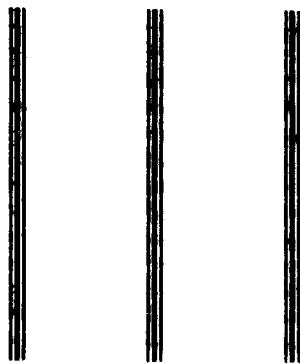
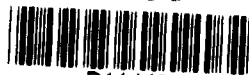


Report On
The Action Research In
Work Education Of
Mizoram, 2001



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F O R E W O R D

Action Research is one of the programmes of the DIET. As a method of study, Action Research tries to keep problem solving in the close touch with reality at every stage. It is focussed on the immediate application, not on the development of theory. It is concerned with the immediate problem here and now in a local setting. Its findings are evaluated in terms of local applicability rather than in terms of universal validity. Action research is conducted by teachers, teacher educators, supervisors and administrator to enable them to make better decisions and engage in more effective practices.

The present Action Research , conducted by Pu Zohmingthanga, Senior Lecturer, W.E. Branch DIET, Aizawl, studies problem related to Work Education and Work Education Teachers in elementary schools in Aizawl city with educative observations and suggestions for improvement in work education teachers and in imparting work education in our elementary schools. I am thankful to Pu Zohmingthanga for he has successfully completed this research work within a short period of time. It is hoped that this study will give some useful information and guidance to the school teachers, work education teachers, teacher educators and administrator for better conduct of work education programme in our schools.

17/10/01

(PASENA SAILO)

Principal,

**District Institute of Education
and Training, Aizawl.**

**Dated : Aizawl
The 1st October, 2001**

P R E F A C E

Although work education had been introduced in Mizoram from 1953 in elementary schools it had been implemented systematically in 1991 only and complete implementation of this subject was 1993. In High schools this subject had been introduced and included in HSLC Examination since 1982. At present, the skills to develop from this subject in child is not much achieved because many problems are arise in the school.

As Mizoram Board of School Education introduced Work Education subject into elementary schools of Mizoram systematically, school teachers may not familiar with this new subject and did not take interest in it. The Government of Mizoram, under School Education Department appointed Craft Teacher (now designated as W.E. Teacher) in Middle School to teach work education. So, this Action Research is needed now. In the previous report on the Action Research in Work Education of Mizoram, 1992, I try to find out the present situation at that time and identify the problems. In this Action Research the status of W.E. teachers and problem faced by them and remedial measures to remove them may be emphasized.

I am thankful to School Education Department for providing necessary fund for the conduct of this research. I am also thankful to Pu Pasena Sailo, Principal DIET, Aizawl who has given me this opportunity to conduct this research. I am also thankful to Tv. Lalngaihdama, Computer Operator of this Institute who help me in type setting of this research and also Nl. Lalnunmawii who help me in the work of Xerox of this research. I am also thankful to my colleagues who help me in various ways for the completion of this work.

It is my hope that this Action Research may help the teacher educators, teachers of elementary schools and W.E. teachers. It is my desire to have more suggestions and comments so that the objectives of Work Education may be achieved

Aizawl
September, 2001

Zohmingthanga
28/9/2001
(ZOHMINGTHANGA)
Senior lecturer
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Introduction

Work education is viewed as purposive and meaningful manual work, organised as integral part of the learning process and resulting into goods or services useful to the community besides the pleasure of self-fulfillment. It should be an essential component at all stages of education and be provided, through well-structured and graded programmes. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Major categories of work which need to be specifically stressed include. (a) work pertaining to needs of the individual such as health, hygiene, clothing, cleanliness, etc; (b) work in home to be performed as a growing member of the family; (c) work in the classroom, school and in the out of school activities integrated with school life as well as learning of other subjects such as physical education, art education, social studies, science and others specifically designed to foster certain learning objectives of work education; (d) work in the community focused on self-less service or *sewa*; and (e) work relating to vocational development production, social usefulness and exploration of the world of work.

The activities pertaining to work should be so organised as to realise the objectives of work education such as inculcation among learners of respect for manual work, values for self-reliance, cooperativeness, perseverance, helpfulness, tolerance and work ethics besides developing attitudes and values-related to productive work and concern for the community. The theory and practice have to be such that it enables learners to understand the facts, terms concepts and scientific principles involved in various forms of work situations, know sources of raw-materials, understand the use of tools and equipments in production and service processes, acquire skills needed for technologically advancing society and conceptualise their role in productive situations. The programme should develop among learners the skills for identifying, selecting, arranging and developing innovative methods and observing, manipulation and participating in work practices and thereby enhancing productive efficiency.

