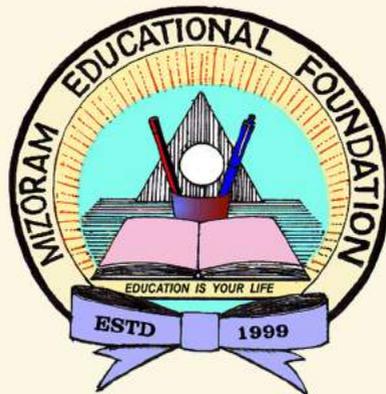


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Attitude of Scheduled Caste and Scheduled Tribe People towards Women Empowerment: A Case Study of Narayanpatna Block of Odisha

B.B. Mishra*

H.P.Mishra**

Abstract

Women constitute nearly half of the population of the world and so also of our country. Like men, women have the socio-psychological needs such as self reliance, self power, self recognition, self independence and self esteem and so on. Every girl child has dreams for her future. But in spite of having the requisite abilities, she is not able to fulfil her dreams. India, as a country, is characterised by its diversity. No single factor can be attributed for low empowerment of women in our country. This is deeply embedded in history, religion, traditions, social attitudes, political institutions and the psychology of women which are interrelated to prevent women's empowerment in comparison to the men. Research in the field of women empowerment reveals that the apathetic attitude of parents is one of the important constraints of girls' education and their empowerment. The gender discriminating attitude of parents differs from society to society, and region to region in our country. In the present study an attempt was made to assess the attitude of scheduled caste and scheduled tribe parents of a backward block of a backward district of Odisha towards women empowerment. The study found, more or less, positive attitude of scheduled caste and scheduled tribe parents towards women empowerment. However, generation gap was revealed in their attitude in certain issues.

Keywords: *Gender discrimination, Empowerment, Generation gap, Attitude*

Introduction

Women's empowerment is vital to sustainable development and the realisation of human rights for all. It is a global issue and has gained momentum in recent decades after United Nations Declaration of the Year 1975 as International Women's Year and

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the decade 1975- 1985 as Women's Decade. The concept of women empowerment was introduced at the International Women Conference held at Nairobi in 1985. In India the year 2001 was celebrated as Women Empowerment Year. Many welfare schemes have been implemented for empowerment of women in our country along with the policy of protective discrimination. However, the benefits of such welfare programmes implemented in our country are largely enjoyed by the highly lit-erate women and women belong-ing to socially, economically and politically upper strata, particularly of urban society. Women in rural areas and belonging to scheduled castes, scheduled tribes, backward castes and im-poverished households work hard in order to mitigate their hunger and poverty.

Empowerment is a multi dimensional process. Various authors have discussed it in their own ways. However, all emphasise that women need to be empowered socially, educationally, economically, politically, and spiritually. These dimensions are complementary to each other. Out of these dimensions educational empowerment is vital as it significantly contributes to other dimensions. Education opens the gateways for economic, social, political and also spiritual empowerment.

Education is a basic human right. The realization of the country's aspirations involves changes in the knowledge, skills and values of the people. Education helps to discipline the mind, sharpens the intellect and refines the spirit. It is a means of fighting poverty at all stages and in different contexts. This is because it develops among individual's necessary knowledge and skills to earn their livelihood, meet their basic needs and to lead decent life. For this, it is said that education is an indispensable passport to life. Education is necessary for both men and women for their character formation, creative self expression and personal development. However, education of women is more important as has rightly said by Pandit Jawaharlal Nehru - *if you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered.* In similar way Swami Vivekananda has said- *It is impossible to think about the welfare of the world unless the condition of women is improved.*

Rationale of the Study

Women education in our country has its roots during the British regime. It was in 1854 that East India Company approved women's education and employment. However, education of women was mainly confined to school stage and their access to higher education was limited. The literacy rate of women rose from 0.2% in 1882 to 6% in 1947. Due to concerted efforts during the post independence period, the female literacy rate of India has raised to 65.46% in 2011, as per census report of India. In 2011, the

overall literacy rate of the country stood at 74.04% with male literacy rate of 82.14% which indicate huge gap of 16.68% between males and females. The overall literacy rate of Odisha was reported to be 72.9% with male and female literacy rate of 81.6% and 64.0% respectively. Nowadays, girls are choosing their carriers in all fields like that of boys because there are equal options for both men and women. Though it is a positive indication, it is not enough. Women constitute almost half of the population of the country and they have to be equipped to contribute proportionately irrespective of their region and location.

Odisha occupies an important place in the country having suitable concentration of scheduled caste (SC) and scheduled tribe (ST) population. Both categories constitute 39.9 percent of the state population, SC being 17.1 percent, and ST being 22.8 percent, as per 2011 census. The overall literacy rate, as per 2011 census, of the state is 72.9 percent with 81.6 percent for males and 64.0 percent for females. As per the administrative set up, the state has 30 districts out of which Koraput is one of the backward districts. The scheduled tribe and scheduled caste population constitute about 64.6% of the total population of the district. The overall literacy rate of the district is 49.2 percent and the male and female literacy rates are 60.3 and 38.6 percent respectively as per 2011 census. This clearly indicates that the girls' education in the district is quite alarming. Moreover, there is huge disparity in the literacy rate of urban and rural areas of the district. The total literacy rate of the rural areas of the district is 42.4 percent with male and female literacy rate of 54.1 and 31.3 percent respectively. Whereas, the total literacy rate in urban areas of the district is 81.8 with male and female literacy rate of 88.5 and 74.9 percent respectively. There are many factors which are responsible for such sorry state of affair. However, attitude of parents is presumed to be one of the important factors for such low literacy of women in the rural areas of the district.

Administratively Koraput district comprises of 14 CD blocks and 5 urban local bodies. Narayanpatna is one of the 14 CD blocks of the district which is bordered to Andhra Pradesh and has dense forests. According to 2011 census, Narayanpatna block has 123 inhabited villages with 8572 households. This block is very much affected by Maoist activities. The female literacy rate was only 12.46 percent as per 2001 census. 2011 Census of India does not present such block wise data. The block has dense forests and the communication facility is poor. People mostly depend upon forest resources, agriculture, and daily wages for their livelihood. The present research was under taken to assess the attitude of the scheduled caste and scheduled tribe people of this block towards empowerment of women. It was hypothesised that there may be difference in the attitude of senior parents (above the age of 35) and young parents (below the age of 35) towards empowerment of women in their societies.

Objectives of the Study

The study was undertaken with the following objectives in view:

- i. To assess the attitude of senior and young scheduled caste and scheduled tribe male and female parents of Narayanpatna block towards social empowerment of women.
- ii. To assess the attitude of senior and young scheduled caste and scheduled tribe male and female parents of Narayanpatna block towards educational empowerment of women.
- iii. To assess the attitude of senior and young scheduled caste and scheduled tribe male and female parents of Narayanpatna block towards economic empowerment of women.
- iv. To assess the attitude of senior and young scheduled caste and scheduled tribe male and female parents of Narayanpatna block towards political empowerment of women.
- v. To assess the attitude of senior and young scheduled caste and scheduled tribe male and female parents of Narayanpatna block towards religious empowerment of women.
- vi. To compare the attitude of senior and young scheduled caste and scheduled tribe male and female parents of Narayanpatna block towards social, educational, economic, political and religious empowerment.

Methodology

Population and Sample

The scheduled caste and scheduled tribe parents of the 123 villages of Narayanpatna block were the target population of the study. Out of the 123 villages 30 villages were randomly selected for the study. From each village and from each of the two communities one young male parent of (below 35 years age), one senior male parent (above 35 years age), one young female parent, and one senior female parent were purposively selected ensuring that they have at least one girl child. Thus, the total sample of the study constituted of 240 parents.

Tools and Techniques Used

Attitude of an individual can be assessed through two methods such as seeking opinion and observing behaviour. Seeking opinion is a common and widely used approach of judging the attitude. It can be through asking direct questions or through

different scales. Since, in the present study, most of the subjects were illiterate and not capable of making finer discriminations, as required in the scaling procedures, it was considered appropriate to follow the method of direct questioning through structured interview. Women empowerment in the study was considered in five dimensions- social, educational, economic, political and religious. An interview schedule with 60 questions corresponding to the five dimensions was constructed having both positive and negative statements. There were 25, 13, 10, 06 and 06 questions for assessing the attitude of the subjects corresponding to social, educational, economic, political and religious dimensions respectively.

Results of the Study

Data collected from both male and female scheduled caste and scheduled tribe parents belonging to the two age groups, i.e. below 35 years (young) and above 35 years of age (senior), were organized in five sections corresponding to five dimensions of empowerment under taken- social, educational, economic, political and religious. Simple percentage analysis was made with the responses in respect of the 60 questions in the five dimensions. Though, there were variations in the percentage of responses of young and senior parents and also of the two communities, broadly there was no much differences in the trend of responses of the two communities. For meaningful interpretation the responses were categorized as majority (having 50 percentage and more) or minority (having less than 50 percentage). The results are presented dimension wise in five sections- A to E below.

A- Social: Majority of the respondents of all the four categories (young, senior, male, and female parents) of both the communities were of the opinion that girls are meant to go to another family; the rightful place for a girl is not kitchen; girls should play their role in accordance with the tradition continuing in the society; today, participation of women in the social life should be more than their traditional role; marriage of a girl should not be decided without her consent; involvement of women in the activities by ignoring family responsibilities adversely affects other members and children in the family; persons committing atrocities on women should be punished stringently; more empowerment of women results in more development of a society; exploitation of women must be stopped in our families; all societies should adopt the pro-women rules and regulations of our country; the traditional way of exploitation of women must stop immediately; social development is directly related to women development; helping women in household works lowers the dignity of men; empowerment of women does not make the life of men miserable; off seen photographs of women should not be displayed in the media like newspapers and television; the governmental

provision of equality between males and females is commendable; women should be provided with more opportunities and facilities for their development; government should provide additional opportunities and facilities for complete development of inner potentialities of women; and birth, death and marriage should be registered in every society conforming to government rules.

Disagreement in the opinion among the four categories of respondents of both the communities was found on the issues focussing - girls should get equal opportunity like boys in every walk of life; girls should have similar rights like that of boys on their parental properties; development of any society is not possible without empowerment of woman; women in the family should be consulted while taking any decision; the status of women should be lower than that of men in the society; and women development is possible when both men and women share household responsibilities equally. Majority of the senior parents of both the communities disagreed from young parents and were of the opinion that girls should not get equal opportunity like boys in every walk of life. They preferred boys. Majority of young women differed from the senior parents and opined that girls should have similar rights like that of boys on their parental properties. Majority of both male and female senior parents did not agree to the statement 'development of any society is not possible without empowerment of woman'. They opined that males play major role in comparison to females in their society. Majority of the senior male parents opined that consultation with female while taking a decision on family matters was not necessary, and the status of females should be lower than that of the males; but, the young parents of both the communities were of opposite view. Similarly, majority of the young parents of both communities opined that women development was possible when both men and women share household responsibilities equally but, it was not accepted by majority of the senior parents.

B- Educational: Majority of the respondents of all the four categories of both the communities were of the opinion that education is equally essential for both boys and girls; parents should be equally concern for the education of their sons and daughters; all possible measures should be taken for enrolment of girls in schools; education is very much essential for development of women; the parents should emphasize on the education of girls though she has to go another family after marriage; more female teachers should be employed in schools in order to attract girls for education; general education is more suitable for girls than technical education; girls should not take care of younger siblings at the cost of their own studies; girls should be given the right like boys to take decisions about their future education and career; and government should take special measures for educational development of girls.

The four categories of respondents were found disagreed on the points- non-formal education should be provided to the aged girls and women who had no schooling; higher education is not that necessary for a girl as she has to take care of her husband, children and family in future; and both father and mother should consult each other relating to education of their words. Majority of the young parents of both the communities favoured the provision of non-formal education for the aged girls and women who had no schooling which was not favoured by majority of the senior parents. Similarly, unlike majority of senior parents, majority of the young parents of both scheduled caste and scheduled tribe communities felt the need of higher education for the girls though they would have to take care of other members in their families in future. Except the senior male parents, majority of senior female parents and the young parents opined that both father and mother should consult each other relating to the education of their words.

C – Economic: Majority of the respondents of all the four categories from both scheduled caste and scheduled tribe communities were of the opinion that reservation for women in government jobs is a right step; women have equal potentialities like men to perform different tasks; women should get equal pay for equal work like men; women should be given freedom to decide their course of action; women should be given complete freedom to procure their own essential commodities; both husband and wife should take joint decision relating to financial matters of the family; more opportunities and facilities should be provided to women in order to enable them for more earnings; women should be given freedom to spend their own income; women should be given equal opportunity like men to occupy high positions in jobs; financial support through banks and co-operative societies should be provided to women in order to make them self-reliant. No disagreement was observed in the opinion of young and senior parents on all the 13 questions asked in connection with economic empowerment of women.

D- Political: Majority of the respondents of all the four categories belonging to scheduled caste and scheduled tribe communities were of the opinion that politics is not suitable for women. Majority of both senior parents differed from the young parents on the issue that participation of women is essential for any political decision. This statement was favoured by majority of young parents. Majority of the male senior parents differed from majority of senior female parents and young parents that it was a wrong step to reserve seats for women in Panchayat Raj Institutions, Assemblies and Parliament. They were of the opinion that it should have been opened for both males and females of their communities. Except majority of young female parents, majority of senior parents opined that women should not participate in active politics. Except

majority of senior male parents, majority of the other three groups of both scheduled caste and scheduled tribe communities opined that women should cast their own votes in different elections without any interference by men. The young parents of both the communities were of the opinion that women should not be restricted to campaign in support of candidates in different elections according to their will and choice, but it was not agreed upon by majority of senior parents of both the communities.

E- Religious: Majority of the respondents of all the four categories belonging to scheduled caste and scheduled tribe communities were of the opinion that there should be restrictions on duties of women conforming to religious norms; and both men and women have equal rights to read religious scriptures. Majority of both male and female young parents, unlike senior parents, opined that there should not be any discrimination against women in religious activities. Except majority of young female parents, majority of senior parents favoured the statements that in God's creation, women are there only to assist men; and women should take permission of men before visiting any religious place. Except majority of senior female parents, majority of senior parents and the young parents favoured the statements that any kind of restrictions on women relating to religious needs should be removed.

Major Findings of the Study

The overall analysis of the results of the study reveals the following:

- The attitude of senior and young male and female parents belonging to scheduled caste and scheduled tribe communities of Narayanpatna block towards social empowerment of women is found to be positive. However, generation gap was found between senior and young parents. Young parents were having more favourable attitude than that of senior parents. Between young male and young female parents, the later had more favourable attitude. Irrespective of gender and age, majority of respondents were found to have respect for their social traditional values.
- The senior and young male and female parents belonging to scheduled caste and scheduled tribe communities of Narayanpatna block were found to have positive attitude towards educational empowerment of women. But, generation gap was found between senior and young parents. Young parents were found to be more enthusiastic in comparison to senior parents. Between young male and young female parents, the later had more favourable attitude.
- The attitude of senior and young male and female parents belonging to scheduled caste and scheduled tribe communities of Narayanpatna block towards economic empowerment of women revealed to be positive. No much generation gap was found

between senior and young parents. They appreciated governmental provisions for women empowerment and expected more provisions for economic empowerment of women.

- The attitude of senior and young male and female parents belonging to scheduled caste and scheduled tribe communities of Narayanpatna block towards political empowerment of women revealed to be negative mainly because of valueless politics. However, generation gap was found between old and young parents. Young parents were having more favourable attitude than that of senior parents. Between young male and young female parents, the later had more favourable attitude.
- The senior and young male and female parents belonging to scheduled caste and scheduled tribe communities of Narayanpatna block were found to have weak but positive attitude towards religious empowerment. Generation gap was also found between old and young parents. Young parents were having more favourable attitude than that of senior parents. Between young male and young female parents, the later had more favourable attitude. It was also found that both old and young parents, irrespective of their gender, respect to their religious traditions and customs.
- No much difference was found in the attitude of scheduled caste and scheduled tribe communities towards women empowerment.

Conclusion

The issue of women empowerment has recently gained importance all over the world, more particularly, in the developing countries like that of ours where gender inequality has prevailed. Gender equality implies a society in which women and men enjoy the opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women can be reflected when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work; enjoy equal access to education and the opportunity to develop personal ambitions. Although the Indian constitution promised equality to all its citizens irrespective of gender, the women are yet denied of their equal status with men. They must have access to resources and be able to meet challenges in their life, select and set goals for their development and act as agents to achieve their ends. It also refers to increase the social, educational, economic, political and spiritual strength of women. The findings of the study broadly revealed that both senior and young male and female parents belonging to scheduled caste and scheduled tribe communities of Narayanpatna block had positive attitude towards women empowerment. Though, generation gap was found between young and senior parents in their attitude towards women empowerment, young parents, particularly women, were found to be more

enthusiastic. It signifies that there is an attitudinal change towards women empowerment even in the conservative societies located in rural and remote areas. There is a saying that “*You can take away the child from the culture but you cannot take the culture away from the child*”. This signifies how culture is important for every individual. The societal traditions and customs are imbibed through participation and are always respected by its members voluntarily.

It is a positive sign that the parents of remote and backward villages of Narayanpatna block have shown favourable attitude towards women empowerment. The parents want their girl children to progress, to have education, to be economically self sufficient, to occupy positions in the society, to participate in democratic procedures, and to attain spirituality like that of boys, more or less, conforming to their socio-cultural practices. Such opportunity should not be missed. Education has to play a catalytic role in the complex and dynamic process of women empowerment. It is desired that education in such areas need to be strengthened keeping the aspirations of the people in view.

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The Kind and Nature of Feedback Given by Teachers on Internal Assessment in Mizoram University: An Analytical Study.

F.Lalrinzuali*
R.P. Vadhera**

Abstract

The right type of internal assessment and its proper use helps students in planning better methods of study, improved attitudes and determine his/her progress towards the fundamental objectives of learning. Internal assessment also enables teachers to monitor learning as part of their teaching process. Teachers can make data-based decisions to adjust instructional strategies so that they accommodate the different needs and learning styles of students. So, this paper deals with the important issues like kind and nature of feedback given by teachers on internal assessment, benefit gain by the students from the feedback given by teachers, the problems faced by students regarding internal assessment and suggestions of students on effective implementation of internal assessment. This study, in terms of students' perceptions, throws light on the ground realities on the kind and nature of feedback given by teachers on internal assessment of students.

Keywords: *Internal assessment, Evaluation, Feedback.*

Introduction

Evaluation is a part of life and of any system of education. Teachers and their institutions have to balance the purposes and expectations of the different stakeholders when it comes to evaluation. Evaluation is an important and delicate process not only from the standpoint of determining the needs and growth of a programme and an individual, but also from the standpoint of what it does to the individual who is being evaluated. Teaching, learning and evaluation are the three pillars of any system of education. Examination is an integral part of education. It is an instrument to test what

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the student has learned and retained in his mind. Defective examination is, thus, an expression of defective education. The main purpose of introducing internal assessment is to integrate teaching and evaluation and to test the skills and abilities which cannot be tested through one written examination at the end. For this, teachers should identify the abilities and skills they are expected to develop in their students. In Mizoram University weightage of internal assessment is 40% out of the total 100% and internal assessment is exercised in the forms of tests, seminars, assignments, field reports and project work.

