1

Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary, College and University Level

Level of Education	Total Number of Students Enrolled			Total Number of Students who Opted Hindi Subject			ER
	Male	Female	Total	Male	Female	Total	
2012 – 2013							
Higher Secondary	10851	10621	21472	25(34)	48(66)	73 (0.34)	1:294
College	7524	7231	14755	3 (33)	6 (67)	9 (0.06)	1: 1639
University	667	517	1184	-	8 (100)	8 (0.68)	1:148
	Total Number of Students Enrolled			Total Number of Students who Opted Hindi Subject			ER
2013 – 2014							
	Male	Female	Total	Male	Female	Total	
Higher Secondary	11152	10935	22087	28(34)	54(66)	82 (0.38)	1: 269
College	7173	6851	14024	-	2 (100)	2 (0.02)	1: 7012
University	739	562	1301	1 (8)	12(92)	13 (1.00)	1:100
	Total Number of Students Enrolled			Total Number of Students who Opted Hindi Subject			ER
2014 – 2015							
	Male	Female	Total	Male	Female	Total	
Higher Secondary	11352	11210	22562	31(37)	52(63)	83 (0.37)	1:271
College	8334	7860	16194	2 (29)	5 (71)	7 (0.04)	1: 2313
University	988	704	1692	1 (11)	8 (89)	9 (0.53)	1:188

*Figures in Parentheses indicate percentages

The above table shows that the number of students who opted for Hindi Subject in the last three years was very low in comparison to other subjects.

Regarding enrolment pattern in Hindi subject, there were more girl students than boy students. At Higher Secondary level, girls led with the percentage of 66, 66 and 63 over boys in

three consecutive years i.e., 2012-13, 2013-14 and 2014-15. Moreover, at college level there were no male students in the year 2013-14 where female students made up the enrolment with 100 per cent,

and in the year 2012-13 and 2014-15 the percentage of female enrolment were 67 and 71 respectively. At the level of University also, there were no male students in the year 2012-13 where female students made up the enrolment with 100 per cent, and in the next two consecutive years i.e., 2013-14 and 2014-15, majority of the students enrolled were female students with the percentage of 92 and 89 respectively.

With regard to enrolment ratio in Hindi subject and total enrolment, the highest gap found was at college level with the gap of 1: 1639, 1: 7012 and 1: 2313 in the years 2012-13, 2013-14 and 2014-15 respectively. This indicates that there was only one college student opting Hindi subject in every 1639 college students in 2012-13, in every 7012 college students in 2013-14 and in every 2313 college students in 2014-15. Next highest gap was found at the Higher Secondary Level with the ratio of 1:294, 1:269 and 1:271 in the year 2012-13, 2013-14 and 2014-15 respectively. The closest gap was found in University Level with the ratio of 1:148, 1:100 and 1:188 in the year 2012-13, 2013-14 and 2014-15 respectively.

2. Backgrounds of the Students Enrolled in Hindi Schools in Mizoram in Terms of Age, Gender and Class in which Reading

Mizoram Hindi Prachar Sabha (MHPS) runs Hindi Schools (morning shift) in various parts of the State. Currently there are 44 schools functioning actively within the state which have

produced around 47767 (from 1954 till date) successful candidates who have passed various standards of Hindi education. As majority of the existing Hindi Teachers of the State Government Schools are the products of MHPS, background of the Hindi School students reveal the product of MHPS in terms of their quality, educational qualification, gender etc.

The highest percentage (39%) of the students enrolled in Hindi schools was aged between 20 to 24 years of age, while 31 per cent were between the age group of 15 to 19 years. Age group between 25 to 29 years made up to 18 per cent out of the total sample and the least percentage of age group i.e., 13 per cent was between 10 to 14 years of age.

Majority (61%) of the students were females and the rest 39 per cent were males. This clearly shows that Hindi Education was more popular among girl students in Mizoram.

Regarding the class in which reading by the students, the highest percentage i.e., 27 % of the sample students were in Praboth (Class – X) and the next highest percentage i.e., 21% was made up by the students who were in Praveshika (Class – VIII). 17 per cent of students were in Praveen (BA) while 16 per cent of students were in Visharad (PU). 12 per cent of the students were in Madhyama (Class – VI) and only 9 per cent of the total sample population were in Prathama (Class - IV).

3. Academic Background of Students Enrolled in Hindi School in Mizoram

The various levels of examinations such as Primary School Leaving Certificate (PSLC), Middle School Leaving Certificate (MSLC), High School Leaving Certificate (HSLC) and Higher Secondary School Leaving Certificate (HSSLC) examinations were passed by the following percentages of students i.e., 100, 92, 65 and 19 respectively. At all levels, majority of the students were the product of government institutions with the increasing percentage of 71 in PSLC, 71 in MSLC, 96 in HSLC and same per cent in HSSLC.