At the upper primary stage, the learners are sufficiently mature to carry out strenuous work involving higher skills and requiring closer neuro-muscular-coordination. The learners would have got proper orientation toward work and respect for manual work through the activities undertaken at stage under the art of healthy and productive living. These can be further

strengthened by encouraging them to participate more intensively in production processes by understanding and executing well-designed projects. The methodology has to be based on observation, manipulation and work practice. At this stage, the learning and mastery of skills becomes more important than at the primary stage. With a view to integrating science and technology with the life of community, emphasis should be laid on agricultural and technological processes which may enable the learner to feel confident for their entry in the work force. The activities have to lead to enhancement in nutrition, personal and community health, sanitation, productivity and economic status of the community. Thus, activities may have three dimensions, observation of work situation and identification of task, participation in work situation, and preparing articles in large numbers. All activities need to be simple and enjoyable.

Need

In this research we covered only Elementary School in Aizawl city. In the year 1993 work education subject had been fully introduced in primary and middle schools. After eight years of introduction, this subject is not new to teacher and they are expected to familiar with this subject. Still today, we are not achieved the objectives of this subject.

In the present, new technology has come up like computer. The state government has the policy to introduce Information Technology in lieu of work education. This has create a problem in schools. So, we need to find out the advantages and disadvantages of this policy and the best way to improve the school teachers.

In this state W.E. Teachers are appointed in middle schools and most of them are specialised in carpentry work. In order to enrich them, DIET had conducted training for them for six months and they are taught five trades viz., tailoring, knitting, weaving, carpentry and agriculture. Recently, preparation of artificial flowers is introduced. Followed up programme which include activities in their respective schools. Identification of problems faced by W.E. Teachers and remedial measures to remove them, is needed now.

Knowledge of the present condition regarding work education is needed for the faculty of W.E. Branch of DIET for the improvement of this

subject. The main objective of work education is not fulfilled in many schools. For improvement of this subject Action Research in three stages of school viz., primary, middle and high schools is needed.

Objectives

The main objectives of this research is to find out the status and interest of work education teachers and their activities in schools. This research try to find out the following :

1. Items of activities performed in elementary schools until now.
2. Identification of facilities for work education like work shed, grant and tools and equipments.
3. To study the clear picture of work education teachers of elementary schools.
4. To find a way for the improvement of work education teachers so that this subject may be taught in effective way.
5. To survey the applicabilities of Information Technology in elementary schools and also to find out the problem for implementation of this policy in elementary school level.

Methodology

Firstly, different elementary schools are selected randomly in order to cover Aizawl and 25 (twenty five) middle schools and 21 (twenty one) primary schools are selected to conduct this research.

The questionnaire had been developed and described to head teacher of primary schools and work education teachers of middle schools and distributed to them. Schools were visited and conducted interviews with them. To the needy one, advice is given.

Result

As already mentioned, twenty one primary and twenty five middle schools are selected for this research. The teacher-pupil ratio in

primary schools is 1:14, middle schools is 1:11 and average ratio is 1:13.

Periods allotted for work education per week is 0 - 4 periods and few school over 10 periods (*Table 2*) per week.

Table 3 shows the teaching experience of work education teacher and more than half of them have ten years or above teaching experience (in years) and there is no new recruit work education teachers. These teachers are working in middle only.

Table 4 shows educational qualification of these teachers and most of them are under HSLC and class VIII passed and few (only 16%) are HSLC.

Table 5 shows their areas of interest and most of them are interested in carpentry work and few in artificial flower making, cane work and knitting.

Table 6 shows number of these teachers who teach other subject other than work education. More than half of them teach other subjects and they teach Mizo and Health Education mostly and few teachers teach Social Studies and Health Education.

Most of the work education teachers agree that work education is not successful in school level (*Table 7*) and the reasons may be lack of interest by the government and no enough equipments and tools. Less than half of them (44%) agrees that this subject is successful in school level and the reasons may be Headmaster initiativeness and interest, all faculty take interest and so on.

Most of these teachers agree to introduce information technology in lieu of work education in elementary schools (*Table 8*) because it is a new and useful technology, also bring helpful in vocationalization an brings development to schools. The main problem for effective implementation of this policy may be no regular electricity supply, lack of fund for maintenance of computers, very few expert personnel and teachers and so on.