Rationale of the Study

Mizoram University which was established by an act of Parliament on 25th April 2000 and came into being on 2nd July 2001 has been following the system of evaluation of students using both internal and external assessment. The Mizoram University Rules and Regulations and Ordinance OC-5 and 6 for internal assessment also clearly state the different provisions regarding internal assessment. This system has been adopted from NEHU, and it has been practiced by Mizoram University for almost sixteen years now. As mandated by the UGC, Mizoram University has started implementing Choice Based Credit System from 2012; with this the number of internal assessment has increased to a very great extent. So, it was felt by the investigators that the system of internal assessment be studied and analyzed so as to understand the kind, nature, problems and related issues faced by the students. Hence, the present study was undertaken.

Objectives of the Study

1. To study the kind and nature of feedback given by teachers on internal assessment.
2. To enlist problems faced by students regarding internal assessment.
3. To seek suggestions of students on effective implementation of internal assessment

Population and Sample

All of the Post-graduate students of 2012-14, and 2013-15 batches from all academic departments of Mizoram University constituted the population of this study. The sample of the present study consisted of 710 students of 4th semester from 25 academic departments of Mizoram university of which 369 were from 2012-14 batch, and 341 from 2013-15 batch.

Tools Used for Data Collection

A Questionnaire consisting of 17 questions and 3 open ended questions on different issues relating to internal assessment was developed by the investigators.

Findings and Discussions

Findings and discussions of the study have been presented under the following sections:

1. *On Kind and Nature of Feedback Given by Teachers on Internal Assessment.*

i) **Showing Answer Scripts of Class Tests for Internal Assessment:**

The CBCS Regulation of Mizoram University has a mandatory provision on showing of answer scripts of internal assessment to students. A quick glance at data, vide table 1, reveals that 90 percent of the students reported that their teachers show answer scripts to them, however, it is shocking to know that 10 percent of the students said that some teachers did not show their answer scripts. But it is relieving to report that a large majority of these students were from one or two academic departments, wherein some teachers do violate this mandatory provision. When asked further on the frequency of feedback, 43 percent students said that the teachers always show answer scripts, 27 percent of students reported that teachers most often show their answer scripts, 19 percent of students reported that teachers often show their answer scripts, 11 percent of them said teachers rarely show their answer scripts.

Table - 1

Item No.	Statement	Response	N	%
1	Do your teachers show your answer scripts of class tests for internal assessment?	Yes	640	90%
		No	70	10%
		If yes, (a) Always	275	43%
		(b) Most Often	173	27%
		(c) Often	121	19%
		(d) Rarely	71	11%

Opinion of Students on Showing of Answer Scripts of Class Tests for Internal Assessment

ii) **Giving of Feedback for Internal Assessment**

Giving feedback to the students on their performance serves a very fruitful purpose, it is important to let students know where they have made mistakes, so that they will learn from it and take corrective measures. A perusal of data vide Table 2 reveals that 73 percent of the students reported that the teachers gave feedback on their performance in class tests/assignment, whereas 27% of the students responded that their teachers never gave feedback on their performance on various activities relating to formative assessment. When probed further on the type/nature of feedback given by the teachers,

45 percent of students reported that teacher gave written feedback in the form of *detail comments* (reported by 12 percent students) and *short evaluative remarks* (reported by 33 percent students). On the other hand 55 percent of students reported that teachers gave only oral feedback on their performance either in group situation while distributing their answer scripts etc. (reported by 44 percent) or in one to one situation (reported by only 11 percent students).

Table - 2
Opinion of Students on Giving Feedback for Internal Assessment

Item No.	Statement	Response	N (710)	%	
1	Do they give feedback on your performance on class tests/assignments for internal assessment	Yes	516	73%	
		No	194	27%	
		If yes, how do they give feedback?			
		Written Feedback	Detail Comments	64	12%
			Short evaluative remarks	171	33%
		Oral Feedback	Group situation while distributing	225	44%
Each student while distributing	56		11%		

iii) Benefits from the Feedback Given by Teachers

It is very satisfying to see that 80 percent of the students reported to have benefitted from the feedback given by their teachers, whereas, the remaining 20 percent reported it otherwise, which may be due to the type of feedback being given to them. When asked how the feedback given by teacher helped them, 32 percent reported that it motivated them for further learning, 50 percent pointed out that it helped them in realizing their mistakes, 16 percent of the students responded that it helped them improve their performance in consecutive tests, and 6 percent of the students said that feedback given by teachers made them more serious in their studies.

Table - 3

Opinion of Students on Benefit from the Feedback Given by teachers

Item No.	Statement	Response	N -710	%
1	Do you benefit from the feedback given by teachers on your performance in class tests/assignments etc., for internal assessment?	Yes	568	80%
		No	142	20%
		If yes, how	181	32%
		(a) Motivated me		
		(b) Helped me in realizing my mistakes	284	50%
		(c) Helped me to do better in future exams	66	12%
		(d) Made me serious in my studies	37	6%

iv) Freedom to Discuss about Performance on Internal Tests/ Assignments

Giving of freedom by teachers to students to discuss their performance is a very important aspect of CBCS. Students have their own views, understanding and misconceptions of their performance on class tests, assignments and field reports, so it is the duty of teachers to give them time to discuss their performance. When asked whether teachers give them freedom to discuss about their performance on various exercises for internal assessment, it is pleasing to report that 71 percent of the students said that teachers gave freedom to them in discussing their performance on internal tests, whereas 29 percent of the students responded that the teacher did not give a chance for discussion. Regarding their assignments 71 percent of the students says that the teachers allowed them to discuss their performance, whereas 29 percent of the students responded that the teachers did not give such freedom, in terms of field reports 66 percent of the students said that the teachers gave time for discussion whereas 34 percent said that they did not have freedom for discussion.

Table - 4**Opinion of Students on Feedback Given by teachers**

Item No.	Statement	Response	N	%	
1	Do your teachers give you freedom to discuss about your performance in various exercises for internal assessment?	Internal tests	Yes	476	71%
			No	197	29%
		Assignments	Yes	473	71%
			No	192	29%
		Field Reports	Yes	373	66%
			No	190	34%

v) Time Taken to Return Answer Scripts

An important dimension of feedback is its immediacy. The longer the time gap between the completion of the work and its feedback, the less effective the feedback becomes. Responding to the statement how much time do your teachers generally take to return your evaluated answer scripts of class (formative) tests, 26 percent of the students responded that the teachers usually take two/three days, 51 percent of the students responded that the teachers takes around one week to return the evaluated answer scripts of class tests, 18 percent of the students said that the teachers take around two weeks to return the evaluated answer scripts, 4 percent of the students said that the teachers take around one month and 1 percent of the students responded that the teacher takes more than one month to return the evaluated answer scripts.

Table - 5**Opinion of Students on Time taken to return answer scripts**

Item No.	Statement	Response	N	%
1	How much time do your teachers generally take to return your evaluated answer scripts of class (formative) tests?	Two/Three Days	182	26%
		Around One Week	359	51%
		Around Two Weeks	123	18%
		Around One Month	31	4%
		More than One Month	5	1%

vi) Complain with Regard the Low Marks Assigned in a Particular Paper:

Regarding the issue whether the students ever complained about low marks assigned to them in internal tests, as shown in table no. 6, 38 percent of the students

have filed complaints on the issues mentioned before, whereas 62 percent of the students did not have any complaint regarding their marks. Responding further to the question on how was the said complaint addressed, 63 percent of the students said that the teacher explained the reason for assigning the marks, 27 percent of the students said that teachers realized his/her mistake and revised the marks. However, it is very sad to report that 10 percent of the students said that the teachers did not consider their complaint at all.

Table - 6

Opinion of Students on Complain with Regard the Low Marks Assigned to them in a Particular Paper

Item No.	Statement	Response	N	%	
1	Have you ever complained to your teachers with regard the low marks assigned to you in class (internal) tests in a particular paper?	Yes	245	38%	
		No	406	62%	
		If yes, how was the complaint addressed?			
		(a) Teacher explained the reason	154	63%	
		(b) Teacher realized his/her mistake and revised the marks	66	27%	
	(c) Teacher did not consider the complaint at all	25	10%		

vii) Complain with Regard to Total Marks Assigned in a Particular Semester

From table no. 7, it can be seen that only 9 percent of the students have complaints with regard to the total marks assigned to them in their class tests, large majority of the students did not face this problem. Responding to the question how was the said complaint addressed 70 percent of them said that the matter was explained and justified by the head of the department, 25 percent of them said that the complaint was addressed by the head of the department by calling a faculty meeting and 5 percent of the students said that their complaint was referred to the dean of the concerned school.

Table - 7

Opinion of Students on Complain with regard the Total Marks Assigned to them in a Particular Semester

Item No.	Statement	Response	N	%
	Did you ever have a complaint with regard to the total marks assigned to you in class (internal) tests in a particular semester?	Yes	64	9%
		No	643	91%
		If yes, how was the complaint addressed?		
		(a) Head of the Department Explained and justified	45	70%
		(b) Head of the Department called a Faculty Meeting to Address the problem	16	25%
	(c) Matter was referred to the Dean of the Concerned School	3	5%	

viii) Ratings of Teachers Based on Their Evaluation of Internal Assessment

On responding to the issue regarding ratings of teachers based on their evaluation of *internal tests*, 6 percent of the students think that they are lenient in their markings, 73 percent said that the teachers are average in their evaluation and 21 percent of them think that they are very strict. Regarding *assignments* 8 percent of the students rate the evaluation of the teachers very lenient, 76 percent of the students' term it as average, 16 percent said that the teachers are very strict in evaluating their assignments. For *seminars* 13 percent of the students think that the teachers are very lenient, 80 percent thinks that they are average in their evaluation and 11 percent thinks that they are very strict. Regarding *field reports* 9 percent of the students said that the teachers are very lenient, 79 percent of the students think that they are average in their evaluation and 15 percent of the students opined that the teachers are very strict in their evaluation for field report.

Table - 8

Opinion of Students on Rating of Teachers in terms of Their Strictness in Evaluation of Activities relating to Internal Assessment

Item No.	Statement	Activities	Very Lenient	%	Average	%	Very Strict	%
1	How will you rate your teachers in evaluating your following internal (formative) assessment activities?	Internal tests	43	6%	511	73%	150	21%
		Assignments	53	8%	537	76%	113	16%
		Seminars	59	9%	517	80%	74	11%
		Field Reports	40	9%	326	76%	63	15%

ix) Displaying the Internal Marks on the Notice Board

One of the very important duties of the department under CBCS is displaying of internal marks on the notice board at the end of every semester, this brings transparency and reduces the chance of communicating the wrong marks to the Controller of Examination. On responding to the question: does your department at the end of every semester display the internal marks on the notice board before their communication to the Controller of Examination, 60 percent of the students responded that their department always display the internal marks on the notice board before they send it to the controller of examination, 27 percent of the students responded that they sometimes display their internal marks, However, it is very surprising to find that there are some departments that never display internal marks on the notice board before communicating it to the Controller of Examination, 13 percent of the students reported this.

Table - 9

Opinion of Students on Displaying the Internal Marks on the Notice Board

Item No.	Statement	Response	N	%
1	Does your department at the end of every semester display the internal marks on the notice board before its communication to the Controller of Examination?	Always	441	60%
		Sometimes	194	27%
		Never	94	13%

x) Satisfaction of Students with the Marks Given

Responding to the question, whether the students are satisfied with the marks given to them in their internal assessment, 83 percent of the students are satisfied and 17 percent of them are not satisfied. Those who are satisfied were asked further to what extent they are satisfied, 29 percent of the students are satisfied to some extent and 71 percent are satisfied to a great extent.

Table – 10

Opinion of Students on Satisfaction with Marks Given to them in Internal Assessment

Item No.	Statement	Response	N	%
1	Are you satisfied with the marks given to you in internal (formative) tests?	Yes	557	83%
		No	114	17%
		If yes, to what extent?		
		(a) To some extent	161	29%
		(b) To great extent	396	71%

xi) Time Taken to Return Class Tests

The earlier the feedback the more effective it becomes. Feedback should be provided within a few hours after the completion of a task. From the above table we can see that on responding to the question how much time your teacher generally take to evaluate your formative tests 21 percent of the students said two/three days, 52 percent of the students said that the teacher takes around one week, 18 percent respond that the teacher take around two weeks, sadly 8 percent of the students respond that they take around one month and the remaining 1 percent said that the teachers take more than one month for evaluating their internal tests, we can assume that feedback given after 1 month or longer will not serve a worthwhile purpose to the students as they will be forgetting most of it by that time.

Table - 11

Opinion of Students on How Much Time their Teachers to Return their Class Tests

Item No.	Statement	Response	N	%
1	How much time do your teachers generally take to evaluate your class (formative) tests?	Two/Three Days	152	21%
		Around One Week	368	52%
		Around Two Weeks	127	18%
		Around One Month	58	8%
		More than One Month	5	1%

xii) Too Many Internal Assessment Activities Leave Little Time for Teaching

Under CBCS system 40 percent marks in each paper have been assigned for internal assessment for which departments are expected to undertake class tests, assignments and seminars etc. on regular basis throughout the semester. The table below reveals that 53 percent of the students think that too many tests, assignments and seminars etc., for internal assessment leaves very little time for teachers to do justice with their courses, whereas 47 percent of the students did not agree with the statement.

Table - 12

Opinion of Students on Too Many Internal Assessments Leave Little Time for Teaching

Item No.	Statement	Response	N	%
1	Do you feel that too many tests, assignments and seminars etc. for internal (formative) assessment leaves very little time for teachers to do justice with their courses?	Yes	369	53%
		No	331	47%

xiii) Opinion of Students on Suggestions for Weightage of Internal Assessment:

In each paper 40% of marks are assigned for internal assessment and 60% for external assessment. Regarding suggestions for weightage for internal assessment 73.71 percent of the students are satisfied with the present system of internal assessment i.e., 40%, and they did not want any change, whereas 26.29 wanted changes in weightage of internal assessment, here 0.86% percent of the students wanted to increase it by

45%, 10.34 percent of the students wanted to increase the internal assessment by 50%, also 7.04% of the students wanted to increase it by 60% and the 1 percent of students wanted internal assessment to have 70% weightage. On the other hand, there are also students who wanted to reduce internal assessment, 0.14 percent wanted it to reduce to 35%, 2.58 percent of the students wanted it to reduce to 30%, and 3.44 percent of the students wanted it to reduce it to 20%, and the other 1 percent wanted internal marks to carry only 10%.

Table - 13

Opinion of Students on Suggestions for Weightage of Internal Assessment

Item No.	Statement	Response	N	%	
1	Suggest the weightage for internal assessment	a) No change (40%)	513	73.71%	
		b) To be changed	183	26.29%	
		Suggestions for Increase in Weightage for Internal Assessment			
		i. To be increased to 45%	6	0.86%	
		ii. To be increased to 50%	72	10.34%	
		iii. To be increased to 60%	49	7.04%	
		iv. To be increased to 70%	4	0.56%	
		Suggestions for Decrease in Weightage for Internal Assessment			
		i. To be decreased to 35%	2	0.14%	
		ii. To be decreased to 30%	18	2.58%	
		iii. To be decreased to 20%	24	3.44%	
		iv. To be decreased to 15%	1	0.14%	
		v. To be decreased to 10%	7	1.00%	

2. On Problems Faced by Students in Relation to Internal Assessment

Following are the main problems relating to internal assessment faced by the students:

- a) Limited time for completion of syllabus.
- b) Too much internal tests and evaluation.
- c) No proper study materials to be found.
- d) There is a very limited time for preparation of tests.
- e) Due to frequent tests there is a huge burden for the students.
- f) Answer papers are not shown to the students.

- g) Teachers are not strict enough while invigilating the students.
- h) Too much cheating and unfair means practice during internal assessment.
- i) Testing all subjects in one day gives to much tension for the students.
- j) There is a very limited book in the library for preparation for internal assessment activities.
- k) Assignments should not be given outside the syllabus.
- l) Frequent postponing of internal tests creates problems for the students.
- m) Information used to be very last minute.

3. On Suggestions given by Students for Effective Implementation of Internal Assessment

The respondents gave the following suggestions for effective implementation of Internal Assessment:

- a) There should be proper scheduled time table for internal tests.
- b) There should be at least three days gap for tests preparation.
- c) Teachers should be available for discussion about assignments and internal tests topic.
- d) Internal tests should be more strictly invigilated by the teachers.
- e) Online submission of assignments should be practiced.
- f) The number of tests should be reduced.
- g) There should be an assessment committee to look after the different issues regarding internal assessment.
- h) Teachers should be more lenient when checking the internal tests papers.
- i) The answer sheets should be distributed within one week after the tests.
- j) There should be proper feedback from the teachers.
- k) The teachers should give more time and space for tests preparation.
- l) Topic discussion should be there for assignments and tests.
- m) Assignment or tests materials should be provided to the students on difficult topics.
- n) There should be latest edition of books in the central library for undertaking activities relating to internal assessment.

Conclusion

From the above findings, we can conclude that majority of the departments showed their answer scripts and gave feedback on their performance, yet there are some departments which did not return the answer scripts of internal test and there are teachers who did not give feedback to students on their performance. This is a very serious matter as the students did not know where they stand, there should be transparency

and the students should have freedom in discussing their performance in their internal assessment with their teachers. It is also evident from the reports of students that some teachers take one month or more in returning their answer scripts, so it is clear that the feedback given by the teachers will not serve a fruitful purpose with that much time gap. It is also seen that there are some academic departments which did not display their internal marks on the notice board before communicating it to the Controller of Examination; this is a very serious matter that needs to be addressed.

With the introduction of CBCS there are too many tests and evaluative exercises that have to be taken up, so the students are facing problems in preparation for tests and also too many tests in one day, this matter have to be addressed as the students are under a lot of pressure as this can affect their mental health. It is very crucial that there should be an assessment committee to look after the different issues regarding internal assessment.

The success of a system of internal assessment will largely depend on teachers; their understanding, training, potential, honesty, unbiased attitude and above all the “professionalism” they bring to their work of teaching-learning-testing.

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An Evaluative Study of English Course-book Prescribed for Class X by Mizoram Board of School Education

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Abstract

English language textbooks are usually prepared and developed keeping in view the main objectives of teaching a language i.e. developing listening, speaking, reading and writing skills. However, students, not only in the elementary stage but also in the secondary stage are still found to be having problems with the language. To find out whether the course-book prescribed for class X students is appropriate for developing language skills, the present study was undertaken. It was found that the Course-book, as a whole, was appropriate for developing various language skills. However, few suggested activities were found not to be appropriate enough as either the topics were not familiar enough to the students or the suggested activities needing the involvement of few students only leaving majority of the students as silent spectators.