Regarding the divisions in which students passed, III division is the one attained by the highest percentage of students at different levels of education. At PSLC level, there were 34 per cent of students passed in III division while only 9 per cent of them passed in Distinction. The other 32 per cent and 25 per cent passed PSLC in II division and in I division respectively. At MSLC level, 36 per cent of the students passed in III division while only 7 per cent of them passed in Distinction. The other 30 per cent and 27 per cent passed in II division and in I division respectively. At the level of HSLC, there were no students who passed in Distinction while there were 63 per cent, that is, quite a large proportion, passed HSLC in III division. Only 4 per cent passed HSLC in I division and the other 33 per cent in II division. At the level of HSSLC, no student passed in Distinction or I division. Majority (86%) of the students passed in III division while the other 14% passed in II division.

4. Educational Qualification of both parents in respect of Students Enrolled in Hindi Schools in Mizoram

The highest percentage of fathers and mothers (41% and 51%) were below HSLC and only 11 per cent of the fathers and 1 per cent of the mothers were graduates. Parents with HSLC qualification comprised of 27 per cent and 38 per cent of the fathers and mothers respectively, while HSSLC was the qualification obtained by 21 per cent of the fathers and 9 per cent of the mothers.

5. Occupation of both parents in respect of Students Enrolled in Hindi Schools in Mizoram

The occupation of the highest percentage (45%) of the fathers and 38 per cent of the mothers of students enrolled in Hindi schools was farming and cultivating. The next highest percentage of both fathers and mothers comprising of 28 per cent each were engaged in small business or petty trade. Government service was the occupation of 17 per cent of the fathers and 7 per cent of the mothers and business was the occupation for 7 per cent of the fathers. Of the fathers and mothers, 3 per cent each were missionary and 24 per cent of the mothers were homemakers.

6. Profiles of Hindi Teachers at Different Stages of Education in Mizoram

In terms of age, 40.30 per cent of teachers were in the age group of 26-35 and 34.70 per cent were in the age group of 36-45. The smallest group of teachers,

that is, 10.20 per cent were in the age group of 46-55 whereas 14.80 per cent were between 16 and 25 years of age.

In terms of gender, female teachers take majority at every level of education. Over all percentage of females is 66.33 per cent while males made up only 33.67 per cent.

Teachers of High Schools constituted the highest per cent of teachers i.e. 36.73% followed by teachers of Middle Schools with 35.20 per cent. While there were only 2.55 per cent of teachers at University level, 6.12 per cent of teachers each were at the level of College and Higher Secondary School.

7. Profile of Teachers in Terms of Educational Qualification

In terms of general education, the largest number of teachers i.e., 36.73 per cent were HSSLC passed. The next largest number of teachers i.e., 26.02 per cent were HSLC passed, followed by MSLC, BA (Hindi) and MA (Hindi) with the percentages of 17.35, 13.26 and 5.61 respectively. University teachers were the only teachers with the degree of M.Phil and Ph. D.

In Hindi educational qualification, 40.82 per cent of the teachers were graduate (Praveen) while 25 per cent of them were Visharat (PU level). Followed by Praboth (10 standard) and Praveshika (8 Standard) with the percentage of 8.16 and 2.04 respectively.

Regarding professional qualification, there were 111- trained

teachers out of 196 sample teachers. Among them 19.39 per cent were trained in Parangat (B.Ed), 22.96 per cent in Praveen while 14.28 were trained teachers with the degree of Shikshan Diploma.

8. Profile of Teachers in Terms of Years of Services and Mode of Recruitment

Teachers who had served for 11-20 years constituted the highest percentage (i.e. 34.70%) of Hindi teachers. Teachers with 1-10 years of experience constituted 30.10 per cent, 21-30 years 25.51 per cent and 31-40 years of experience formed 9.69 per cent of Hindi teachers at various levels of education.

In terms of the nature of their appointment, 55.61 per cent of Hindi teachers were contract, 23.47 per cent were regular or permanent and 20.92 per cent were appointed under Centrally Sponsored Scheme.

Conclusions

The present study reveals that Hindi education is not yet popular amongst the students at higher secondary, college and university levels where option for offering Hindi subject is made available. The number of students opting for Hindi subject at these levels is very low and negligible. Moreover, the ratio of Hindi students and the total enrolment in the institutions is very low. The background of students enrolled in Hindi schools is inferior to that of general students. Most students were with poor academic background. Their parents were with low educational qualification and engaged in

agricultural farming and cultivation. Majority of the teachers engaged in teaching Hindi subject are with HSLC qualification and work at school level. Most of them are engaged on contractual basis under Centrally Sponsored Scheme. As a whole, Hindi subject is all the more unpopular among boys. Girl students outnumber boy students and female teachers outnumber male teachers. Such is the status of Hindi education in

Mizoram. In order to improve Hindi education in the state, the government as well as the imparting institutions have to propagate Hindi education in a more effective manner. As Hindi is the national/ official language of the country, Hindi education should be given more importance and the quality of Hindi Education should be monitored and enquired from time to time at different levels of education in order to impart the language effectively.

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