It is also found that most of elementary schools do not receive grant for work education and inspecting staffs neglect this subject. The equipments and tools found in the schools are spade, shovel, small shovel

for cutting small plants (tuthlawh), small and big iron bar and carpentry tools.

Table 1. Showing Teachers-Pupil Ratio in Elementary Schools in Aizawl City.

Sl No.	ITEMS	Urban Primary School	Urban Middle School
1	Number of Pupils	2514	2788
2	Number of Female Teachers	42	131
3	Number of Male Teachers	109	114
4	Total number of Teachers	151	245
5	Teacher-pupil ratio	1:16	1:11
6	Average Teacher-pupil ratio	1:13	

Table 2. Showing periods allotted for Work Education in Elementary Schools in Aizawl.

Sl No.	No. of period allotted to Work Education	Urban Primary School	Urban Middle School
1	0 - 4 periods (in percentage)	57	64
2	5 - 7 periods (in percentage)	24	20
3	8 - 10 periods (in percentage)	14	12
4	10 periods and above (in percentage)	5	4

Table 3. Showing Teaching Experience (in years) of Work Education Teachers in Aizawl.

Sl No.	Teaching Experience (in years)	No. of Work Education Teachers	Percentage
1	0 - 4 yrs.	-	-
2	5 - 7 yrs.	3	12
3	8 - 10 yrs.	8	32
4	10 yrs and above	14	56

Table 4. Showing Educational Qualification of Work Education Teachers of Elementary schools in Aizawl.

Sl No	Educational Qualification	No. of Work Education Teachers	Percentage
1	Under HSLC	21	84
2	HSLC	4	16
3	HSSLC / PUC	-	-
4	Graduate	-	-
5	Post Graduate	-	-

Table 5. Showing areas of interest for Work Education teachers of Elementary Schools in Aizawl.

Sl No	Areas of interest of W.E. activities	No. of Work Education teachers	Percentage
1	Cane Work	1	4
2	Knitting	3	12
3	Tailoring	-	-
4	Clay Model	-	-
5	Carpentry Work	14	56
6	Gardening	2	8
7	Cooking	-	-
8	Social Work	-	-
9	Artificial flower making	5	20

Table 6 Showing number of work education teachers who teach other subjects in middle schools and subjects teach by them.

Sl No	Items	No of Work Education teachers	Percentage
1	No of Work Education teachers who teach other subjects.	17	68
2	No. of Work Education teachers who do not teach other subjects.	8	32
3	Subjects teach by work education teachers.	English	-
		Mizo	10
		Hindi	1
		Social Studies	4
		Science	-
		Mathematics	-
		Health Education	6

Table 7. Showing opinions regarding Work Education is success or not in schools and reasons

Sl No	Items	No. of Work Education teachers	Percentage
1	Do you agree that education is successful in school	Yes	44
		No	56
2	Reasons for not success of work education in schools.	Lack of interest by the government.	78
		Teachers do not know the aim.	-
		No sufficient equipment.	22
		Solely depend on work education	-
		Headmaster has no interest.	-
		Inspecting staff neglect work education	-
3	Reasons for success of work education in schools	Headmaster take initiative and interest	54
		All faculty including Headmaster are interest.	37
		Sufficient equipment are kept in schools.	9
		Inspecting staff are interest in W.E.	-

Table 8. Showing opinion regarding replacement of work education subject by information technology in elementary schools and reasons.

SI No.	Items	No. of Work Education teachers	Percentage	
1	Do you agree replacement of information technology in place of work education	Yes	17	68
		No	8	32
2	Reasons for advantage of information technology over work education	It is new and useful technology.	-	-
		It is useful in vocation.	7	41
		It brings development and improvement	8	47
		It brings development of schools.	2	12
3	Problems in implementation of information technology in school level.	No regular electric supply.	10	40
		Computer repair is expensive.	2	8
		There is few expert in computer operation.	4	16
		Lack of fund for maintenance of computer.	5	20
		Very few expert teachers in computer science.	4	16

Discussion

The teacher-pupil ratio in 1992 in Aizawl town is 1:20 for primary schools and 1:21 for middle schools. In the year 2001 this ratio is decreased by 1:16 for primary schools and 1:11 for middle schools. In Aizawl city there are many private English Medium Schools and many parents sent their children to English Medium Schools right from nursery class. In the elementary schools, the medium of instruction is Mizo and in high school English is used as medium of instruction and students always face problems in language. In order to avoid these problem many parents sent their children in English medium schools.