Keywords: *Evaluation, English Course-book, Mizoram Board of School Education, Language skills.*

Introduction

To have a sound and effective programme of language teaching in schools, it is of great necessity that a good textbook is introduced to the teachers as well as the students. Language teaching and learning does not only aim at teaching stories and poems in the textbooks. It means learning the concepts, understanding and utilising them as well. Language education in the secondary level aims at enabling students to comprehend English when spoken, to speak English correctly, to appreciate literary beauty, to express themselves logically using the correct grammatical patterns, and so on (Govil, 2006). Thus, teaching of English language requires a good textbook to achieve its various objectives of teaching the language.

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The National Curriculum Framework 2005 states that improved textbooks that are carefully written and designed, professionally edited and tested, offering not merely factual information but also interactive spaces for children are important. The choice of language teaching materials can determine the quality of teaching-learning procedure. As part of the materials used in the language classroom, a textbook can play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such materials based on valid and reliable instruments.

The content of English textbooks influences what the teachers teach and learners learn. If the textbook is too advanced or too simple for the students, the teacher will be faced with problems. Local cultural taboos could force the teacher to leave out certain parts. The content of the textbook might not be of the kind that students can relate to. In the selection of a textbook, it is especially important to conduct an evaluation to ensure that it is suitable.

Evaluation of a textbook is also an important area in determining the success and failure of the whole educational system. To have the ability to express ideas clearly, logically, briefly and precisely in English which is a link language in the country, one must have a knowledge of general English to be able to listen and understand English when someone speaks it at a normal conversational speed, to use it for communication and read it to understand the content, to write it for communication and to develop interest in reading and listening. Oral and written skills are very important in communication for all. Without proper communication of ideas and thoughts, it is impossible for students to perform well in their studies; further creating problems for their future careers.

In Mizoram, where 10+2+3 pattern of education is being followed, the results of the High School Leaving Certificate i.e. Class X are of great importance in determining the future career and choice of subjects for students for their higher education. It is an obvious truth that if students at this stage master language - the language used to learn almost all other subjects, the students' performances in this important examination will surely be satisfactory. It is, therefore, necessary to impart the right kind of knowledge at the secondary level which acts as a "launching pad" to higher education, opening the doors to higher and wider fields of studies.

English language textbooks are usually prepared and developed keeping in view the main objectives of teaching a language- Listening, Speaking, Reading and Writing skills. However, students, not only in the elementary stage but also in the secondary stage are still found to be having problems in understanding the language, in expressing their ideas and opinions creating further problems in their academic performances as well. In spite of the fact that students are exposed to English language from primary

stage, why are the students still so weak in English even at secondary level? To get satisfactory answer to this broad question, some ancillary questions may be raised such as - could this be due to insufficiency of textbooks in developing the right skills for the students at this particular stage?, could it be due to the inappropriate contents of the English language textbooks in Mizoram?, are the existing textbooks helping in developing the listening skill, speaking skill, reading skill and writing skill in students?, are the textbooks providing enough reading materials and activities to develop reading and writing skills?, etc. These questions can only be answered by taking up an intensive research in the area of textbook evaluation. Evaluation of textbooks is of utmost importance to assure the contribution of the textbooks in the teaching learning process. Although some studies have been conducted on evaluation or analysis of textbooks in other parts of the world as well as in the country, no serious study in the area has been found in Mizoram. Moreover, the present textbooks were introduced and put to use only from April, 2016. It is, therefore, essential to evaluate these textbooks to find out their suitability to fulfil the objectives of teaching English language at secondary level. The present study was focussed on evaluation of only one of the three textbooks namely English Course-book prescribed for class X by Mizoram Board of School Education.

Objectives of the Study

The study was undertaken with the following objectives:

1. To evaluate English Course-book prescribed for Class X by Mizoram Board of School Education in terms of its appropriateness for developing language skills i.e. a) listening skill, b) speaking skill, c) reading skill, and d) writing skill.
2. To suggest measures for improvement of the Course-book.

Operational Definitions of Key Terms Used

Evaluative Study: In the present study, the term ‘evaluative study’ refers to an evaluation to establish the quality of course-book for class X.

English Course-book: The term ‘English Course-book’, in the present study, refers to ‘Essential English Course-book 10’ prescribed for class X by Mizoram Board of School Education.

Mizoram Board of School Education: The Mizoram Board of School Education is a board set up by the Government of Mizoram whose functions include prescription of curricula for Secondary and Higher Secondary Schools and conduct of High School Leaving Certificate and Higher Secondary School Leaving Certificate examinations.

Method of Study

Descriptive and evaluative methods of study were employed for the present study. The investigators carried out an in-depth study by evaluating the content matter of the prescribed course-book in terms of its appropriateness for inculcating the four language skills, i.e. listening, speaking, reading and writing. No statistical technique was employed as the study was qualitative in nature.

Analysis and Interpretation

The textbook selected for the study was analysed and interpreted in accordance with the first objective of the study on its appropriateness for developing the four language skills i.e. Listening, Speaking, Reading and Writing, and the findings are presented below in four sub-sections.

1. English Course-book in terms of its appropriateness for developing listening skill

The Course-book offers opportunities for students to develop their listening skills through discussions, debates, role-play, asking questions etc. Through active participation in these activities, students are expected to have improvement in their listening skills.

Unit 1 “David’s story” is about how a wrong decision can change and cut short a promising life. This theme is inter-related to the activity given in order to develop the listening skills of the students. The activity in Page 13 of the Course-book provides a short paragraph in which students are expected to listen to the teacher who talks about enjoyment of their freedom and the necessity of discipline. Students are then supposed to form groups of four in which a discussion session is to be carried out. The main activity that the teacher is supposed to do is narrating to the students as follows:

An Example from Page 13 of Course-book: *Think about your own situation in school and at home. Don't you enjoy a lot of freedom? Do you, however, feel that there are some areas where you don't have freedom? Have you thought of the reasons why your freedom has to be restricted? Is there a need for discipline in some aspects of your life? Is this why your parents or teachers sometimes insists on being disciplined?*

The above example from the text is a portion from the Listening and Speaking paragraph which is found to be appropriate as it too conveys the message and the main theme of the text, thus stimulating the need to make the right decision and the need for restrictions for students.

Unit 2 also provides opportunities in which a teacher would talk about an account of the lives of crocodiles and the threat these creatures impose on human beings in different countries. Students are then again expected to listen to the teacher and through their understanding; they are supposed to answer the questions given to them.

This particular activity was also found to be appropriate and interesting for the students as they have just learned a true account of Peta-Lynn Mann, who at the age of twelve, saved her friend from a crocodile attack when they were on a boating trip. This link in the story and the activity given for developing the listening skills of students is found to be motivating and interesting for the students.

Unit 3 introduces students to ways of making complaints in which the teacher tells students about the expressions normally used when making complaints. An illustration in black and white is also shown through which students could learn the ways of complaining. However, this is not found to be of great help in developing the listening skills of students as it has to be read and seen by the students.

In Unit 4, the teacher is expected to guide students in role-play situations as given in the activity. Students could develop their listening skills by listening to their fellow students through these role-plays.

Example: Study the way people ask for information on the telephone.

Receptionist: Good morning, Bharat Airlines. May I help you?

Caller: Good Morning. Could you please tell me about the flights to Kolkatta?

Receptionist: There are two flights daily. One leaves at 8:30 a.m. and the other is in the evening at 7 o; clock.

Caller: Thank you very much.

After introducing students to these conversations, the teacher is expected to tell students other alternative ways of finding information through others. Some ways given in the textbook are as follows:

I'm calling to find out.....

I'd like to ask about.....

I'm calling about....

Could you tell me...please?

I'd like to know, please, if.....

Unit 5 comes up with the introduction of the idea of debates in the classroom. It has been found that through an activity like debate, students could learn how to listen and comprehend what others are saying and thus try to respond to their fellow classmates in the debate.

Unit 6, in its Listening and Speaking column, mentions the education of children and the Act according to which children of the age group of 6-14 years has the right to elementary education in India. Then students are asked to form groups to discuss the possible remedies for children dropping out from schools. Thus, in this way students could easily find out the solutions through the discussions. This is found to be appropriate too as the question could easily be understood by the students since the incident brought up in this activity is based on their everyday life in schools. Some might have witnessed drop outs from their schools too.

Unit 7 deals with a futuristic story, a world of technological advancements where newspapers are not printed but spoken. The listening activity included in this unit is about science and its importance to our lives. Students are asked to discuss the topic in groups by giving them hints and points to discuss.

Unit 8 is an adventure story in which the listening activity is also supposed to be carried out through role-play between the teacher and three students. This is not found to be very appropriate as all students are not involved in this activity.

2. English Course-book in terms of its appropriateness for developing speaking skill

The skill of speaking follows the skill of listening. Once students are able to listen and understand daily simple conversation, they are ready to learn the skill of speaking accurately at a normal speed. The activities meant for developing the Speaking skills of students are combined with the listening activities in the Course-book. As seen in the previous analysis of the Course-book for Listening skills, students in Unit 1 are supposed to listen to the teacher and their classmates, discuss the given activities in groups of four in which each student has an opportunity to speak up. An example from the textbook to encourage the students to speak up is given in the following table:

Activity example from Page 13

The list given below may help you in your discussion.

Table 1: Example activity to develop Speaking skill from textbook

In the context of home	In the context of your school
food	dress code/uniform
dress	rules of conduct in the classroom
bedtime	tests and exams
Watching TV	interactions with teachers and seniors
Going out with friends	Choice of subjects

It has been found that these exercises and activities seem quite appropriate for students as they are all easy and simple topics to be discussed for those who are not yet fluent in speaking English language. Students could easily connect themselves with these activities which help in the development of their speaking skills in the classroom too.

Unit 2 and Unit 5 provide activities in which students have to organise debates on given topics in the textbook. This is also found to be appropriate and helpful for students as they could develop both their listening skills as well as their speaking skills through these activities. However, not all students could participate in these debates, so it might not be that effective for the students as a whole.

The activity given in unit 3 is found to be suitable for students as all students could participate in the activity given. Students are introduced to the ways of making complaints and are then asked to sit in pairs and receive complaints about certain situations like:

- i) Someone's dog is biting everyone
- ii) The neighbour's parties are noisy
- iii) The painter's work is very shabby
- iv) The fan in your room is not working
- v) The team is not playing well
- vi) A fellow passenger's suitcase is coming in the way in a train compartment.

In unit 4, students are expected to have a conversation with a partner and play roles asking for information through a phone. The conversation topics given are of interesting topics for students which make it easier for them to speak up. Certain topics like calling a local bookstore to find out the price of the new Harry Potter book, a trip to Goa with family, calling a movie theatre to find out tickets availability and calling a school to find out whether school is closed due to a bandh.

The activity meant to develop the Listening and Speaking skills in Unit 6 is found to be a little unfamiliar to students especially in Aizawl city. Child labour is not common in Mizoram as it is in other states. So, though the activity seems quite appropriate in developing the skills in students, students might not be able to relate to such an incident. Besides, students are asked to discuss the possible reasons and remedies for children dropping out of school and are asked to present their views before the class. This might take a lot of time and each student might not even have the opportunity to present his/her view within the class period.

Unit 7 is a lesson on science and technology which is quite interesting and familiar to students of class X. Thus, the activity given in this unit seems appropriate in developing the speaking skills.

Role-playing in groups of four is again given in the last unit i.e. Unit 8. This too is appropriate and motivating for the students as the topic of discussion given could be related to the students. The activity is as under:

Your school is organising a five day excursion to Memphi Hills, about 200 km from your town or city. In groups of four, role-play a briefing session between the teacher and three students. The teacher should give instructions about reporting time, what and how much to carry, type of clothing suitable for the trip and other dos and don'ts. The students should seek clarifications about these instructions and also ask questions about carrying music players, cameras, cell phones and snacks.

Apart from these activities there is a “Learn to infer” column in which students are asked to explain and sometimes discuss topics relating to the given texts. These could also be used in developing the speaking skills of students while at the same time can also serve as reading comprehension for the students.

3. English Course-book in terms of its appropriateness for developing reading skill

The Course-book as a whole can be used as a reading skill development material. However, there is a “Learn to Read” column in which students are asked to answer questions based on the reading of their text. This text could serve as an important tool to practice silent reading and loud reading. The teacher could select the portion to be read and can ask students to repeat after him/her. In this way, students could learn the pronunciation, stress and intonation at the same time under the teacher’s guide.

4. English Course-book in terms of its appropriateness for developing writing skill

The skill of writing aims at enabling students to express themselves clearly and logically. To develop the writing skills of students, the Course-book contains a number of writing activities after each unit in the book.

Unit 1- David’s Story, introduces students to the writing practice of a Poster. The exercise begins with a short introduction and necessary information of the given topic which is found to be a good guideline for the students. It was found that the topic given to undertake is also appropriate as it is in line with the theme of the lesson. Students are asked to give the poster an appropriate title, and to mention the venue, date and time of the event. Then a list of useful tips to guide the students is given as follows:

- Create awareness to inform and educate the public about this issue

- Provide clear dos and don'ts
- Have slogans which are catchy and easily draw attention
- Indicate the name of the organization/ individual that is issuing the notice
- Have attractively laid-out-text- you may use colour and drawings to embellish it.

Unit 2 includes writing of an article in about 150-200 words with the title “Ways to prevent animal attack” for a school magazine. This is found to be interesting and appropriate for students to help in developing their writing skills. Unit 3 is about writing of a formal letter of complaint giving guidelines and providing a format of a formal letter. Unit 4 includes recording information in which an account of playing hockey and a famous player Dhyan Chand are given with an illustration. Unit 5 introduces the writing of a personal letter and the writing of a report while Unit 6 is on writing a diary entry which makes use of the text and the story behind it. Whereas Unit 7 inculcates the art of preparing a notice, Unit 8 prepares students for writing of a descriptive essay and making notes.

It was found that these writing activities facilitate the use of grammatical items which have already been studied by students in previous classes. Students could also make use of the new vocabularies learned from the glossary sections, the idioms and phrases etc. Students could also make use of the tenses in performing these writing activities.

However, due to limitation of time, all the exercises and activities meant to develop the four skills of language- listening, speaking, reading and writing might not be thoroughly dealt within the four walls of the school under the short schedule of everyday routine.

Findings of the Study

Major findings of the study are as given below:

- The Course-book offers opportunities for students to develop their listening skills through discussions, debates, role-play, asking questions etc.
- The activities meant for developing the speaking skills of students were combined with the listening activities in the Course-book.
- All the units and “Learn to infer” column in the Course-book were found to be appropriate for developing speaking skill.
- The Course-book as a whole could be used as a reading skill development material. Moreover, the “Learn to Read” column given in the book was found to be very helpful in enhancing reading skill.

- The Course-book was found containing a number of writing activities after each unit in the book.
- Writing activities in the Course-book facilitates the use of grammatical items which have already been studied by students in previous classes.
- Few activities suggested for developing language skills were not appropriate enough as either the topics were not familiar enough to the students or the activities need involvement of few students only.

Remedial measures for Improvement of English Course-book for Class X prescribed by the Mizoram Board of School Education

Major findings of the study given above indicate the appropriateness of the book for developing various language skills such as skills of listening, speaking, reading and writing. However, few activities and exercises suggested in the book are found to be based on topics in which students may not be familiar enough and some other suggested activities are not inclusive enough leaving majority of the students as passive observers. In view of all these and for further improvement of the book, the following suggestions are offered:

- The contents must reflect the learners' culture so that the learners could easily understand and identify themselves with the topic.
- Activities and exercises suggested in the Course-book should, as far as practicable, be the ones actively involving all the students.
- The subject matters must be presented in an organised manner following the maxims of teaching and learning.
- The previous knowledge of students must be made use of in the Course-book.
- The content matter must include a variety of literary genres for learners to develop a favourable attitude towards literature.
- The content matters must always aim at attaining the general as well as specific aims of teaching a language.
- More vivid and interesting illustrations can be given.
- New words and grammatical rules introduced in the textbook must be utilised and reinforced in the succeeding chapters.
- Grammar rules must be presented in an increasing order of difficulty.
- Exercises must facilitate the use of these rules.

- Guidelines must be provided to develop the listening skill.
- Audio-visual aids must be supported to facilitate learning the skills of listening and speaking.
- More scope for students must be provided in the classrooms for their participation, interaction, and conversation.
- Interesting and motivational topics of writing must be suggested in the activities.

Conclusion

It is noteworthy that the present study found the Course-book prescribed for class X by Mizoram Board of School Education to be quite appropriate for developing language skills in students. However, certain limitations and shortcomings identified by the present study should not be ignored. The measures suggested in this study, if properly implemented, are expected to bring about improvements in the Course-book when to be revised or rewritten and also in other textbooks meant for developing language skills in students.

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Construction of an Attitude Scale towards Sex Education and a Study of Stakeholders' Attitude towards Sex Education at the Secondary School Level

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Abstract

The present article is based on an empirical study conducted in Mizoram. A Likert type attitude scale towards sex education was constructed to find out the attitude of students, teachers and community members towards sex education. The scale consists of 35 statements with 15 positive items and 20 negative items. Reliability of the scale was calculated with the help of Split Half Method and found to be .78. Content validity and criterion related validity were also established. Concurrent validity was found to be .83. Norms and the procedure for interpretation of the scale were also established. The scale was used for assessing the attitude of students, teachers, and community members towards sex education at secondary school level in Mizoram. Findings of the study showed that overall 38.58% of the stakeholders had positive attitude, 25.17% had moderate attitude and 36.25% had negative attitude towards sex education at secondary school level.

Keywords: *Attitude, Sex education, Secondary school*

Introduction

The issues of sexual and reproductive health have remained a forbidden topic for a long time among the Mizo people due to the influence of cultural, religious and geographical factors in Mizoram. Sexual health is an important determinant of productivity and national development, yet, the mere mention of 'Sex' seems to evoke the feeling of embarrassment among both the young and the old. Adults usually refrain from discussing sexual matters with the young. In spite of this, there is an urgent need to address sexuality among our youth due to various reasons- like teenage pregnancy,

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sex abuse and exploitation, sexually transmitted infections (STIs) including HIV etc. Yet, the implementation of comprehensive sex education in the schools continues to be a controversial issue. Hence, it would be pertinent to discover the attitude of the students, the teachers as well as the community members towards sex education.

Attitude Scale

Attitude can be said as a specific mental state. It is a view point one holds towards a person, object, task or idea. It stimulates the behavior and performance of an individual. Attitude may be explained as a mental preparedness which provide stimulus for an individual in some directions. Attitude develops gradually as a result of individual's experiences. The degree or strength of an individual's attitude may vary from extremely positive to extremely negative.

Attitude scale is a special type of questionnaire designed to produce scores indicating the intensity and direction (for or against) of a person's feelings about an object or event. There are several types of scales that can be constructed. Two widely used methods of scaling are method of equal appearing intervals originally developed by Thurstone and summated rating scale known as Likert type scale developed by Rensis Likert. From the scores of an attitude scale it is found out whether the attitude towards certain phenomenon is positive or negative.