The ratio of female to male teachers in primary schools is 109:42 and in middle schools is 114:131. In primary schools, female teacher are 72% of all teachers. This has advantage because women know how to deal with little children and they love children. On the other hand, there must be at least two male teachers to maintain discipline in schools.

In elementary schools, the activities of work education practice are carpentry work, knitting, clay model, school campus cleanliness, social work, gardening etc. The activities may be done according to school resource. The work education must teach in practical and this result in promotion of work spirit. They should change the activities and introduce new activities like artificial flower making, book binding, awareness of computer science.

Most of the elementary schools in Aizawl city allotted 0 - 4 periods per week for work education. This means one period for each class per week. This allotment of periods is not enough to conduct this subject in practical. Schools should allot at least six or seven periods for this subject and pupils can do this subject in practical.

The main objectives of this Action Research is to study work education teachers and find out the real picture of these teachers and their problems and remedial measures to remove them. Educational Commission and NCERT has laid down a good policy to developed work habit and spirit in pupils and work education teachers are the nodal agencies to implement this policy in elementary school level. In order to achieve the objective of this policy, not only the work education teacher but also all the faculty must take interest and initiative and help the work education teachers.

In this city these teachers are having teaching experience good enough to fulfil this policy. These teachers are senior teachers among them and some are transferred from rural areas. Their educational qualification are mostly under HSLC (class VIII passed). I found that some of these teachers are specialized in carpentry work and they could write slowly only while I took their training class. They need improvement in their skills and education. At present, these teachers have good qualification ranging from class VIII to B.A.

The areas of their interest is mostly carpentry work because they themselves are specialised in carpentry works. In the interviews they always make stools because the office need the stools. In order to enrich their skill, these teachers had gone training under DIET for six months and five trades viz., carpentry, tailoring, knitting, weaving and agriculture had been taught to them. These teachers also attend short course training organised by DIET, Aizawl.

In DIET, Aizawl, the above five trades are taught by five instructor/instructress. When Teachers Training Institute (TTI) had been upgraded to DIET, according to guide book, one Senior Lecturer and Lecturer are only mentioned and Instructor/Instructress are excluded. Three instructors/instructress already left this institute by death, superannuation pension. Since January 1999, new instructress for artificial flower making had been appointed on officiating basis. At present, DIET, Aizawl could teach only carpentry, tailoring and artificial flower making. When Teachers' Training Institute is upgraded to DIET, Government of Mizoram Vide No.230/89-90HRD dated 19.4.89, recommended that the post of five W.E. Instructor/Instructress should be retained. But after going for superannuation pension, no new staff had been appointed in regular basis and the Institute suffers in conduct of training course for this subject.

These teachers also teach other subjects in middle school of Aizawl. They are useful in teaching Mizo and Health Education. Many educated persons could not explained Mizo subjects because our customs and culture are dominated by western cultures. These teachers are expert in Mizo subjects and they can teach this subject effectively.

Many of these teacher agrees that work education is successful in school level (44%). The reason is all faculty members of the school took interest and Headmaster took initiative steps. This is the only way to fulfil

the objectives of this subject and only work education teacher could not achieve it. More than half of them (56%) did not agree that this subject is successful in school level and the main reason is government did not take interest and action. Government already took action and appoint them as work education teacher. They do not use community resource, school resource and they need to encourage to perform their duty effectively.

For every government servant, Recruitment Rule is considered the most important rule because it protects and guide them. Likewise, for work education teachers, their Recruitment Rule is very important to them and they request the government to modify this rule to meet their present need. This rule had been published in Mizoram Gazette on 10.4.1975 (see appendix). In the present time, there are many educated persons who seek jobs. Even after twenty six years of publication of this rule in Gazette it remains same. The association of work education teachers request the Education Department to modify this rule and upgrade the entry, educational qualification to HSLC or HSSLC and it seems there is no action for their request.

This rule is incomplete because it does not mentioned the minimum educational qualification for work education teacher post. The post of these teachers in high school is same as upper division clerk and in middle school as lower division clerk. It appears that even a candidate for this post who passed class II only, having certain skill prescribe in it and holder of certificate may be appointed as work education teacher.

Secondly the candidate should have certain skills and holder of the certificate of the same trade. The problem is recognised industrial or vocational institution from where they should trained to get the concerned trades and get certificate. In Labour and Employment Department, Industrial Training Institute (ITI) and Handicraft Centre, Hnahthial, under Industry Department, may be recognised institute. In ITI, fourteen trades are available and carpentry, knitting and tailoring can be trained. Non-government organization Puitu, MHIP and other opened centre for such training. Carpentry certificate issued by carpentry workshop, run by private enterprise appears to be doubtful because this workshop is not recognised institution. So, the education may prepared list of recognised institution to issue the certificate.