Sex Education

Sex education is a controversial issue in the Indian society where sex and its related topics are still taboo subjects. It is an awareness to understand the sex problems scientifically. It conveys all educational measures, which help the growing children to understand and face the problems of life. At the time of puberty, physical changes and emergence of sexual feelings cause a lot of problems among adolescents. Sex education, in this context, plays an important role and parents have to be acquainted with this. According to UNESCO (2009), effective sexuality education can provide young people with age-appropriate, culturally relevant and scientifically accurate information. It includes structured opportunities for young people to explore their attitudes and values, and to practice the decision-making and other life skills they will need to be able to make informed choices about their sexual lives.

Sex education is instruction on issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual activity, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, and birth control. Sex education is also understood as all educational measures which, in any way, help young people prepare to meet the problems of life that have their centre in the sex instinct and incidentally come in some form into the sex of every normal human being.

Rationale of the Study

In India, like other developed and developing countries, teenagers are becoming sexually active at an early age. This can be because of the early entering of puberty and they face many challenges and opportunities. The atmosphere in which the present day child grows has changed radically and is very different from that of their parents and grandparents. Sexual matters are projected everywhere through different mass media like cinema, magazines, newspapers, radio, mobile phones and advertisements etc. A survey conducted by the Family Planning Association among school children revealed that the primary sources of information on sex and related matters were television and magazines, not family, friends, or school. The living atmosphere is saturated with so much sexual awareness that no one can be shielded from its impact.

The need of Sex Education in the educational process is unquestionable. Sex Education is the inculcation of the correct moral attitudes towards sex. It means all the educational measures, which prepare young people to meet the problems of life, center around the sex instinct. Since sex education is an important subject for the students at the secondary level, it would be very interesting to find out the real attitude of students, teachers and the community members in Mizoram towards this program. Besides, no studies have ever been conducted in Mizoram to study the attitude of the Mizos towards sex education. Therefore, the present study aimed to construct an attitude scale towards sex education so as to find out the attitude of students, teachers as well as the community members towards sex education. By doing so, this will facilitate the curriculum framers in making decisions about inclusion of sex education in the school curriculum.

Objectives of the Study

1. To construct and standardize an attitude scale towards sex education at secondary school level.
2. To study the attitude of students, teachers, and community members towards sex education at secondary school level.

Procedure followed for Construction and Standardization of attitude scale towards sex education at secondary school level in Mizoram (Objective no 1):

At first, following six relevant areas were identified on which relevant statements to measure the attitude towards sex education were written:

- Content of sex education
- Who will impart sex education
- When to impart
- Effect on society

- Effect on students
- General

Selection of Statements

Keeping in view the above areas, the researchers collected and framed 90 statements, both positive and negative, for the first draft of the attitude scale by consulting books, journals, internet, teachers, educationists etc. which were then given to ten experts in the field for analyzing the content as well as for editing the statements. Thereafter, a number of statements which were considered irrelevant were dropped and a few statements were modified as were suggested by the experts. Thus after scrutiny, 72 statements were selected for the first draft.

Try Out

The first draft of attitude scale consisting of 72 statements was then administered to 50 high school students, 10 high school teachers and 5 community members having high school going children so as to find out whether the scale was going to be acceptable for the population for whom it was intended. The respondents were asked about their understanding of the statements as well as their level of acceptance or rejection of the statements. After carefully analyzing their responses, 32 statements were again rejected, as these could not be fully comprehended by the try-out groups. Thus 40 statements were retained for the final draft.

With the purpose of finding the discrimination value of each item, the final draft of the scale comprising of 40 statements was administered to 100 high school students, 25 high school teachers and 25 community members. After scoring, the entire scores were arranged in ascending order where the top 27% as well as the bottom 27% of the respondents were set aside for the purpose of item analysis and discrimination. The mean and standard deviation values of attitude score for each statement were then computed separately for the above mentioned two groups. The t-values for significance of differences between the mean attitude scores of the top and bottom 27% group of respondents, that were indicative of their discrimination values, were calculated for all the 40 statements. After that, those items having 't' value above 2.58 i.e. statements which are significant at 0.01 level of confidence were retained for the final scale and statements having 't' value less than 2.58 were then rejected. Subsequent to item discrimination, 5 statements were yet again discarded and the final scale that was ultimately employed for data collection comprised of 35 statements.

Establishment of Reliability

The investigators employed ‘Split-Half Method’ for the establishment of reliability of the scale. The whole scale was divided into two halves on the basis of odd and even number of items. The co-efficient of reliability was computed between the two halves of the scores by using the “Product Moment Correlation”. The co-efficient of reliability of the whole scale came out to be .78, which was considered to be high for an attitude scale.

Establishment of Validity

The content validity of the attitude scale was established by seeking the opinions of experts in the field of education with the nature of content covered by the statements on sex education. The experts approved on the validity of the content of items. For obtaining criterion related validity, the investigator gave the newly constructed scale and another attitude scale towards sex education developed by Dr. Usha Mishra (the criterion scale) to 100 (one hundred) high school students. This way, the scale was validated by means of concurrent validity where correlation coefficient was established between the two scales by employing the product moment correlation. A co-efficient of correlation between these two scales was found to be .83 which indicated high criterion validity.

Scoring Procedure

For scoring of the attitude scale, the investigator followed the pattern suggested by Likert. Each statement in the attitude scale is followed by responses viz. strongly agree, agree, undecided, disagree and strongly disagree. Scoring for each item of the Attitude Scale was done by giving a score of 4, 3, 2, 1, and 0 for positive statements, and 0, 1, 2, 3 and 4 for negative statements. This means the highest possible score for the scale is 140 (35x4) and 0 (35x0) is the lowest possible score. The serial numbers of positive and negative items in the scale is shown in Table 1 below.

Table 1
Serial Numbers of Positive and Negative Items

Sl. No	Types of items	Serial Numbers of items
1	Positive Item	1,4,5,9,10,13,14,15,18,19,20,25,26,27,29.
2	Negative Item	2,3,6,7,8,11,12,16,17,21,22,23,24,28,30,31,32,33,34,35.

Norms and Interpretation of Attitude Scale

To establish norms, the attitude scale was administered to 1200 respondents. The raw scores of all 1200 respondents were transformed into the Stanine scale by organizing them in frequency distribution and then giving the percentage of each stanine score points according to the normal distribution curve. The first stanine includes 4 percent, second stanine includes next 7 percent, third stanine includes 12 percent and fourth stanine includes next 17 percent, the middle or fifth stanine includes middle 20 percent, sixth stanine covers 17 percent, seventh stanine covers 12 percent, eighth stanine includes 7 percent and the top or ninth stanine includes 4 percent of the total cases. This way, norms for interpreting the raw scores were prepared with the help of stanine grade. Accordingly, stanine 1, 2, 3 and 4 indicate negative attitude towards sex education; stanine 5 indicates moderate attitude towards sex education; and stanine 6, 7, 8 and 9 indicate positive attitude towards sex education.

The score range, stanine grade and interpretation of the score are given in Table 2 below.

Table 2

Score Range, Stanine Grade and Interpretation of Scores

The statements of the attitude scale towards Sex Education so constructed by the investigators are presented below:

Sl. No	Score Range	Stanine Grade	Interpretation
1	Above 124	9	Positive Attitude towards Sex Education
2	118-124	8	
	111-117	7	
3	105-110	6	Moderate Attitude towards Sex Education
	98-104	5	
		91-97	4
4	84-90	3	Negative Attitude towards Sex Education
	78-83	2	
5	Below 78	1	

ATTITUDE SCALE TOWARDS SEX EDUCATION

	STATEMENTS	SA	A	U	D	SD
1	Sex education plays a crucial role in creating a better social order.					
2	Sex education is not necessary for eliminating social evils.					
3	Sex education does not help people to learn to respect others as sexual beings.					
4	To improve the individual and community life of the future, sex education is a must.					
5	Sex education is not against our culture.					
6	Sex education increases sex related crimes.					
7	Sex education does not develop responsible citizens.					
8	Sex education gives rise to early marriage.					
9	Lack of sex education gives rise to divorce.					
10	Young people should leave school with knowledge on sex education.					
11	Education about sex encourages young people to have sex.					
12	Sex education often results in unnecessary worries among adolescents.					
13	Introduction of sex education in the school helps the students to understand sex related					
14	Sex education teaches the teens how to make responsible decisions about sex.					
15	Sex education helps the teens to guard themselves against sex exploitation.					
16	Knowledge about sex creates emotional					
17	Sex education lessens the student's interest towards studies.					
18	Teaching sex education in school is as important as teaching of reading, writing and					
19	Right way to approach opposite sex among students can be achieved by being taught sex education.					

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20	Sex education is to make the students aware of do's and dont's regarding sex.					
22	Sex education intensifies sex exploitation.					
23	Growth of population cannot be controlled through sex education.					
24	Sex education does not help people to understand their sexuality.					
25	For the implementation of gender equality among students, inclusion of sex education in school curriculum is a must.					
26	Technical knowledge about issues associated with sex can be acquired only					
27	Sexually transmitted infections can be prevented through sex education.					
28	Sex education makes the adolescents narrow minded.					
29	Sex education helps the students to understand that sex is a normal part of life.					
30	Sex education increases unwanted desires among students.					
31	Sex education should not be introduced in the school programme.					
32	Giving too much information on sex education to school students is not sound.					
33	There is no need of sex education before					
34	Sex education does not require any special training.					
35	Sex education causes serious problems among adolescents.					

Attitude of Students, Teachers and Community members towards Sex Education at Secondary School Level in Mizoram (Objective no 2):

The attitude scale towards sex education was administered to 400 high school teachers, 400 high school students and 400 community members who had high school going children. The responses obtained from the subjects were scored and tabulated. On the basis of the responses obtained from them, all the respondents were categorized into three groups in accordance with the norms of the scale. The following table No. 3 shows the number and percentages of all respondents' attitude towards sex education.

Table 3**Attitude of Respondents towards Sex Education**

Respondents	Positive Attitude	Moderate Attitude	Negative Attitude
All Samples (N=1200)	463 -38.58%	302 -25.17%	435 -36.25%
Students (N=400)	152 -38.00%	90 -22.50%	158 -39.50%
Teachers (N=400)	178 -44.50%	127 -31.75%	95 -23.50%
Community Members (N=400)	133 -33.25%	85 -21.25%	182 -45.50%

The above table shows that out of 1200 respondents, 38.58% had positive attitude, 25.17% had moderate attitude and the rest 36.25% had negative attitude towards sex education at the secondary school level. Further, Table 3 reveals that among the 400 student respondents, 38% had positive attitude, 22.50% had moderate attitude and 39.50% had negative attitude towards sex education at the secondary school level in Mizoram. Out of the 400 teachers, 44.50% had positive attitude, 31.75% had moderate attitude and 23.75% have negative attitude towards sex education at the secondary school level. Among the 400 community respondents, 33.25% had positive attitude, 21.25% had moderate attitude and 45.50% had negative attitude towards sex education at the secondary school level in Mizoram.

This implies that overall more number of the respondents (students, teachers and community members) had positive attitude towards sex education. However, more number of students and community members had negative attitude towards sex education where as more number of the teachers had positive attitude towards sex education at the secondary school level. Thus, the study revealed mixed attitude of the stake holder towards sex education.

Discussion: An attitude, whether negative or positive, occurs because of some reasons. The finding in the present study reveals that more number of the respondents had positive attitude towards sex education which could indicate that Mizo people in general are quite receptive in matters related to sex education. Mizo's are close-knit society with no class distinction as such. Besides, being a young society, Mizo people are much influenced by the western culture which could be the plausible reason for more respondents having positive attitude towards sex education.

In the present study, the attitude of community members (parents) and students towards sex education was found to be largely negative. This could be because of the conservative attitude of the community members towards sex education. Many Mizo community members still consider that sex and its related topics is taboo subject and that discussing sexual matters in school will probably promote uncontrolled sexual practices and experimentation among adolescents. Therefore, this could be the reason why majority of parents did not feel it necessary to impart it in the schools. The reason why the students' attitude was negative could be that they did not receive proper awareness from their parents as even the attitude of community members (parents' attitude) was also negative towards sex education.

Since it is mostly the teachers who takes responsibility in imparting sex education in Mizoram, teachers at the secondary schools are mostly well informed about the true characteristics of sex education and its importance for the adolescent students. They seem to know that sex education would prevent unwanted pregnancies, enhance healthy relationship between opposite sex, and prevent transmission of HIV infections and STDs. Most teachers recognized that it was essential to educate the students on the basic processes of human reproduction. Therefore, more number of teachers had positive attitude toward sex education at secondary school level.

Conclusion

In an age of technology and where mobile phone and the internet have become a part of our lives, access to the world is just a click away. Compared to the youth of past generation, youths today have more opportunity and challenges. Although the young generations of today are now so much more exposed to sexual contents, however, in a developing country like India, sex education is still generally considered a taboo. But this rapid societal change has also started to stir interest among the parents. And in order to find remedial solution to this ever growing concern, it is essential to study the views of students, teachers and community on sex education. Even in Mizoram, since proper sex education is not imparted either in school or at home, young people are often misinformed about sex which often leads to worse consequences. It is desired that sensitization and awareness programmes for the students, teachers and community members in the form of seminar, media etc. about the importance and need of sex education should be organised. Steps should be taken for introduction of comprehensive sex education through the school syllabus starting from upper primary school stage taking note of Mizo society and culture.

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Impact of Internet Use on the Academic Development of Higher Secondary School Students within Aizawl City

Lynda Zohmingliani*

Abstract

It is generally assumed that the internet plays an important part in the lives of the urban youth, many of whom are in the higher secondary schools. The smart mobile phone is now within the reach of most families and it is mostly through this that the Mizo youth gets in touch with the outside world. This study is an attempt to find out how the use of internet has affected the higher secondary students in their academic life. The sample comprised of 100 students from 8 higher secondary schools within Aizawl South-II block during the academic year 2014- 2015. Data for the study were collected through a questionnaire constructed by the investigator. The results indicate that majority of the higher secondary school students in Aizawl city knows the usage of internet but only few make its proper use for their academic development. As Government of India is strongly promoting the use of the internet, measures must be taken for improvement in the right use of internet by the students for their academic development.

Keywords: Internet, Digital India, Academic development, Language, Vocabulary

Introduction

Mizoram has the distinction of being one of the most peaceful states among the north east states in India. Since a treaty was signed between the government of India and the then union territory in the year 1986, the state has witnessed a number of developments it might have otherwise missed had it still been an insurgent territory. Today, its literacy rate is second only to Kerala in the whole of India. As far as urbanization is concerned, it is ranked 7th in the 2011 census with more than 50% of its population living in the urban areas. This means quite a large number of the population is in touch with the amenities one gets in an urbanized setting- one of this being the internet.

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According to the Digital India Program, there are three vision areas which are:

- i) Digital Infrastructure as a Core Utility to Every Citizen
- ii) Governance and Services on demand
- iii) Digital empowerment of citizens.

Under the third vision, we see the following provisions:

- Universal digital literacy
- Universally accessible digital resources
- Availability of digital resources / services in Indian languages
- Collaborative digital platforms for participative governance
- Citizens not required to physically submit Govt. documents / certificates

It is a known fact that as far as universal digital literacy is concerned, Mizoram is still much behind. But a number of digital resources are at hand. One example of this is the smart mobile phone which is widely prevalent among the Mizo youth. Although there is no research yet to back it up, it might not be too far off to state that almost every household owns a mobile phone which has internet connection. Therefore, Mizoram might be quite ready as far as digital India program is concerned. There is very little literature to read as far as the impact of internet on the Mizo culture is concerned, but it cannot be denied that like the two sides of a coin, there has to be something bad to accompany it if there is something good.

Rationale of the Study

Mizo youth pride themselves as standing in the forefront of almost every technological invention. One of the technological inventions they are very much in touch with is the internet. Since the day it reached Mizoram, the youth have been the ones to make maximum use of it. However, it is not clear how this usage of the internet has impacted their studies. Since digital India is very much going to be a part of education, it would be interesting to find out if this will positively or negatively affect education. This study was undertaken to find out whether our youth make good use of the internet or not. Since higher secondary stage is the level which is dominated by youth who have just been allowed the use of mobile phone and internet, this stage was chosen.

Objectives of the Study

- i) To find out the frequency of students' internet usage.
- ii) To find out the amount of time spent by students on the internet.
- iii) To identify the main reason(s) why students use internet.
- iv) To study the effect of internet usage on the academic development of students.
- v) To suggest measures for improvement.

Methodology

The present research is mainly descriptive in nature.

Population and Sample

The target population of the study was the higher secondary school students of Aizawl city. Eight higher secondary schools within Aizawl South-II block were selected randomly and further, 100 students were selected from the eight schools following simple random sampling technique during the academic year 2014- 2015.

Tools Used

Primary data was collected by means of a questionnaire developed by the investigator. This questionnaire was divided into three sections. The first section was regarding the personal profile of the student, the second section was concerned with the profile of internet usage and the third section dealt with the impact of internet on the students' academic development.

Results

Data was mainly analysed by using descriptive statistics like percentages and content analysis according to the objectives of the study and the results are presented below.

i) Frequency of students' internet usage: School works for five days in a week. Thus, students spend majority of the days in schools. Therefore, students literally have just two full days free in a week and the morning and evening time before and after school on the working days. This leaves them with little time for fiddling with the internet. Taking these free times in consideration, the investigator tried to find out the frequency of students' internet usage. The results are reflected in Table-I.

Table-I
Frequency of Students' Internet Usage

Frequency of Use	Frequency	Percentage
Twice a week	9	9
Once a day	20	20
Twice a day	19	19
Many times a day	52	52
Total	100	100

Source: Field study

As revealed from Table-I, 52% of the sampled higher secondary students within Aizawl south II area used to access the internet 'many times a day', which means they were almost all the time online. Besides, 9% used the internet on an average of two times a week on the weekends; and 19% spent their time on the internet in the morning and evening, the two best times for studying. This shows that students indeed spend a lot of time on the internet.

i) Amount of time spent by students on the internet: Amount of time here indicates the length of time a student spends on the internet once he is logged on. Table-II indicates the duration students used to spend on the internet in a day.

Table-II
Amount of time spent by students on the internet (in hours)

Time Spent	Frequency	Percentage
Less than 3 hours	51	51%
More than 3 hours	49	49%
Total	100	100%

Source: Field study

As found in Table-II, 49% of the sample students spent more than three hours on the internet in a day. This shows that they had hardly have time for their studies. Not only this, they had no time to contribute to household chores. This would not only weaken them in their subject but would also isolate them from their family.

i) Main reason(s) for use of internet: There are a number of sites on the internet. Some are purely for social networking, some for important information and others for entertainment. It was thought to be interesting to find out their reasons for using the internet. The amount of time students spent on the internet has been found out and the results have been reflected in Table-III.

Table-III
Reasons for Use of Internet

Purpose	Frequency	Percentage
Entertainment	36	36%
Communication	29	29%
Information	26	26%
Time killing	8	8%
All of the above	1	1%
	100	100%

Source: Field study

As revealed from Table-III, only 26% of the students used the internet to seek information. The rest of them spent it on entertainment, communication and to kill time. A small 1% spent it for all the reasons that were expressed in the questionnaire. This shows that maximum number of the students spent time on the internet for reasons quite unhealthy for their academic growth.

i) Effect of Internet Usage on the Academic Development of Students: Since academic growth is one of the most important reasons why students attend school, any activity that hinders this growth is considered unhealthy. However, even if a particular activity is not directly related to their studies but it aids their education in some ways, it is still considered beneficial. Since students spent so much time on the internet which is overloaded with a host of information, it was decided that the present study should focus on whether this affects the academic development of students in a positive way or not. Tables-IV.1 to IV.4 are all related to this particular objective.

Table-IV.1
Use of Internet for Educational Purpose

Reason for internet access	Frequency	Percentage
For non educational purpose	84	84%
For educational purpose	16	16%
Total	100	100%

Regarding the reason for students' main usage of internet, including those students who spent time for non educational and educational reasons, it was found through Table-IV.1 that only 16% used it for educational purposes along with other reasons. This shows that majority of the sample students spent time on the internet for non educational purposes. If this trend goes on, a digital India might not be beneficial to students at this stage.

Table-IV.2
Educational Purpose for which Internet is used

Educational Purpose	Frequency	Percentage
Assignment	25	25%
Project	16	16%
Research	8	8%
General Knowledge	48	48%
All of the above	12	12%
Total	100	100%

As indicated in Table-IV.2, students used the internet for a variety of reasons. In the present study, four main reasons were laid down. It was found that students did access the internet for at least one of these educational reasons. 12% of the students had the sense to use the internet for all the reasons listed by the investigator. This shows that as far as internet usage is concerned, students do know how to make educational uses.

Table-IV.3
Place of using Internet

Place of using internet	Frequency	Percentage
Home	66	66%
School	3	3%
Mobile phone	31	31%
Total	100	100%

With regards to the place where the students accessed the internet, it was found that 31% of the students had all the time access due to possession of mobile phones. This is a high percentage considering the fact that those students were just out of secondary school. However, Table-IV.3 indicates that only 3% of the students had access to internet during school time, which indicates that schools must be having strict rules regarding internet usage in schools. The fact that 66% of the students used the internet from home is a strong indicator about parents' acceptance of this technology.

Table-IV.4
Impact of Internet Usage on Students' Academic Development

Sl. No	Statement	i Strongly Agree (%)	ii Agree (%)	i + ii	iii Disagree (%)	iv Strongly Disagree (%)	iii + iv	No Opinion (%)	Total (%)
1	I have a problem in focusing on my studies	11	44	55	31	6	37	8	100
2	My attention has reduced since I began using internet	8	37	45	37	6	43	12	100
3	I have no improvement in my studies since using internet	4	20	24	51	19	70	6	100
4	My internet usage has reduced my time for study	18	43	61	30	2	32	7	100
5	Internet usage reduces my language command and creative writing skill	4	22	26	40	16	56	18	100

Impact of Internet Use on the Academic Development of Higher Secondary School
Students within Aizawl City

6	My vocabulary has reduced after I started using internet	1	11	12	37	37	74	14	100
7	I find that I read less and spend more time on internet	12	50	62	22	10	32	6	100
8	I write less and spend more time on the internet	10	45	55	28	11	39	6	100

Table-IV.4 shows the results of students' self assessment regarding the impact of internet usage on their academic development. A total of 8 statements connected to academic development of the students were listed and the sample students were requested to mark their opinions in these categories.

A cursory glance at the response of students to statements 1 to 8 reveals that students themselves admitted that usage of internet has indeed adversely affected their studies. A total of 55% of the students agreed that they concentrated less on their studies. Another 61% admitted that internet usage gave them less time for studies. Further, 62% felt that they spend more time on the internet than their studies. There was a strong indication that language and vocabulary did not suffer due to internet usage as 56% did not see a decline in their language due to internet usage. Moreover, 74% of the students did not feel any reduction in their vocabulary due to use of the internet. Here, the language and vocabulary mainly refers to their command of the English language vocabulary and not their mother tongue. This is not surprising as the main language used in the internet is English.

Therefore, it can be seen without a doubt that internet usage has greatly affected the academic development of the students at this stage as they had less time for studies. It can also be safely assumed that their usage was mostly for other purposes besides educational purposes although there were students who used for educational purposes too. Thus, it is clear that students would much prefer a digital classroom rather than the traditional one. It means that students at this stage are quite mentally prepared for a digital classroom. For this reason, it may be wise to welcome the internet into the classrooms and introduce its benefits to students before they all become aware of the negative aspects only.

i) Measures for Improvement: Whether digital India will be fully realized in the next coming years or not is a question. It is evident from the study that the students at Higher Secondary stage in Mizoram are familiar with the use of internet. With or without digital India Program, the usage of internet is growing and it is expected to grow. But as shown by the present study, only a very small percentage of students use it for their academic improvement. Most students use them for social networking sites

and entertainment. Therefore, it is imperative that students should be made aware not to abuse the internet but to use it for educational purposes before it becomes truly universally accessible. The following points are suggested in order to improve students' usage of internet for academic development:

- a) *Education:* Before digital India really takes hold of the students and teachers, it is important to give education regarding the prudent use of the internet. Both students and teachers need to be educated regarding the maximum use of the internet for their academic development. Care should be taken that both students and teachers are aware of the dangers of internet usage. Parents should not be left out but rather they should be involved regarding the amount of time their children should use the internet.
- b) *Diligent patrolling of various sites:* There should be a strict order regarding the various sites available on the internet. In fact, it might be wise for the government to put a controlling measure on the visitation rights of certain sites that would not be beneficial for the progress of individuals. It is likely that more will abuse than use the internet for positive purposes if this is not done so.
- c) *Provision of age specific learning material:* If education is going to be an active member in digital India, it may be advised to have more internet programs focused on students of different ages. Learning materials may be arranged in a language they can understand using teaching aides they can identify with. This will not only enhance learning as is the vision of the digital India program but will also motivate students to make more positive uses of the internet. The ultimate beneficiary will be students who are going to be the future pillars of the society.

Conclusion

Even before the coming of the internet, India has been using technology for teaching and learning on a large scale. In fact, quite early, in 1975, satellite technology was already introduced in education. This shows that technology can be a friend and not a foe to education. The internet is here to stay, whether we accept it or not. Therefore, it is wiser to learn to make good use of it rather than fight it because of its many negative points. The many positive characteristics of the internet should be more widely circulated than the negative points. If India learns to make use of it in the way it is meant to be, life will be easier and there will be more time for more activities that may be of benefit to children and adults. Not only this, it is assured that less money will be spent on a number of activities that can be accomplished with the click of the keyboard. Students will be able to learn at their own pace and even handicapped students may be able to learn from home without missing many of the activities that normal children experience in schools. Teachers will be able to distribute their teachings to a wider

audience and there will be overall good learning experiences. In other words, many of the disparities in teaching and learning that presently pervade education will be minimised if not abolished all together. On this note, let us eagerly wait for a truly digital India where even the isolated north east will no longer be isolated, where language problems will lose their meaning and more of us will be able to get access to quality education.

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Correlation of Reading Comprehension and Achievement in Computer Education of Persons with Hearing Impairment

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Abstract

Language is the basis for attainment of objectives in any educational system. It is hard to think education without language particularly in case of children with hearing impairment where it is observed that due to poor language competency, they perform poor in academics as compared to the regular school going children. That is why it is essential for them to develop competency in language. This, in the long run, helps them in higher education and in vocational training. Reading is receptive skill of language. One of the most important tools, students with hearing impairment have in their hands is reading. The present study focuses on the correlation between reading comprehension and achievement in computer education of persons with hearing impairment. The study was conducted on 62 hearing impaired students studying in Std-IX and Std-X in special schools for hearing impaired using purposive sampling technique. The purpose of the study was to examine whether those hearing impaired students who perform well in reading comprehension also perform equally well in computer education. The findings conformed that those hearing impaired students who performed well in reading comprehension test did well in computer education especially at knowledge and understanding level.

Keywords: *Reading comprehension, Knowledge, understanding and application type questions, Computer education.*

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Introduction

Reading is the process of deriving meaning from print. People have been reading as long as language has been written down. Reading has been described as the “Window into knowledge” and one of the important goals of teaching language is to develop the ability to read. This is as true for normally hearing children as it is for the hearing impaired (Webster, 1985). But it plays an extremely important role in the academic achievement of the students with hearing impairment as they find difficulty in language and communication. Empirical evidences cited by Catts and Kamhi (1986) established that language difficulties associated with school age children affect significantly to their academic performance. The difficulties are in respect to vocabulary, word identification, syntactic complexity, morphology and pragmatic use of language. Allen (1986) identified that the academic achievement of deaf and hard of hearing students is lower on average than that of normal students and their reading ability is of around the fourth grade level by the time they finish high school. One of the most important reasons for lower academic achievement is poor reading capacity. According to Trybus and Karchmar (1977) “Reading comprehension constitutes probably the single most critical area of school achievement for any group of children”.

One of the aims of education for children with hearing impairment is the development of literacy skills. Literacy involves development of reading and writing. Reading is essential for gaining knowledge which, in the long run, helps in higher education and in Vocational training. The field of information and communication technology is gaining importance and hence computer education is being introduced at school levels. It is also thought to be the most preferred stream in vocational education for students with hearing impairment. Though in initial stages of computer training most of the work is practical based, still, reading helps in achieving excellence at higher level of education. It is desired to see the relationship between the two empirically.

Objectives of the Study

Considering the need to focus on the relationship between reading comprehension of children with hearing impairment and achievement in computer education, the following objectives were framed:

1. To find the correlation, if any, between performances in knowledge aspect of reading comprehension and overall achievement in computer education of students with hearing impairment.
2. To find the correlation, if any, between performances in understanding aspect of reading comprehension and overall achievement in computer education of students with hearing impairment.

3. To find the correlation if any between performances in application aspect of reading comprehension and overall achievement in computer education of students with hearing impairment.

Hypotheses of the Study

1. There exists a correlation between performances in knowledge aspect of reading comprehension and overall achievement in computer education of students with hearing impairment.
2. There exists a correlation between performances in understanding aspect of reading comprehension and overall achievement in computer education of students with hearing impairment.
3. There exists a correlation between performances in application aspect of reading comprehension and overall achievement in computer education of students with hearing impairment

Methodology

Research design: - Descriptive survey method was followed for the conduct of the study.

Sample of the Study: Purposive sampling technique was followed for the study. 62 students with hearing impairment with hearing loss more than 71 dB in the better ear in the conversational range of frequencies studying in STD- IX or STD-X in special schools for hearing impaired from the state of Maharashtra were selected. The subjects were within the age group 14-25 years. Wide range of age of the subjects was due to the fact that some were admitted at late age. It was ensured that they did not have any other associated problems and were in receipt of computer education as a part of the school curriculum. Their mother tongue was Marathi.

Tool Used:

A Reading Comprehension Test (RCT) was developed by the investigators to test the knowledge, understanding and application aspects of reading comprehension of the subjects. Three passages namely 1) News (arrival of monsoon), 2) Advertisement Pamphlet (opening of a new cloth shop), and 3) Mobile phone Manual were selected. A blue print was prepared for number of questions to be set on different aspects based on the weightage given to contents, objectives, and forms of questions. The test had 20 questions of objective type and short answer type i.e. 11 on knowledge, 8 on understanding and 1 on application aspects after getting reviewed by experts. Content

validity of the developed test was carried out with the help of 9 judges. Test-retest reliability was established with 40 regular school going students of standard IX and X and it was found to be 0.461 indicating high reliability of the test. Each question carries one mark for correct answer. A scoring key was prepared for evaluation of the response sheets. The achievement score of the subjects in computer education were obtained from school records in examinations already conducted. As such, no tool was used for the purpose.

Analysis of Data

The reading comprehension test was administered to the selected subjects in classroom setup. Their answer scripts were evaluated based on the prepared scoring key. The achievement scores of the subjects in computer education were also obtained as assessed by the respective school computer teachers from the school records. Pearson's correlation was applied to analyze the data using SPSS package.

Results and Discussion

As already mentioned, product moment correlation coefficients were computed to find out the relationship between overall achievement in computer education of students and their scores obtained through RCT on three aspects – knowledge, understanding, and application in conformation to the objectives. The results are presented below followed by interpretation and discussions.

Correlation of Knowledge, Understanding, and Application aspects of Reading Comprehension with Achievement in Computer Education

Variables correlated	N	'r' value	Degree of correlation	Significance
Knowledge Aspect of Reading Comprehension and Achievement in Computer Education	60	0.899	Very high correlation	Highly significant
Understanding Aspect of Reading Comprehension and achievement in computer education	62	0.834	Very high correlation	Highly significant
Application Aspect of Reading Comprehension and achievement in computer education	60	0.559	Moderate correlation	Highly significant

As revealed from the above table, the correlation between performances of hearing impaired students of IX and X standard in knowledge aspect of reading comprehension and achievement in computer education was positive and significant. Therefore, the

hypothesis - “there exists a correlation between performances in knowledge aspect of reading comprehension and overall achievement in computer education of students with hearing impairment” is accepted. This may be due to the fact that the knowledge-based questions were lower order questions based on the facts presented in the text. The questions were direct questions like What, When, Where, etc. expecting to get literal answers. According to Marschark and Nall (1985), literal reading strategies are classed as those that facilitate the gaining of information directly from the text. Computer test of 9th and 10th also involves mostly labeling parts and telling function of different icons of computer and their functions. That means they are also lower order questions. Hence, a very high correlation was found. Thus, in the present research, the students who had performed well in computer examinations also performed well in knowledge level questions of the reading comprehension test developed by the researchers indicating positive significant relationship between the two.

The above table also reveals that the correlation between performances of hearing impaired students of IX and X standard in understanding aspect of reading comprehension and achievement in computer education was positive and significant. Therefore, the hypothesis - “there exists a correlation between performances in understanding aspect of reading comprehension and overall achievement in computer education of students with hearing impairment” is accepted. This may be due to the fact that understanding is based on knowledge. Since the subjects (students with hearing impairment) who participated in this study had performed better at knowledge level, they also performed better at understanding level too. The understanding based questions of the reading test were middle order questions, neither too easy nor difficult. The questions were based on the presented reading passage with a twisted language. Apart from these, the reading passages selected for the present study were based on the day to day activities and experiences. The previous knowledge and experience gained through reading newspapers, operating mobiles through the use of manuals etc. might have helped the students to answer the understanding based questions. Though the overall percentage of marks obtained on understating questions was less than the knowledge based questions, no marked difference was found between the two scores. So like knowledge, a high correlation was found between the performance in understanding aspect of reading comprehension and overall achievement in computer education of students with hearing impairment indicating positive significant relationship between the two.

Further, the above table reveals that the correlation between performances of hearing impaired students of IX and X standard in application aspect of reading comprehension and achievement in computer education was positive and significant but moderate. Therefore, the hypothesis - “there exists a correlation between

performances in application aspect of reading comprehension and overall achievement in computer education of students with hearing impairment” is accepted. This may be due to the fact that in the reading comprehension test, application questions were not skill based whereas in computer education the application questions were skill based and students had to show their achievement through practical work i.e. they had to do the computer operations directly on the computer. Also, students used to do a lot of practice in computers and adequate time was allotted in school time tables for the purpose. Answering application based questions involves higher order skills. Gately (2008) observed that along with reading comprehension, students must understand vocabulary, style, structure, characters, and more. Frequent and repeated readings of texts promote students’ recognition and familiar schemas, building on comprehension (Lanter & Watson, 2008). All these might have influenced the performance of students in answering the application type questions of the reading comprehension test. From the scores it was found that only some average and good readers were able to answer the higher-level application based questions. According to Paul (1977) critical comprehension relates to reader judgments of the appropriateness of the author’s ideas, style, and the effectiveness of the writing. Success at this level depends on the acquisition of skills at the literal and inferential levels.

Conclusion

To conclude, the study found positive and significant correlation of knowledge, understanding and application aspects of reading comprehension with achievement in computer education of persons with hearing impairment. Those who performed well in computer education performed, by and large; performed equally well in reading comprehension test especially at knowledge and understanding level. Thus, developing reading skills in children with hearing impairment is essential for their success in education whether technological or vocational. Hence, teachers should focus more on all aspects of reading comprehension, more particularly on application. They should try to develop appropriate remedial strategies for improving the reading comprehension of students who are poor in it. Development of good reading skills should be emphasized from early stage of education of hearing impaired children.

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Lesson Planning: An Art as well as Science

Nitu Kaur*

Abstract

Lesson planning is a traditional term in the field of teaching. Planning is both an art and science. It comprises of minute detailing of stages which makes it an art and since it is a goal-oriented activity so it needs systematic of science. Planning of lesson is an intelligent practice which gets more and more nearer to perfection as a matter of practice. Content mastery is of course a prime requisite for good teaching but to plan well needs more than that. It is the dedication of teachers that makes good plan. Every practical attempt of planning a lesson is a new opportunity to see the subject matter coming alive through a new dimension and also integrating newer concepts which strengthen the fundamental understanding of both the teacher and the taught. The new knowledge society has fixed limits of space and time in achieving instructional objectives inside classroom. This constrain is very well taken care by lesson planning.

Keywords: *Lesson Planning, Art, Science*

What is a Lesson Plan?

A lesson is an organized set of activities designed to present one manageable-sized piece of your course (BCIT Learning and Teaching Centre, 2010). In terms of a plan it comprises of a sequence of events meant to be transacted in teaching learning situation with an intention to achieve desirable learning outcome in the learners which are assessed on behavioral terms. A lesson plan is essential for novice teaches and convenient for experienced teachers (Jensen, 2001). A plan of lesson makes things in place, provides a structure or mental scheme and also boosts confidence within the teacher before entering the classroom. A lesson delivered without a plan and no preparation is often a hopeless event, none of the good teachers henceforth are comfortable with idea of going to the class without any plan. A plan of lesson can be

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on daily to weekly basis. There can be plan on a topic or plan for a unit, the unit plan. A lesson plan varies between a range which sometimes can be a simple snapshot of events schemed with a sequence in the teacher's mind and sometime it turns out to be a detailed account of every step to be followed in the classroom. It depends on teachers' choice for the day, group to be taught, autonomy on the part of teacher, time-space constraints and most importantly the status of the teacher between being novice or experienced. By the way lesson planning is a fruitful activity whether some teachers like it or not.