Man is not perfect and this rule shows the real nature of man. The result of this incomplete Recruitment Rule is that the appointing authority for these posts can appoint any candidate having certain skills and certificate without considering their educational qualification. For practical examination, candidates are always request to make stools. This may be the reasons that many of this teachers are interested in carpentry works. On the other hand, although this rule is incomplete, the Education Department tried their best to appoint these teachers having good educational qualification (at least class VIII passed) and even graduate recently so that objective of work education may be achieved.

It is also learnt that this rule need to modify to meet the needs of schools and society and for the betterment of education. The draft rule for modification of this rule is being prepared by one officer of School Education Department. When this drall rule is completed and submitted to the department, the concerned department may take necessary action so that the status of these teachers may be upgraded

Information Technology policy had been published in Mizoram Gazette Vol XXX, Issue no. 120, dated 12.6.2001. It is a cabinet decision no.13, Dt. 28.5.2001. Mizoram recognizes Information Technology (IT) as the fastest and most advanced vehicle of change for all round progress and development of the state. In para 4.2, IT policy for education is mentioned. The government shall set up study team on IT education under the chairmanship of the Director of School Education Department for implementation of IT in education. The government shall start a special training programme for school/teachers to help them make use of IT in teaching. The Education Department shall strive to developed an appropriate curriculum for all educational institutions of Mizoram so as to make IT compulsory subject from the level of primary school to higher secondary school (4.2.4).

This policy is new policy in the state. The world made progress through science and technology and we are now in computer age. The usefulness of computer is clear to us and this policy is very good for the development of the nation and the country. Our state has a policy replace work education subject by IT. As there are many problems for the application of this policy in this state, survey is done only in Aizawl city.

From the survey it had been found that many work education teachers agreed the replacement of work education by IT because it is a new and useful technology and also bring development in schools and vocation. On the other hand, less than half of them (32%) did not agreed to the above because there are many problems in implementation of this policy. The main problems in Aizawl city are irregular power supply, cost of maintenance and repair of computer is expensive and few experts and teachers in computer science. Other problems may be lack of fund for purchase, maintenance and repair of computers. In rural areas many more problems can be identified as no good school building, no good communication, non-availability of mechanics for computers and so on.

We need to conduct survey or research for implementation of this policy in urban and rural areas. Based on the findings, we must implement this policy carefully. We must take careful steps for work education teachers if work education subject is removed from school curriculum or made it optional subjects in schools. They may transfer to office or attach to schools teaching other subjects, but we must remember that they have skills to fulfil the objective of work education.

Suggestion for improvement of work education

Educational Commission and NCERT laid down a policy of work education and work education teachers in middle school and primary school teachers are the nodal agencies to implement this policy in elementary schools. So, their status may be upgraded and their knowledge in new technology may be increased by giving special training.

The Recruitment Rule for these teachers may be modified because this rule is incomplete. Entry educational qualification for middle schools may be upgraded to HSSI.C and for high schools graduate.

In order to enrich their knowledge DIET/SCERT may conduct short course training programmes for these teachers and new trades like artificial flower making, book binding, candle making, soap making etc. may be taught to them.

DIET staff may visit schools in urban and rural areas and give advice to the needy one. Inspecting staff may take keen interest in work education

and give advice to Headmaster/Head teacher, work education teacher for the success of this subject in school level.

The success of this subject depends on the co-operation among the faculty in schools. Headmaster/Head teacher must take initiative and all staff may co-operate him/her in all activities of work education.

These subject need practical class and many of these teachers taught in theory only. They must make up their mind to teach this subject in practical and the result will be success of this subject in school level.

Before the implementation of Information Technology, survey or research may be conducted. Based on the finding, this policy may be implemented carefully.

In this Action Research only elementary schools in Aizawl is covered and the information received and finding is limited. It is desire to cover more areas like rural areas of Aizawl District but due to limited time this cannot be done. In order to achieve improvement in work education, the Directorate of School Education Department, District and Sub-divisional officers, DIET and SCERT may take necessary action together and in schools all staffs may have new ideas so that this subject may be taught effectively. When all staffs are worked faithfully and efficiently from the bottom (school level) to the top stage (Directorate of School Education Level) improvement in Work Education can be achieved.