Importance of Planning

Modern society is a scientific society. Here pre-planning is an important aspect. What we are to achieve tomorrow, it has to be decided today. It is a type of scientific approach. We see future today through intelligent prediction. Whatever problems come in front of us we divide it into small pieces and try to analyze each part and prepare a scheme to solve each of them. In the same way if we take teaching as science, a technique, then initially we need to identify the problems in the process. What is to be taught i.e. subject matter and to who are to be taught i.e. students are the two questions which have to be initially asked. Lesson planning is at the heart of being an effective teacher (Ashcraft, 2015). Its use makes effective learning possible. Lesson planning is just like trying to make a meaningful learning experience by discovering more meaningful connections and relationships between concepts. Lesson planning is an opportunity to relook upon missing links between facts in content. Therefore lesson planning makes sense in making learning interesting. Working without a plan, is just like working without an aim in mind. The most thoughtful people begin with an end in mind which means that they know what they have to achieve out of their actions and efforts. A good teacher knows the importance and advantage of planning.

Components of a good Lesson Plan

Good teaching is all about acquiring artistry in teaching the most complex things simply. It thus implies a good lesson plan should be aimed at making learning simple for learners. Also it requires the teachers to plan effort fully, often taking pain to explain an average concept elaborately. Every lesson has some basic components which characterize it. Ideally a good lesson plan has the following attributes:

1. Structure of lesson: There are many standard templates for lesson plan available worldwide and all of them have been designed with an attempt to provide meaningful learning experiences in the class. Nevertheless in spite of being different in the layout, every lesson has a baseline structure suggesting the three main phases of any lesson plan. Namely, they are the pre active, interactive and the post active phase. For many

dedicated teachers, lesson planning begins a long before their actual classroom transaction and for many others it happens a night before the class. This phase before the entry into the classroom is the pre active phase. The real transaction phase is the interactive or the active phase. The phase when the transaction of lesson is over is the post active phase.

Collectively, the three phases can be also linked to the input, process and output stages of a lesson plan. The input here is in form of instructional objectives specifically chosen to be achieved after the delivery of a chosen content in a lesson, the choice of approach, method, strategies and techniques, kind of prior preparation of Teaching Learning Materials(TLMs) and any special arrangement to be made before the delivery of lesson. Also in the pre-active phase itself efforts are made to choose the appropriate evaluative strategies.

The actual transaction is the most comprehensive phase as it follows another structured sequence of phases within it. The transaction phase is fully based on actions of teacher and expected reaction of students. Every lesson which gets transacted in the classroom undergoes three distinct phases. At first there is an introductory phase, followed by the explanation or the presentation phase and finally ending with the evaluation phase.

Throughout these phases the teacher fully makes use of micro and macro skills which make effective learning possible. Skills like setting induction help to establish rapport with students and arouse curiosity within them as the lesson is introduced in first phase. Here teacher makes sure that students have the desired level of previous knowledge with which he/she can connect the new knowledge. Communicative skills of speaking, listening, writing along with attending to non-verbal cues, concentrating and thinking are all the main ingredients of explanation both on part of teacher and taught. Explanation is itself a skill. Explanation as a skill requires mastery over skills like application of stimulus variation, using questioning, and providing illustrative examples. Reinforcement skill helps to strengthen the bond between teachers and the students. Finally while ending the explanation; teacher has to give a good closure to the discussion by appropriate recapitulation and summarization of the key ideas. The evaluation then follows where teacher tests the learners on set objectives. Here skill of questioning is maximally used. A good plan always tries to measure the learning outcome of students in the light of instructional objectives. Questions testing the basic and higher level of cognition may be asked by teachers depending on the type and amount of content covered by them.

The post- active phase is equally important where a teacher is able to assess his/her own teaching through feedback he/she receives out of evaluation. This phase

provides a kind of introspection, knowledge of gaps in learning and improvement for re-planning the next lesson.

There are teachers who are genius i.e. born teachers mainly because of innate character and also experience. They need not follow the rule of a structure in their plan as their basics are already clear, but a novice teacher is required to follow the steps of structural sequence in order to get the best results out of their good plan and teaching.

2. Time bound: A lesson plan is time bound. It is a plan as it operates within the limits of time. Ideally the plan is for 35-40 minutes, but circumstantially, it can be between 30-60 minutes. The pre and post active phase of the plan does not fall within this limit of time. For a good introduction of a new topic maximally 10 minutes should be devoted on an average out of 40 minutes. The explanation should be given 25-30 minutes for a plan and last 5 minutes should be kept for evaluation.

3. Manageable organized whole: A plan of 40 minutes should be focused and functional within the limits of space, resources and other environmental constrains. Neither it should be over-ambitious nor should it be below the aspiration of learners belonging to particular level of cognition. It has been documented through researches that the attention span of learners varies within the group. Hence it is very important to maintain the suspense and curiosity in a lesson till the end and this perhaps is an art to be possessed by teacher aspirant to become the best teacher. Also, researches reveal that the level of attention is maximum at the beginning of lesson and gradually towards the end of 30 minutes tends to diminish. In a fully teacher centered classroom the graph of attention span falls drastically towards the end. Throughout the interactive phase teacher has to use enough tactics, skills and efforts to keep the audience in the discussion. The teacher is in role of motivator, manager and magician. This attention span varies across various age groups. It is relatively unstable for younger age groups compared to older ones. Variation in strategies and approaches are required within the time limit of 40 minutes which is a great challenge for a teacher. Planning well in advance and categorically dividing time between different tactics for efficient transaction is a need of every good lesson plan. In short a good plan should be organized in a way that it is manageable and accomplishable.

4. Flexible in format: An active lesson i.e. a lesson being transacted is an excellent opportunity to revisit the learned concept on the part of teacher while teaching it. Teaching is learning twice and it is an arithmetic progression which keeps on happening year after year, refueling, and relooking the same known concept. As a matter of experience, most teachers share the joy of relearning the taught lesson every time with a new brigade of learners. The subject comes alive and often the most brilliant ideas strike the mind in the midst of a discussion, while taking an extra ordinary question of

a young mind. Teacher makes use of the technique of mind- mapping to monitor learners' progress and diagnose the problems they encounter. Students' queries and questions compel the teacher to retake the concept in a new perspective, through the lens of learners. Here what is alive is the unity of minds of both the teacher and the taught and that is the beauty of a classroom environment. Hence a good lesson plan is never a static content to be delivered year after year rather a dynamic expedition frequently occurring within the boundaries of an alive classroom. Its length and breadth keeps on expanding through multiple lenses and minds involved in the process. A very interesting thing about this process is that every time it has one common witness, the teacher.

5. Shows evidence of learning: A good plan comes up with creating situation which provides evidence of learning. Teacher gains knowledge about the learning outcomes through evaluation phase and often it is not complete in all regards. Hence a good plan should create situation throughout the interactive phase to provide evidence of learning. Within the main body of lesson questioning as a skill and strategy should be exploited to an extent that learning gaps can be addressed. Probing, developmental, recapitulative and evaluative questions should be the prime components of a good plan. If possible learners' Higher Order Thinking Skills (HOTS) like analyzing, synthesizing and decision making skills should be enhanced by creating appropriate teaching-learning situations. Planning the lesson using Bloom's learning objectives is a good choice and best teachers have shown evidence based learning using Bloom's way. Bloom's Taxonomy helps to divide the instructional objectives between knowledge, comprehension, application, analysis, synthesis and evaluation levels within the cognitive domain. Although the higher order objectives in Bloom's Taxonomy namely, analysis, synthesis and evaluation are not easily achievable after delivery of every lesson but a minimum of first three levels namely, knowledge, comprehension and application objectives are mandatory for all teachers to achieve. In fact a good plan shows visible signs of achieving the objectives of the higher levels of cognition. Ideally for a younger age group of learners the first three levels of cognition are assessed and as the learners attain Piaget's formal operational stage of cognition their Higher Order Thinking Skills (HOTS) are of prime focus.

6. Series of tactful event: A lesson plan is an intelligent scheme to achieve maximum desired objectives. In the process a teacher may use innovative strategies and thoughtful tactics to ensure maximum meaningful learning. There are already a variety of approaches and methods which can be chosen for different contents and requirements of curriculum. An approach comes before the choice of a methodology. Approach simply is way of doing things. It underlines the philosophy of teacher. It provides directionality to the plan. Method finds its meaning through the approach. It is the action, it concretize the approach in terms of visible enactment. Teaching happens

through an appropriate choice of approach and method along with a creative, imaginative, emotion filled presentation of teacher who actually is a performer in front of an audience. It is delivery which can happen with multiple rehearsals but has no retakes. Thus the aspirant teachers need to invest much on their plans before the real action begins for there are no chances of retake. Every take is a final take. However every classroom teaching–learning experience is adding value for future planning hence teaching has an immense return value. Also different strategies and techniques are available for novice teachers. Strategies and techniques are trick based procedures and rules which support creating meaningful teaching learning situations. The advantage of their application is that they give positive and immediate results as they are mostly learner centric. Team teaching, Brainstorming session, Quality Circle Time (QCT), Multiple Intelligence (MI) inspired teaching, Flipped classroom, Concept-mapping, Co-operative and Collaborative learning are some of the strategies and techniques used occasionally to plan a lesson efficiently. If used tactfully it ensures maximum transfer of benefit both for the teacher and taught.

7. Follows backward design of instruction: It is important to establish alignment between the written, taught and tested curriculum. Keeping that thing in mind, while planning there should be alignment between the planned, taught and assessed lesson. Most researchers in the field of assessment call for a backward design of instruction; in other words, they suggest teachers begin with the end in mind (Tileston, 2004). A backward design begins with a thought on the kind of product a teacher expects as students' learning outcome in behavioral terms. Then the same desired thought is translated into instructional objectives which decide the kind of input required in terms of teaching –learning environment conditions. Finally all that comprehensive effort to achieve these objectives is done in the process part, the inter-phase between input and output. In following a backward strategy it becomes easy to decide what is important to be assessed as one cannot test everything one teaches. So, a good plan should be based on backward design in order to be focused on the most important learning outcomes.

Commonality to be explored while Planning a Lesson

1. Commonality of Language: Language is in every subject. Therefore a good competency in language is a prime necessity on the part of a teacher. Good teaching is delivered in the language known to the learners i.e. their mother language. In a multilingual set up of classroom often the most popular and widely used link language becomes the medium of instruction. Every learner undergoes this shift of medium from mother language to other language in his early years in the multilingual set up. Since early years are the most grasping years this transition is often smooth. A good lesson plan should try to focus on the commonality of vocabulary prevalent with the

learners and also enable them to understand new terminologies encountered in a topic of discussion through translating them in their own language. Hence a lesson should explore the possibilities to adopt bilingual mode of instruction at times of need. Especially, in early years of five to ten, i.e. Piaget's pre-operational and concrete operational stage the teacher's plan should explore the commonality of language experience shared across the boundaries of subject. Subjects like mathematics and science should be taught through concepts and some of the best explained concepts are taught by choosing the most meaningful words, vocabulary, simple to catch statements and questions.

2. Commonality of Content: Often it is seen that across subjects connectivity can be established by exploring commonality of content and sometime application of an idea in different subjects. Here an intelligent plan can invest upon integration of ideas and creating common teaching-learning situations. The ultimate commonality is common learning experience across lessons for the learners. For e.g. the universal law of thermodynamics taught in physics class states that energy is neither created nor destroyed, it only gets transformed from one form to other form of energy. This knowledge can be very well integrated with biology lesson on photosynthesis, a physico-chemical process involving the transformation of solar energy into chemical energy. This integration of physics and biology content enable the learners to establish connecting links between concepts taught across two different school subjects. Not only within the domain of science but further integration can be done between two different domains of learning like social sciences with sciences, arts with sciences, mathematics with language and so on. These permutations and combinations can be worked out if teachers teaching different school subject collaborate and work on integrated projects. Wiggis and McTighe in Tileston (2004, pp 3), states that learning should have "enduring value beyond classroom." These become possible if more and more connects are established across subject contents within the periphery of school and between school learning and real life situations outside the boundaries of school.

Actually integration and differentiation approach of planning a lesson are two sides of same coin in a learner centric progressivist approach of teaching. Integration and differentiation both should be adopted according to requirements of the subject matter and analysis of the needs of the learners. Both thus operate at two levels, subject and learner. At times subjects are integrated into a common learning experience in order to have maximum transfer of learning whereas sometimes the subject contents are further differentiated into sub-subjects either horizontally in same grade or vertically across grades pertaining to increase in complexity of content. Similarly, differentiation is done at the level of learners in order to facilitate their different learning styles and intelligences and at other instances integration of learners based on their preference of

learning modalities within and across grades is done to strengthen collaborative learning. In multi grade classroom setup learners with common mode of learning tend to aggregate together and lead to formation of groups with common mental models.

3. Commonality of Questioning: Questioning is the most effective and extensively applied strategy while lesson transaction. Socrates, an ancient Greek philosopher emphasized on questioning as a means of sharpening the mental faculty of intellect. In other words questioning helps to create rational minds. If we can cultivate the habit of asking question within learners then we can increase their brain functionality, their meaningful interaction with environment and arouse curiosity within them. The art of questioning is found in every micro skill used in planning a lesson. Perhaps it is the core strategy to progress the lesson. Also questioning creates new situations to be addressed while explanation. It is two way in the sense that both the teacher and taught use it at times of need. It is a doubt clarifying tool available to both. A good lesson plan should get unfolded through a stretch of dialogue initiated by appropriate questioning revolving around the core concepts.

4. Commonality of Assessment: Assessment is continuous academic activity which is both formative and summative in nature. It helps to know the level of learning in the learners. Every good lesson should have the right kind of evaluative strategies. The recent reforms in assessment emphasize upon shift from declarative objectives to procedural objectives of instruction. This in turn needs a change in traditional testing methods. Much of the controversy regarding testing is due to the fact that most assessment measures used for state and national standards rely heavily on declarative information (e.g., facts, formulas, places, people, and names) rather than procedural information (e.g., the ability to use declarative information) (Tileston, 2004). Many educators argue that testing primarily declarative information does not give a true picture of how well students understand the learning (Tileston, 2004). Hence, a good plan tries to device mechanism of testing procedural knowledge. This of course becomes the toughest but most fruitful task on the part of teacher while planning lesson.

The Piagetian Revolution

A great tribute goes back to a great personality, Sir Jean Piaget (1896-1980), Swiss psychologist, epistemologist and biologist who introduced to the world, “theory of cognitive development” based on his discipline of interest, genetic epistemology, a branch that study origins(genesis) of knowledge. His first publication came early in 1921, even before he was thirty. The focus of his child-centered research throughout in his sixty years of career revolutionized traditional classroom setting. It laid founding stone for child friendly platforms at schools and home. Teachers began to think like a child as he/she grows and schemes the world. This new perspective of seeing child’s

hidden mind totally changed the approach towards education of children in 1950s and 60s. That is the time when lesson planning became a matter of research and thought pouring session. It asked teachers to take care of learner's perspective. Piaget perhaps for the first time saw the connection between cognition and biology, between the intellect and development stages of child. He put child in centre stage which required the teachers to go for need based lesson planning, a planning which is based on the needs of the learners.

Planning in the Bloom's way

“Begin with an end in mind.” This beautiful phrase holds the essence value of a good lesson plan. The evaluative questions delivered at the end of lesson reflect upon the instructional objectives which are decided in the beginning. There has to be a one to one alignment between both the objectives and the questions. This alignment follows systematic of science. This alignment was perhaps perfected for the first time by a great psychologist and educationist Sir Benjamin Bloom (1913-1999), through his Taxonomy of educational objectives for cognitive development of learners. As already mentioned, he divided instructional objectives of cognitive domain into six levels.

Based on Bloom's Taxonomy (1956) six levels of development in cognitive domain, the following evaluative questions are presented based on instructional objectives at each level.

Sample evaluative questions and statements:-

Topic: Democracy (Political Science), Standard 8

Knowledge level objective: Define democracy as a form of governance.

Comprehension level objective: Differentiate between democracy and dictatorship as forms of governance.

Application level objective: Write an essay on “democratic citizenship.”

Analysis level objective: Why dictatorship proved to be a failure? Why should people adopt democracy as a form of good governance?

Synthesis level objective: Consider the following two statements, 1. “On one hand democracy ensures protection of rights of all and on the other hand in that very democratic set up today illiterate and corrupt people are governing the nation.” 2. “Under the leadership of one dictator X a nation got destroyed and on other hand another dictator Y succeeded in developing a nation.”

Whether development of nation is independent of type of government it has or rather it depends on the type of elected member?

Evaluation level objective: Which form of governance is superior over other, dictatorship or pseudo democracy? Critically justify your choice by giving enough evidences.

Arts or Science: The Conclusion

Effective teaching begins with effective lesson planning (Ashcraft, 2015). Lesson planning is a comprehensive skill which becomes easy going as a matter of practice. It's a good idea to pick a lesson of choice and plan it for classroom delivery. For many teachers it is an exciting idea to experiment with content and transform it to joyful experiences of classroom in which they succeed even. Lesson planning takes a complex, often abstract process and makes it an accessible and concrete practice... (Ashcraft, 2015). Lesson planning is the byproduct of passion of true-spirited teachers. Both Piaget and Bloom exemplify the kind of passion to be possessed by a teacher. Their unmatched contributions in the field of child centered education have broken the monotony of traditional classrooms. Traditionalists are Progressivists now. Lesson planning qualifies to be both as an art and as science. It is creative yet objective, thought provoking yet satisfying, detailed yet structured, thematic yet multi-logical. Hope everyone agrees.

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Inclusive Education: Issues and Challenges with Reference to Elementary Schools in Mizoram

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Abstract

In order to achieve inclusive education in its true spirit, we need to think about the needs of differently-abled children who could be incorporated in the regular schools as these children face different kinds of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers must realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. Inclusive education is a better way to help all students succeed. The study was aimed to find out participation level of the Children With Special Needs (CWSN), seating arrangement of CWSN, peer interaction with CWSN, availability of Teaching Learning Materials and evaluation process for CWSN, training received and confidence level of the teachers to handle classrooms with CWSN. This paper highlights the ground realities in various districts of Mizoram.

Keywords: *Children with special needs, Inclusive education, Elementary education*

Introduction

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing number of publications, policy papers, workshops etc. have supported the ideology of inclusion. Some organizations and people, however, doubt whether the ordinary classroom can provide quality education for disabled children. This debate has been on, ever since people began to voice their reservation against old segregated institutions and in turn raised their concern for equality of disabled

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children. These concerns must be taken seriously and dispelled by showing examples of positive experiences clearly demonstrating that inclusive education addresses quality issues in education. Thus, the major goal of inclusive education is the Flagship goal. Recognizing the right to education, the Flagship seeks to unite all Education For All (EFA) partners in their efforts to provide access to quality education for every child, youth and adult with any type of disability. The Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international developmental agencies, intergovernmental agencies, and experts in the field of special and inclusive education. In order to reach this goal, the flagship will:

- Have the full participation of persons with disabilities and families in the design of all Flagship activities.
- Promote the full participation of persons with disabilities and families in the development of policies and guidelines related to the education of persons with disabilities at local, regional, national and global levels.
- Seek to ensure that all governmental entities, donors and NGOs endorse the universal right to education for all children, youth and adults with a disability.
- Act as a catalyst to fully incorporate the Flagship goal into national plans of action and regional policies.
- Seek to ensure that the EFA monitoring process includes specific quantitative and qualitative statistics and indicators related to persons with disabilities and documentation of resources allocated to the implementation of EFA for these individuals.
- Identify and disseminate effective practices and stimulate research and studies related to the Flagship goal to include such areas as quality teacher education, curriculum and pedagogy, school organization including adequate accessible facilities and aids and appropriate materials.