Appendix I

PART II

RESOLUTIONS, ORDERS, NOTIFICATIONS etc. ISSUED BY HEADS OF DEPT. AND HIGH COURT.

NOTIFICATION

No. EE-60/74-75, 3341 the 10/1/1975. In exercise of the powers conferred by the proviso to article 309 of the Constitution read with the Government of India, Ministry of Home Affairs Notification No. 14/11/71-HM1 (ii) dated the 21st January, 1972 and all other powers enabling him in this behalf the Administrator of Mizoram is pleased to make the following rules relating to the recruitment to the posts of S.H. Headmaster of High School, Asst. Teacher of High School, Headmaster, I.L.T. School etc. in the Education Department, Govt. of Mizoram, namely:

1. **Short title and commencement** (1) Mizoram Education Departments (Class III posts) Recruitment Rules, 1975
(2) They shall come into force on the date of their publication in the Official Gazette.
2. **Application.** These Rules shall apply to the posts specified in Column 1 of the Schedule hereto annexed.
3. **Number of Posts, classification and scale of Pay.** The number of the said posts, their classification and the scales of pay attached thereto shall be as specified in Columns 2 to 4 of the Schedule aforesaid.
4. **Method of Recrtt. age limit and other qualification.** The age limit, qualifications and other matters relating to the said posts shall be as specified in column 5 to 13 of the said Schedule.

Provided that the upper age limit prescribed for direct recrtt. may be relaxed in the case of candidates belonging to the Schedule Castes, the Scheduled Tribes and other Special categories of persons in accordance with the orders issued by the Central Govt. or Govt. of Mizoram from time to time

5. **Disqualification :** No person :
 - (a) who has entered into or contracted a marriage with a person having a spouse living,
 - (b) who, having a spouse living has entered into or contracted marriage with any person, shall be eligible for appointment to the said post.

Provided that the Administrator may, if satisfied that such marriage is permissible under the personal law applicable to such person and the other party to the marriage and there are other grounds for so doing, exempt any person from the operation of this rule.

**Training and
Departmental
Examination**

Every Government servant shall undergo such training or pass such departmental examination as may be prescribed from time to time.

Power to relax

Where the Administrator is of the opinion that it is necessary or expedient so to do, it may, by order and for reasons to be recorded in writing, relax any of the provisions of these rules with respect to any class or category of persons.

**Reservation
other
concessions**

Nothing in these rules shall effect reservation and other concessions required to be provided for the Scheduled Castes, the Scheduled Tribes and other categories of persons in accordance with the orders issued by the Central Govt. or Govt. of Mizoram from time to time in this regard.

**Repeal and
Saving**

All Rules pertaining to these posts, framed by the Governor of Assam or by the Govt. of Assam and were in force in the erstwhile Mizo District and continued to be in existence in pursuance of Govt. of India, Ministry of Home Affairs Notification No. 14/21/71-HM/P (II) dt. 21. 1. 72 are hereby repealed.

Provided that any order made or anything done or any action taken under rules so repealed or under any general orders ancillary thereto, shall be deemed to have been made, done or taken under the corresponding provisions of these rules.

By order,

G.N. Chatterji,
Secretary

to the Government of Mizoram,
Education & Social Welfare Department.

**RECRUITMENT RULES FOR EDUCATION AND SOCIAL WELFARE
GOVT. OF MIZORAM**

Name of post	No. of posts	Classification	Scale of pay	Whether selection post or non-selection post.	Age for direct recruits.	Educational and other qualifications required for direct recruits.
1	2	3	4	5	6	7
14. Craft Teacher	31 (or as saned. from time to time)	Class III (Non-Gazetted) (Non-Ministerial)	<p>Rs. 140-6-170-EB-7-205-EB-7-275/- (for Govt. High School)</p> <p>2. Rs. 125-4-145-EB-4-165-EB-5-200/- (for Govt. M.E. School)</p> <p>1. 33c-56a/-</p> <p>2. 26c-4a/-</p>	<p>Selection</p> <p>not</p> <p>application</p>	<p>30 yrs. and not below 18 years (relaxable for Govt. servants) Age limit is relaxable by 5 yrs. in case of candidates belonging to Scheduled Castes/Scheduled Tribes.</p>	<p>(a) for Male Teachers</p> <p>1. Skilled in carpentry, basketry and cane works.</p> <p>2. Holders of certificate in Carpentry/Furniture-making etc. from recognised Industrial or Vocational Institutions.</p> <p>(b) for Female Teachers</p> <p>(1) Skilled in spinning, sewing, weaving, knitting and needle works.</p> <p>2. Holders of certificates in the above Crafts from recognised Industrial or Vocational Institutions.</p> <p>2. Working knowledge of Mizo language of Middle School standard is desirable. It may be relaxed in case of candidates belonging to Chhimtuipui Dist.</p>
<p>(1) Rs 350-10-380-EB-12-500-EB-15-560/- (for Govt. High schools)</p>						
<p>(2) Rs 260-5-290-EB-6-326-8-366-EB-8-390-10-400/- (for Govt. middle school)</p>						

Whether age and educational qualifications prescribed for direct recruits will apply in the case of promotees.	Period of probation if any.	Method of recruitment whether by direct recruitment or by promotion or by deputation/transfer & percentage of the vacancies to be filled by various methods.	In case of recruitment by promotion/deputation/transfer, grades from which promotion/deputation/transfer to be	If a D.P.C. exists, what is its composition	Circumstances in which U.P.S.C. is to be consulted in making recruitment.
8	9	10	11	12	13
14. Not applicable	Two Years	Direct recrt.. 100%	Not applicable	The D.P.C. should consist of the concerned Secy. to the Govt., Head of department, and a representative of Appointment Deptt.	As required under the UPSC (Exemption from consultation) Regulations, 1958.

Appendix II



The Mizoram Gazette

EXTRA ORDINARY

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NOTIFICATION

No. B. 16017/65/99-IND (IT): The Governor of Mizoram is pleased to announce and notify the 'Information Technology Policy of Mizoram 2001' as appended hereto for the development of IT Industries and related services for rapid growth and improvement in the overall economy of the state.

This Policy will come into force with effect from the date of publication in the official Gazette

(L. R. LASKAR)

Secretary to the Govt. of Mizoram
Industries Department (IT)

INFORMATION TECHNOLOGY POLICY GOVT. OF MIZORAM

(Cabinet decision no 13 dated 28.05.2001)

1. PREAMBLE

1.1 Information Technology (IT) is the world's fastest growing economic activity. It is transforming resource-based economies to knowledge-based economies. IT has become the greatest agent of change and promises to play this role even more dramatically in future. IT changes every aspect of human life, apart from impacting changes in the field of communications, trade, manufacturing, services, culture, entertainment, education, research and national security. IT breaks old barriers and is building new interconnections in the emerging concept of a single global village. It has also become one of the critical indicators of the progress of nations, communities and individuals. The advent of IT offers opportunities to overcome historical disabilities. IT is a tool that will enable Mizoram to achieve the goal of becoming a strong, prosperous and self-confident state. IT promises to compress the time it would otherwise take for Mizoram to advance rapidly in its march towards faster development and in occupying a position as a progressive and self-sufficient state.

Resource based economies to Knowledge based economies

1.2 Mizoram recognizes IT as the fastest and the most advanced vehicle of change for all-round progress and development of the State. In view of the potential of IT, the State Government advocates widespread proliferation of IT in the State and adopts the following policy supports for promotion of IT in the fields of E-Governance, Empowerment of the people and the society, Education, Industry, Health, Rural Development, Agriculture, Tourism, IT for Masses, and IT Enabled Services.

All round progress and development of the state

1.3 The Policy shall come into effect from the date of notification of this policy, till such time, the government may consider the necessity of modification. The government also reserves the right to make any amendments in the policy.

2. VISION

2.1 To make Mizoram the most IT literate state in the country and a global center of excellence in IT Education, Training, Research, and Development. This vision translates into a mission. The vision objectives are:

Most IT literate state in the country

take appropriate action Intellectual Property Rights (IPR) of creator, of content and software through vigorous enforcement of relevant copy right laws.

4.2 IT POLICY FOR EDUCATION

Study Team on IT Education

4.2.1 The Government shall endeavor to set up Study Team on IT Education under the chairmanship of the Director of Education Department for implementation of IT in Education.

4.2.2 In order to achieve total computer literacy in Mizoram the Government shall encourage the use of Information Technology in schools, colleges and all educational Institutions for which special program and special resources shall be envisaged by the Education Department in collaboration with the IT nodal agency of the State for creating necessary infrastructure to achieve this goal

All School/College Teachers shall be IT literate by 2005

4.2.3 The Government shall start a special training program for school/teachers to help them make use of IT in teaching. All School/College teachers shall endeavor to become IT literate by the year 2005. For this purpose, the Education Department shall draw up IT Education Program for School and college teachers of different levels.