Thus, the teachers, parents, teacher-educators etc., have to facilitate the implementation of inclusive education not only as a program but also as an ideology- an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

Objectives of the Study

The study was conducted with following objectives:

- (i) To assess the suitability of classroom environment for the CWSN with regards to their seating arrangement, their participation in the classroom and their interaction with their peers.

- (ii) To find out the availability of Teaching Learning Materials (TLMs) for the CWSN in the schools.
- (iii) To find out the system of evaluation for the CWSN in the schools.
- (iv) To study the preparedness of teachers in terms of training received and their confidence level.
- (v) To find out the on-site academic support provided by the resource teachers, interaction with the parents of the CWSN and receipt of additional facilities required.
- (vi) To find out the nature of disability and counseling received and status of attending Medical Assessment Camp.
- (vii) To find out the condition of assistive devices and frequency of visits by teachers for Home Based Education (HBE)

Method of the Study

Descriptive survey method was used for the study. Questionnaire and interview schedule were used for collection of data from the teachers, and the students were interviewed and observed for collecting the information required for the study.

Population and Sample of the Study

The population of the present study consisted of all the elementary government schools of the state of Mizoram. To draw a representative sample four districts of Mizoram viz. Lawngtlai, Saiha, Lunglei and Serchhip were selected randomly out of eight districts. Further, 40 elementary schools from each of the four districts were randomly selected. Thus, the total sample of the study was 160 elementary schools.

Major Findings of the Study

The results of the study are presented in tables below along with brief discussion on major findings wise on various aspects as focused in the study.

I. Classroom Environment

Table No. 1

Seating arrangement of CWSN

Name of the District	Inclusive	Segregated
Lawngtlai	Yes (100%)	-
Lunglei	Yes (100%)	-
Saiha	Yes (100%)	-
Serchhip	Yes (100%)	-

From the above table it can be seen that the entire sample schools in all the four districts had an inclusive seating arrangement for CWSN which was found to be a congenial learning environment for the CWSN.

Table No. 2

Participation level of the CWSN, Peer interaction, Peer Support with CWSN and Teachers Behavior towards CWSN

Name of the District	Participation level of the CWSN	Peer interaction, Peer Support with CWSN and Teachers Behavior towards
Lawngtlai	The participation level of the CWSN children was not different from other children. The efforts made to optimize their participation was arranging those children with low vision and hearing impairment to sit in the front row in order to ensure that they did not miss out on any of the classroom activities.	The peer interaction with CWSN in the sample schools was friendly. There was no case of taunting, teasing or bullying of the CWSN by their peers and the CWSN were not disabled to an extent that would require specific support. The peer support observed was not significant except for letting the visually impaired sit in front rows and helping them in the classroom if they faced any specific problem. They were treated without any difference from their peers by the teachers. They were given the same kind of treatment as their normal peers.
Lunglei	Children in all sample schools used to interact freely with CWSN and they were very friendly towards CWSN.	CWSN in sample schools needed no specific support during Teaching – Learning, CCA and Recess and during travel to-and-fro to school. They were treated same as others in their schools.

Saiha	All children in the sample schools were friendly and they used to interact with CWSN in the same manner as with other children.	No CWSN in the sample schools were in need of any specific help / support during the teaching learning process, recess, and going to and fro to school. Teachers in all sample schools treated the CWSN in same manner.
Serchhip	The participation of CWSN children was not different from other children. The efforts made to optimize their participation was arranging those children with low vision and hearing impairment to sit in front row in order to ensure that they did not miss out on any of the classroom activities.	The peer interaction with CWSN in the sample schools was friendly. There was no case of taunting, teasing or bullying of the CWSN by their peers. Teachers in all the sample schools treated their CWSN in same manner.

The above table shows that in all the four districts the participation level of the CWSN was quite satisfactory and in all the districts efforts and arrangement had been made to optimize the participation of the CWSN to the maximum. Regarding the peer interaction and peer support with the CWSN, there was no case of taunting, teasing or bullying of the CWSN in any of the four districts and the teachers in all the sample schools used to give equal treatment to the CWSN with other normal students.

Table No. 3

Availability of Teaching Learning Materials and Evaluation process for CWSN

District	Teaching Learning Materials		Evaluation process for CWSN	
	Available	Not available	Designed especially for CWSN	Same as other children
Lawngtlai	0	100%	0	100%
Lunglei	0	100%	0	100%
Saiha	0	100%	0	100%
Serchhip	0	100%	0	100%

A perusal of table – 3 reveals the following findings with regard to the availability of TLM for CWSN in the schools and their evaluation process.

Lawngtlai -No separate TLM for CWSN was found in any of the sample schools taken up. There was no special evaluation scheme to facilitate the needs of CWSN in all sample schools in the district under reference

Lunglei-No sample schools have appropriate Teaching – Learning Material for CWSN. No sample schools followed evaluation system that was tailored to the needs of CWSN.

Saiha -Teachers in all sample schools reported that they did not have appropriate kind of TLMs for CWSNs. There was no special evaluation scheme tailored to the needs of CWSN in all sample schools.

Serchhip -None of sample schools had appropriate kind of TLMs for CWSN. All the sample schools reported that there was no special evaluation system made to address the needs of CWSN.

II. Teachers and Teaching – Learning Process

Table No. 4

Training received by Teachers and Preparation of Individualized Educational Plan (IEPs) for CWSN

District	Training received by teachers		Preparation of IEP for CWSN	
	Yes	No	Yes	No
Lawngtlai	0	100%	0	100%
Lunglei	80%	20%	0	100%
Saiha	25%	75%	0	100%
Serchhip	100%	0	0	100%

A perusal of table – 4 reveals the following findings with regard to training received by teachers and preparation of Individualized Educational Plan (IEPs) for CWSN.

Lawngtlai - No separate training for handling CWSN in their class was received by teachers of the sample schools. However in the general training that they received at the District Level, they were given some guidelines on how to run an inclusive classroom. Teachers reported that they did not have the confidence to handle CWSN with severe disability. Teachers of the sample schools in Lawngtlai District were not aware of any IEP prepared for CWSN.

Lunglei - 60% of the sample schools reported that one teacher from each school received training and 20% of the sample schools reported that four teachers from their school received training on teaching of CWSN. The rest 20% schools claimed that they did not receive any training for handling CWSN. 75% teachers reported that the training received by them was adequate to handle CWSN while at the same time 25% reported that the training was inadequate to handle CWSN. No sample schools prepared

Individualized Educational Plan (IEPs) for CWSN and teachers in these schools were not aware of the Individualized Educational Plan (IEPs).

Saiha—25% of the schools reported that they received training on teaching of CWSN. At the same time as many as 75% did not receive any training on how to deal with CWSN. It was also reported that the training provided to them was not sufficient enough to handle CWSN adequately. No sample schools prepared Individualized Educational Plan (IEPs) for CWSN and teachers in these schools were not aware of the Individualized Educational Plan (IEPs).

Serchhip - All sample schools in Serchhip district reported that they were having at least 1 teacher who underwent training regarding CWSN. So they knew how to handle the problems and needs of CWSN when the needs arises and were able to give special attention accordingly. However, teachers of the sample schools reported that they had not prepared Individualized Education Plan for CWSN.

III. Additional Support

Table No. 5

On-Site academic support by the Resource Teachers, interaction with the parents of the CWSN and Receipt of additional support or facilities required

Name of the District	On - Site academic support by the Resource Teachers	Interaction with the parents of the CWSN	Receipt of additional support or facilities required
Lawngtlai	60%	0	Spectacle for 3 students
Lunglei	40%	0	0
Saiha	0	0	0
Serchhip	0	0	Spectacle in 3 schools

A perusal of table – 5 reveals the following findings with regard to on-site academic support provided by the Resource Teachers, interaction with the parents of the CWSN and receipt of additional support or facilities required.

Lawngtlai—As many as 60% of the sample schools reported that the Resource Teacher used to visit their schools once in a week and used to discuss with them whatever problem that the teachers were having with the CWSN and spend half the day in the school. However, interaction with parents of CWSN was never organized by the schools. The additional support required and provided to the CWSN was only spectacle which was provided to 3 students.

Lunglei—Only 40% of the sample schools reported that the resource teacher visited their school twice in a year and the purpose of the visit was mainly identification of the CWSN. On the other hand, the rest of the sample schools reported that they were not aware of the existence of the resource teacher. As reported by the sample schools, no formal interaction was made with the parents of CWSN. It was reported that no sample schools received any additional support facilities required.

Saiha— As reported by sample schools, on-site academic support was never provided by the resource teacher and most of the teachers were not aware of the existence of resource teachers. No formal interaction was made with the parents of CWSN and teachers. No additional support was provided to the schools. It was mentioned by the teachers of the sample schools that well-equipped resource room and assistive devices for different disability was required for successful classroom management for CWSN.

Serchhip - Academic support was not provided on a regular basis by the resource teacher. The nature of support provided was mainly identification. No formal interaction between parents and teachers were organized. No additional support or facilities except spectacles for visually impaired students in 3 schools was required and supplied.

Table No. 6
Nature of disability of the child and Counseling received, and Attendance of Medical Assessment Camp

District	Nature of disability of the child and counseling received	Medical assessment camp
Lawngtlai	Mild mental retardation, visual impairment, hearing impairment and multiple disability and special health problem. No counseling in all the sample schools (100%)	20%
Lunglei	Mental retardation, visual impairment, hearing impairment and physical disability. No counseling in all the sample schools (100%)	30%
Saiha	Epilepsy, special health problem, orthopedically Handicap, Visually Impaired, Sensory Impaired, Hearing Impaired and Mentally Retarded. No counseling in all the sample schools (100%)	40%
Serchhip	Orthopedically Handicap, Visually Impaired, Hearing Impaired and Mentally Retarded. No counseling in all the sample schools (100%)	100%

A perusal of table – 6 reveals the following findings with regard to nature of disability of the child and counseling received by them and the status of attending medical assessment camp.

Lawngtlai – The nature of disability of CWSN in the sample schools were mild mental retardation, visual impairment, hearing impairment and multiple disabilities. One student was having special health problem. No counseling was provided to parents of CWSN to tackle the problem. Only 20% of the sample schools attended a medical camp organized for the assessment of CWSN where 3 children were diagnosed to be in need of some assistive device (spectacle) and they were provided with the device. At the same time no student from the rest of the sampled schools attended medical camp. Disability certificate was not issued to any of the identified CWSN.

Lunglei –The nature of disability of CWSN in the sample schools were mental retardation, visual impairment, hearing impairment and physical disability. No counseling was provided to parents of CWSN to tackle the problem. Only 30% of the sampled schools attended medical camp organized for the assessment of CWSN and no child was diagnosed to be in need of assistive devices. At the same time no student from the rest of the sampled schools had attended medical camp. Disability certificate was not issued to any of the identified CWSN.

Saiha– The nature of disability in the sample schools includes epilepsy, special health problem, orthopedically handicap, visually impaired, sensory impaired, hearing impaired and mentally retarded. No counseling was provided to parents of CWSN to tackle the problem. 40% of the schools attended medical camp and though some students were diagnosed to be in need of assistive devices none were provided with such devices. Disability certificate was not issued to any of the identified CWSN.

Serchhip - The nature of disability in the sample schools includes, orthopedically handicap, visually impaired, hearing impaired and mentally retarded. No formal counseling was received by the parents of CWSN regarding the disability of their children. All the sample schools attended medical assessment camp and some students were diagnosed to be in need of assistive devices and were also provided with appropriate devices. Disability certificate was not issued to any of the identified CWSN.

Table No. 7**Assistive device in a working condition or in need of repair/replacement and Home Based Education (HBE)**

District	Assistive device in a working condition or in need of repair/replacement	In case of a child under Home Based Education (HBE) frequency of visits by the Resource Teacher and care giver and time spent with the child
Lawngtlai	Spectacles provided were in good condition	No children requiring HBE
Lunglei	No assistive device required	No children requiring HBE
Saiha	No assistive device required	No children requiring HBE
Serchhip	Most of the spectacles provided were not in good condition and needed repair	No children requiring HBE

A perusal of table – 7 reveals the following findings with regard to assistive device in a working condition or in need of repair/replacement and Home Based Education (HBE)

Lawngtlai – The assistive devices provided to CWSN were in working condition. No CWSN in the sample schools was in need of the service of Home Based Education (HBE).

Lunglei – No assistive device was provided to CWSN in Lunglei district. No CWSN in the sample schools was in need of the service of Home Based Education (HBE).

Saiha – As no device was provided, assessment of the condition and functionality of devices was not relevant. All CWSN in the sample schools did not require the service of Home Based Education (HBE).

Serchhip - Most of the spectacles provided were not in good condition needing repair. All students enrolled in the sampled schools did not need Home Based Education (HBE).

Conclusion

It is essential to build an inclusive society through an inclusive approach. Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. In doing so, we have challenged commonly held beliefs

and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicising positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial and they feel as a part of it, not apart from it. Therefore, inclusion arose as a good solution to the question of how to educate these children more effectively.

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Impact of Anxiety on Players' Performance: A Comparative Study

Zirtluanga Chhangte*

Abstract

Anxiety is an important factor, which affects the performance in sports and games. It is considered as an obstacle to activity. The purpose of this study is to make a comparative analysis of anxiety among state and national basketball, football and hockey players from Mizoram. The study was conducted on 30 state and 30 national football players, 30 state and 30 national basketball players and 30 state and 30 national hockey players belonging to the age group 18 – 32 years who were randomly selected from the state of Mizoram. The responses obtained through a standardized scale to measure the group anxiety were subjected to statistical treatment using 2 x 3 Factorial design to find out the significance of mean differences. The study revealed that the players had high anxiety and there were variations between state and national players as well as among the players participating in different games.

Keywords: *Anxiety, Sports competitive anxiety, Players.*

Introduction

Modern world is a world of competition, and for an athlete, it is very important to have proper mental skills so as to enable them to develop the strategies which will facilitate them in entering a competition and be successful. In this modern era of competition, the psychological preparation of a team is as important as teaching the different skills of a game on the scientific lines. Anxiety means a disturbed state of mind; emotional reactivity; arousal; nervousness; and unrealistic & unpleasant state of mind. Anxiety is an essential ingredient of any competitive situation and without certain level of anxiety, there cannot be competitive performance. Neither too high, nor too low level of anxiety is conducive to sports performance. Adequate level of anxiety produces best results. Unless sportsmen learn to cope up with stressful

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competitive situations by managing anxiety, they would fail to achieve their goal. The application of psychological principles to the improvements of performance in sports has received greater attention in these days. There are certain accepted psychological principles which have to be applied so that the athletes and players will be able to show their best in their performances. It is important to be acquainted with certain emotional phenomena like sports performance anxiety of the players during training as well as during sports competition. According to Frost (1971) "Anxiety is an uneasy feeling of foreboding often found when a person is about to embark on a venture. It is often accompanied by strong desire to excise". The hockey players, like other athletes, are anxiety prone while participating in competitive sports (Singh, 1982).

Objectives of the Study

- To assess the levels of anxiety among football, hockey, and basketball players of Mizoram playing at national and state levels.
- To compare the level of anxiety among football, hockey and basketball players of Mizoram playing at national and state levels.

Hypothesis

1. There is a no significant difference in the anxiety level among football, hockey and basketball players of Mizoram.
2. There is a no significant difference in the anxiety level between national and state level players of Mizoram.

Method of the Study

The present study belongs to the category of 'Descriptive Research' as it aimed at assessing and comparing the anxiety of players' participating at national and state level Football, Hockey and Basketball competitions.

Population

The population for the study consists of the entire National and State level players from Mizoram State in the disciplines of Football, Hockey and Basketball games.

Sample

The sample consisted of 60 players each from football, hockey and basketball. Out of the total of 180 players, 90 were national level players and 90 were state level players.

Tools Used

Anxiety was measured through the Sports Performance Anxiety Scale developed by Shahin Ahmed and V.D.Swaminathan in 1991. The anxiety scale is designed to measure the degree of anxiety experienced prior to the competition. There were thirty five multiple choice type items in the Sports Performance Anxiety scale with four choices - Almost Never, Sometimes, Often, and Almost always which have to be scored as 1, 2, 3, and 4 respectively for the positive items and 4, 3, 2, and 1 for the negative items. Finally, scores for all items were to be added up. The higher the score, the more was the anxiety of the players.

Statistical Technique

The data collected from the subjects were treated statistically. Analysis of variance ANOVA (two way factorial design) was used to find out the differences between football, basketball and hockey players on the selected psychological variables.

Results and Discussions

The purpose of this study was to make a comparative analysis of anxiety among state and national level basketball, football and hockey players. Independent randomized research design was used for this study, as the subjects were selected randomly from three independent groups of football, basketball and hockey players. The data obtained through the standardized scale were subjected to statistical treatment and the results are presented in Tables I - III.

Table I: Mean and Standard Deviation of Various Groups on the Anxiety Scale

LEVEL	CATEGORY	N	Mean	Std. Deviation
National	Basketball	30	73.87	8.585
	Football	30	76.3	9.646
	Hockey	30	65.03	6.3
	Total	90	71.73	9.537
State	Basketball	30	95.03	8.29
	Football	30	95.03	8.29
	Hockey	30	74.53	5.399
	Total	90	88.2	12.195
Total	Basketball	60	84.45	13.561
	Football	60	85.67	12.99
	Hockey	60	69.78	7.535
	Total	180	79.97	13.687

From the Table I, it is inferred that the mean anxiety score for all basketball players was 84.45 while the mean anxiety scores for the national and state players were 73.87 and 95.03 respectively. Similarly, the mean anxiety score for all Football players was 85.67 while the mean anxiety scores for the national and state players were 76.30 and 95.03 respectively. The mean anxiety score for all hockey players was 69.78, while the mean anxiety scores for the national and state players were 65.03 and 74.53 respectively. The table also indicates that, on overall basis, the mean score of the national level players was 71.73 and that of state level players was 88.20. The obtained mean values were subjected to statistical treatment using analysis of variance and the results are presented in Table II.

Table II: Summary of the Results of 2 x 3 Factorial Design between National and State Basketball, Football and Hockey Players in Anxiety

Source	Sum of Squares	df	Mean Square	F
Level	9377.43	1	4688.72	75.41*
Category	12201.8	2	12201.8	196.25*
Category x level	1136.43	2	568.22	9.14*
Error	10818.13	174	62.17	
Total	33533.8	179		

*Significant at 0.05 level of confidence

Table II indicates that there existed significant difference between the means of national and state level players and also among basketball, football and hockey players. Thus, the analysis of comparisons proved that there were significant differences between two levels of the three groups of players. Since there was a significant difference among the national and state level basketball, football and hockey players Scheffe's post hoc analysis was made through computation of Scheffe's confidence interval which is presented in Table III.