IT Subject as Compulsory Subject from primary level to Secondary level

4.2.4 The Education Department shall strive to develop an appropriate curriculum for all educational institutions of Mizoram so as to make IT a compulsory subject from the level of Primary School to Higher Secondary School.

4.2.5 An IT Course Module shall endeavor to be made compulsory component for all Degree Courses within 3 years.

4.2.6 The State Government shall endeavor to launch a special scheme for the Introduction of computer/IT education in schools and the scheme shall be launched as early as possible.

Setting up of NEIIT

4.2.7 The Government shall endeavor the setting up of North Eastern Institute of Information Technology (NEIIT) to be deemed University. Establishment of this type of institutions shall be given high priority by the State.

Training for unemployed educated youth

4.2.8 The Government shall endeavor to take effective steps towards the generation of more IT experts in association with global giant companies to meet the demands of IT Industry

both for domestic and export market. The Academic curriculum and Professional curriculum will be designed to meet the world class certified professional in the latest technology. Unemployed Educated Youth shall be trained to become IT professional for sustainable self-employment.

4.2.9 In order to acquire specialists in the areas of Computer and Communication Technology, the State Government shall endeavor to consider sponsoring of employees to various government departments, undertaking, autonomous organization, non-government organization inside and outside the State.

Special seats & sponsorship for B.Tech/MCA/M.Tech in IT

4.2.10 The State Government shall endeavor to train manpower to meet the demands of the domestic and export industry. The state government shall endeavor to arrange special seats for enrollment in B.Tech/MCA/M.Sc./M.Tech in Information Technology at various Institutions of India and offer a sponsorship.

Special Budgetary for manpower development

4.2.11 The Government shall endeavor to make a special budgetary allocation for the purpose of Manpower development and training every year.

4.2.12 The State Government shall endeavor to launch special computer educational schemes to enable students, teachers and school to gain IT knowledge by providing financial packages and by taking initiatives like lowering the cost of personal computers, easy bank loan and computer donations to business houses.

Internet connectivity to all schools/ colleges

4.2.13 The Government shall endeavor to provide Internet connectivity to every school, college and educational institution. Human Resource Development shall draw up a separate Action Plan for this purpose.

Computer facilities to every schools/ colleges

4.2.14 In order to provide Computer facilities to every school/college, private and NGO shall be given a special permission to install computers in the space provided by the schools for commercial purposes after school hours and the cost of maintenance of these machines can be charged as a fee from students.

4.2.15 The Government shall encourage professional certification programs in collaboration with Microsoft, Oracle, CISCO, and Sun Microsystems and it shall also promote non-formal education like DOEACC and IGNOU.

4.2.16 The Government shall endeavor to upgrade Industrial Training Institute (ITI) and Polytechnics for providing courses on IT. The institute shall also provide training skills for data entry, marketing, transcription, call centers, content creation and data processing.

IT Courses at ITI and Polytechnics

4.3 IT POLICY FOR INDUSTRY

4.3.1 The Government shall provide impetus to software sector and hardware sector of Information Technology Industries.

4.3.2 The Government shall set up State Level Information Technology Co-ordination Committee (SLITCC) under the chairmanship of Chief Secretary, Government of Mizoram. The committee shall consist of concerned Department Officers, members from industrial units of Mizoram and from the Government of India, agencies and senior technical officials to guide the government in the management and implementation of its IT Policy in Industrial sector. The Co-ordination committee shall meet quarterly to review the progress and to solve the problem faced by the IT Industry. The Committee shall also monitor the progress of IT education for industrial use.

Setting up of SLITCC to solve the problems faced by the IT industries

4.3.3 The Government shall also set up Departmental Information Technology Committee (DITC) as a single window agency under the Chairmanship of Secretary concerned for issuing eligibility certificate to avail incentives. The incentives shall not be given unless this committee has approved the units.

Setting up of issuing eligibility certificate to avail incentives

4.3.4 At par with the central government, all the IT industry with the exception of aerospace and defense electronics shall be de-licensed. Hence, the IT industries including IT training institution shall not be required to register in the department of industries unless they want to avail incentives. IT industry including IT training institution needs to register firms or society or co-operative or company to apply eligibility certificate to avail incentives.

No license required to set up IT industries

4.3.5 The Government shall endeavor to set up Software Technology Park (STP) infrastructure exclusively for software and IT enabling services, which will be set up inside the IT Park. The IT Park should be architecturally designed and equipped with the latest state-of-the-art infrastructure facilities to meet the growing needs of the high

Setting up of IT Park / STP