Table III: Results of Scheffe's Multiple Mean Comparisons between Basketball, Football and Hockey Players in Anxiety

National and State Level Players			Mean Difference	C. I.
Basketball players	Football players	Hockey players		
84.45	85.67		1.22	1.44
84.45		69.78	14.67*	1.44
	85.67	69.78	15.88*	1.44

* Significant at 0.05 level of confidence.

The comparison of means of various groups made through Scheffe's Confidence interval as presented in Table III proved that there was no significant difference between basketball players and football players. However, there was significant difference between basketball players and hockey players, and football players and hockey players. While comparing between national level and state level players, the mean difference was significant. The obtained mean values of national and state level basketball, football and hockey players are depicted in Figure I.

Major Findings of the Study:

- The obtained results indicate that all players had high level of anxiety.
- There was significant difference between the basketball, football, and hockey players.
- Comparison between the national and state level players revealed that state level players were more anxious than national level players.
- There was no significant difference in anxiety between basketball and football players.
- There was significant difference in anxiety between the basketball players and hockey players.
- There was significant difference in anxiety between football players and hockey players.
- The basketball and football players were more anxious in comparison to hockey players.

Conclusion

The study revealed that all players had high anxiety and the national level players had lesser anxiety, which could be because of their experience in the game. It could also be because of their psychological preparations. It is suggested that state level players must practice in containing their anxiety levels to achieve success in their games. The coaches and physical education teachers should try to manage the anxiety level of players during training and also before and after competition for their better performance using different stress management techniques. Players should also adopt different anxiety reducing techniques at group and individual levels. Selection of players for different competitions should be made considering the anxiety as a key parameter.

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Attitude of High School Students in Aizawl City towards Sex Education

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Abstract

Sex education is an educational program designed to provide the learner adequate and accurate knowledge of the biological, socio-cultural and moral dimensions of human sexuality. The study was aimed to find out the attitude of high school students in Aizawl city of Mizoram towards sex education with respect to their gender and also in terms of school management. It was found that high school students in Aizawl city had positive attitude towards sex education. It was also found that male and female high school students did not differ significantly in their attitude towards sex education. Again, it was also found that government high school students and private high school students in Aizawl city did not differ significantly in their attitude towards sex education.

Keywords: *Sex education, High school students*

Introduction

Sex education is instruction on issues relating to human *sexuality*, including emotional relations and responsibilities, human *sexual* anatomy, *sexual* activity, *sexual* reproduction, age of consent, reproductive health, reproductive rights, safe *sex*, birth control and *sexual* abstinence. Sex education that covers all of these aspects is known as comprehensive sex education (Wikipedia, n.d.). Common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns. Sex education is the process of acquiring information and forming attitudes and beliefs about sex identity, relationship and intimacy. Human sexuality is the core of sex education. According to MacMillan Dictionary, Sex education is “information about sex, and sexual relationship that adults teach to young people, especially in schools.”

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It is widely accepted that young people have a right to sex education. This is because it is a means by which they are helped to protect themselves against abuses, exploitations, unexpected pregnancies, sexually transmitted diseases like HIV, AIDS etc. Sex education can simply be defined as an educational program to assist children in their physical, social and emotional development as they are preparing for adulthood, marriage, personal-hood and aging. Sex education is an indispensable need in the field of education, since human sexuality is a powerful force which has molded the culture of all human societies and the lives of the individuals. Sex education prepare the students for changes which they will experience during puberty and help them to accept change as a normal part of growing up. Sex education should provide factual information and guide children towards healthy attitudes that develop concern and respect for others. This can enable them to make sound decision based on knowledge and understanding about their own sexual identity and interpersonal relationships. Sex education provides healthy attitudes and information to children, adolescents and their parents, teachers etc.

Sex education is like vaccination. It is an educational program design to provide the learner adequate and accurate knowledge of the biological, socio-cultural and moral dimensions of human sexuality. Human sexuality is the core of sex education and is the function of the total personality which includes the human reproductive system and processes individual feelings about being a woman or a man, the relationship between the members of the same or opposite sex. It embraces the biological, socio-cultural and ethical aspects of human sexual behavior.

Rationale of the Study

Sex education encourages students to develop a coherent set of personal values based upon respecting themselves and others. Students who understand and value themselves and others are better equipped to develop meaningful and respectful relationships. They are able to take a positive approach to manage their lives and develop the necessary skills to prepare them for current and future life challenges. Thus, the importance of sex education cannot be undermined. However, in many cases introduction of sex education in school curricula is criticized by teachers, active members of the society and even parents. This is the reason why having a clear knowledge of the attitude of students towards sex education is important and a necessity.

Sex education lays the foundation for the students by learning the correct names for parts of the body, understanding the principles of human reproduction, exploring family and inter-personal relationship, learning about safety, and developing confidence. These can then be built upon gradually in line with the age and development of the students. Having healthy attitude towards sex education is needed for building a better

world. In case of our country, we are very much backward in the field of realizing the importance of sex education among our youths/children.

Most of the Indian parents opposed to introduction of sex education in their children's education, most of them failed to develop healthy attitude towards sex education, they chose to stay quiet and also shut their children to talk about the matters related to sex. Perhaps, this may be the reason why there are many sexual abuses among Indians and also in the state of Mizoram. Therefore, it is important to study the attitude of students towards sex education.

Sex education encompasses a range of relationships, not only sexual relationships. Children make themselves aware and recognize these relationships long before they act on their sexuality. Nowadays, children are intelligent, curious and conscious of the fact that their parents and elders are hiding something from them and they try to reveal this by employing various media and may develop unhealthy attitude towards sex through many negative sexual images and films. Sex education is a battle against sexual illiteracy. Awareness can be the basis for a good marriage. Therefore, providing children with right knowledge about sex and its related issues and developing positive attitude among them is very important. In this study an attempt was made to find out the attitude of high school students towards sex education who are adolescents.

Objectives of the Study

The study was conducted with the following objectives.

1. To find out the attitude of high school students in Aizawl city towards sex education.
2. To compare the difference in the attitude of high school students in Aizawl city towards sex education with respect to their gender.
3. To find out the difference in the attitude of high school students in Aizawl city towards sex education in terms of school management.
4. To give suggestions in the light of the finding of the study.

Hypotheses of the Study

The following two null hypotheses were formulated in connection with objectives 2 and 3 as stated above.

1. There is no significant difference in the attitude of male and female high school students of Aizawl city towards sex education.
2. There is no significant difference in the attitude of government and private high school students of Aizawl city towards sex education.

Operational Definitions of Key Words

Different words have their different connotations according to their place of reference. In the present study, the words which are used in the title of the topic have the following operational meaning.

Attitude: A feeling or opinion about something or someone, or a way of behaving.

Sex Education: Sex education is education in schools on the subject of sexual activity and sexual relationship.

High School Students: The high school students are those students studying classes IX and X attending schools in formal education system.

Method of Study

For the present study, descriptive survey method was used.

Population and Sample

The population of the study includes all High School students in Aizawl city. The investigators selected 50 students (25 male and 25 female) from Govt. Chaltlang High School and 50 students (25 male and 25 female) from New Age Academy (private high school) as the sample of the study.

Tool Used

For the present study, 'the Attitude Scale towards Sex Education' (English Version) developed by Dr. (Smt) Usha Mishra in 1997 was used.

Collection of Data

The investigators personally went to the selected High Schools and asked the permission of the head of the institutions to collect data from the students. After the permission was granted, 50 (25 male and 25 female) students each from amongst the students of both the institutions were randomly selected. The selected students were brought to a particular classroom and the investigators explained the purpose of the study and administered the attitude scale. The scoring of the response sheets was done according to the manual and the scores were then tabulated, analyzed and interpreted according to the norms provided in the manual of the test booklet.

Analysis and Interpretation of data

The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated and analyzed. Standard

statistical methods were employed for analysis of the data. The findings of the study are presented as follows in accordance with the objectives of the study.

Objective No. 1: Attitude of high school students in Aizawl city towards sex education:

Analysis of data was done with the help of the norms provided in the manual and is presented below in Table - I followed by interpretation.

Table – I: Attitude of High School Students towards Sex Education

Number of students	Very high positive attitude towards sex education	High positive attitude towards sex education	Moderate attitude towards sex education	Negative attitude towards sex education
100	4	79	16	0

From Table - I, it can be seen that 79 out of 100 high school students in Aizawl city had high positive attitude towards sex education. It can also be seen that there were 4 students who had very high positive attitude towards sex education and the remaining 16 students had moderate attitude towards sex education. The table also shows that there was no student who had negative attitude towards sex education. Thus, it can be concluded that majority of high school students in Aizawl city had positive attitude towards sex education.

Objective No. 2: Comparison of the attitude of Male and Female high school students of Aizawl city towards sex education

The attitude of high school students towards sex education was compared on the basis of their gender. For this, the mean and standard deviation of the scores were calculated. The mean difference was also tested by applying ‘t’ test and the details are presented in Table - II.

Table – II: Comparison of the Attitude of Male and Female high school students

Group	Number	Mean	SD	MD	SEM	‘t’ value	Sig. Value
Male	50	107.14	7.592	0.68	1.645	0.413	NS
Female	50	106.46	8.811				

The above table shows that the ‘t’ value is not significant and that the mean of female students is almost similar to the mean of male students. This indicates that the two groups did not differ significantly and thus, the hypothesis – ‘There is no significant difference in the attitude of male and female high school students of Aizawl city towards

sex education' cannot be rejected. It can be concluded that male and female high school students were not significantly different in their attitude towards sex education.

Objective No. 3: Comparison of the attitude of Government and Private high school students of Aizawl city towards sex education

The attitude towards sex education among high school students was compared in terms of school management. For this, the mean and standard deviation of the scores were calculated. The mean difference was also tested by applying 't' test and the results are presented in Table – III.

Table – III: Comparison of the Attitude of Government and Private school students

Group	Number	Mean	SD	MD	SEM	t-value	Sig. Value
Govt.	50	107.3	7.996	1	1.643	0.609	NS
Private	50	106.3	8.43				

Table – III reveals that the 't' value is not significant. It indicates that there was no significant difference between government high school students and private high school students in their attitude towards sex education. Thus the hypothesis – 'There is no significant difference in the attitude of government and private high school students of Aizawl city towards sex education' cannot be rejected. It can be concluded that government high school students and private high school students were not significantly different in their attitude towards sex education.

Major Findings of the Study

The major findings of the study are given below.

- Majority of high school students in Aizawl city had positive attitude towards sex education.
- Male and female high school students were not significantly different in their attitude towards sex education.
- Government high school students and private high school students were not significantly different in their attitude towards sex education.

Suggestions

Although the study found that high school students possessed positive attitude towards sex education, the following suggestions are given on how to impart sex education to our youth:

- Films, charts and educational films should be used to impart sex education so that it will be more clear, understandable and interesting for students.
- Important matters relating to sex education should be discussed in a direct and friendly atmosphere, free from hesitation and embarrassment like other educational subjects.
- The main aim of sex education should be creating a healthy attitude towards sex related issues which will enable the students to make wise decision in certain situations and will be able to avoid sexually transmitted diseases and accidental pregnancies.
- The teachers, the curriculum framers and the text book writers should try to provide the student with good books relating to sex education.
- The teachers should try to create a warm and friendly atmosphere where students can express their attitude and ask questions freely without hesitation.
- Parents must also create free, frank and friendly relationship with their children so that their children can share their feelings and attitudes without hesitation.

Conclusion

It is interesting to find that majority of the students expressed positive attitude towards sex education. The fact that there was no significant difference in the attitude towards sex education with reference to their gender and types of school management indicates that the Mizo society is quite close knit therefore there is no distinction in their attitude towards sex education. The teachers, parents, and social leaders; who were not in favour of imparting sex education at high school stage; may take note of the findings.

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Teacher Trainees' Attitude towards ICT in Education and their Computer Competence in Mizoram

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Abstract

Teacher training is an important activity as the result affects the quality of teaching. Quality teaching has the ability to change the whole nation in a positive way. With the advent of computers and allied technology, there is even more opportunity for teacher education to grow and improve. But in order to make use of this technology, teachers themselves have to be acquainted with and be able to deal with it. The present study was undertaken so as to find out the extent of teacher trainees' understanding of digital technology. For this, two teacher training institutes namely, Aizawl and Serchhip DIETS were selected. It was found that teacher trainees had a rather low competence in technology. It was also found that those who had low competence also had a negative attitude towards technology.

Keywords: *Teacher trainees, attitude towards ICT, Computer competence.*

Introduction

Teacher education deserves to be a priority where the introduction of new technology is concerned. Especially at the elementary stage, ICT can be incorporated with teaching in order to bring about a number of desired changes in the teaching learning process. Introducing technology alone will not change the teaching and learning process. The existence of ICTs does not transform teacher practices in and of itself. However, ICTs can enable teachers to transform their teacher practices, given a set of enabling conditions. Teachers' pedagogical practices and reasoning influence their uses of ICT, and the nature of teacher ICT use impacts student achievement (Trucano, Michael. 2005). But not all innovations are appreciated by teachers if he/she does not

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know how to make use of it. As rightly stated by the National Curriculum Framework (NCF) 2005, 'Teacher Education needs to orient and sensitize the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers (National curriculum Framework, NCERT, 2005, p121). Therefore, in order to make teachers a part of new technological improvements, teachers need to be provided with the right kind of environment along with a proper supply of equipment to empower them as teachers.

Rationale of the Study

Although there are a number of benefits of ICT, there is no guarantee that all teachers will make good use. This could be because of a number of reasons. Therefore, the investigators thought it would be a worthwhile endeavour to study the attitude of elementary teacher trainees towards ICT based on their knowledge of computer attributes in the hope that the results yielded would enable educational administrators and even teachers themselves to make necessary adjustments for the betterment of the teaching profession.

Delimitation of the Study

Although it would have been ideal to study all the DIETS in Mizoram, the present study has been confined to DIETS Aizawl and Serchhip because it was only in these two DIETS that computer education was introduced at the time this study was done.

Objectives of the Study

- i) To prepare a brief profile of teacher trainees of the academic year 2015-2016
- ii) To study the attitude of teacher trainees towards ICT
- iii) To find out teacher trainees' perceptions of computer attributes
- iv) To calculate teacher trainees' computer competence
- v) To analyse the relationship between teacher trainees' attitude towards ICT in education and their perception of computer attributes.
- vi) To find out relationship between teacher trainees' attitude towards ICT in education and their computer competence.

Methodology

The present study has followed the descriptive research design using survey as the main method of data collection.

The population comprised of 255 elementary school teacher trainees who enrolled themselves for computer courses along with their regular training course at the time this study was done.

Sampling was done by means of stratified random sampling so as to ensure equal representation of both DIETS i.e. Aizawl and Serchhip districts. Table-A clearly denotes how sampling was done.

Table-A: Population and Sample of the Present Study

Name of the institution	Number of teacher trainees (population)			Number of teacher trainees (sample=50% of the population)		
	Male	Female	Total	Male	Female	Total
DIET Aizawl	126	80	206	63	40	103
DIET Serchhip	38	11	49	19	6	25
TOTAL	164	91	255	82	46	128

The main tool for the present study was 'Attitude Scale towards Information and Communication Technology (ICT) in Education' developed by Prof. Abdulkafi Albirini (2004), Ohio State University, USA.

Primary data were collected by means of questionnaire distributed to the sample teacher trainees in their own institutions.

Data analysis was done by means of descriptive statistics like percentages. Mean, standard deviation and correlation have also been applied where applicable.

Analysis and Interpretation of data:

1. Brief Profile of Teacher Trainees during the academic year 2015-2016

The total sample population (n) consist of 128 teacher trainees in District Institute of Education and Training (DIET), Mizoram, out of this 64.06% (n = 82) were male, 35.94% (n = 46) were female. **Majority of the respondents (83.59%, n = 107) did not receive any kind of training on computer**

Table 1: Teacher Trainees' characteristics in the present study

Variable/Characteristics	Category	Frequency	Percent
Gender	Male	82	64.06
	Female	46	35.94
Age	20-29	33	25.78
	30-39	74	57.81
	40-49	19	14.84
	≥50	2	1.56

Experience	1-5 Years	73	57.03
	6-10 Years	43	33.59
	11-15 Years	8	6.25
	16-20 Years	0	0
	≥20 Years	4	3.13
Training Course	Yes	21	16.41
	No	107	83.59
Certificate, Diploma, etc.	Yes	28	21.88
	No	100	78.13

Discussion: The fact that a staggering number of the teacher trainees, 83.59% to be exact, had not received any computer training whatsoever in an era where the computer plays such an important role is, before any further study may be made, in itself not a healthy sign. From primary to the highest stage of education, computer knowledge should be given a place of priority. Furthermore, from the viewpoint of gender equality, the low percentage of female teacher trainees is also a cause for sore eyes.

2. Teacher Trainees' Attitudes towards ICT in Education

Participants were asked to respond to 20 Likert-type statements dealing with their attitudes toward ICT in education. Table 2 shows the mean scores on the attitude of teacher trainees towards ICT.

Table 2: Distribution of Mean Scores on the Attitude toward ICT Scale

Scale	Percent (%)					Mean	S.D.
	Highly Negative	Negative	Neutral	Positive	Highly Positive		
Affective	2.6	6.38	8.07	62.37	20.57	3.07	0.36
Cognitive	1.82	9.64	15.19	55.47	17.88	3.09	0.32
Behaviour	2.03	15	11.41	51.72	19.84	2.96	0.4
Overall Attitude	2.11	10	12.11	56.6	19.18	3.05	0.24

Analyses of the above data reveal that the overall mean score on the attitude was 3.05 with Standard Deviation of 0.24. **In general, the attitude of teacher trainees was positive towards ICT.**

Discussion: The fact that 56.60% of the sample teacher trainees had a positive attitude towards ICT also is a clear indicator that teacher trainees are aware of the importance of ICT. The fact that still a small percentages of 2.11 and 10 were still negative towards

ICT shows that an educational exposure on the importance of ICT is called for to target teacher trainees.

3. Teacher Trainees' Perceptions of Computer Attributes

Participants were asked to respond to 18 Likert-type statements dealing with their perceptions about computer attributes. **In general, teacher trainees' perceptions of computers' attributes were positive with an overall mean score of 3.11 and a standard deviation of 0.21** as shown in Table 3

Table 3: Distribution of Mean Scores on the Computer Attributes Scale

Scale	Percent (%)					Mean	S.D.
	Highly Negative	Negative	Neutral	Positive	Highly Positive		
Relative Advantage	0.78	5	13.75	65.78	14.69	3.25	0.29
Compatibility	0.94	18.28	20.63	53.91	6.25	3.22	0.35
Complexity	0	27.93	18.36	48.63	5.08	3.01	0.43
Observability	0.2	8.4	8.98	61.33	21.09	2.89	0.4
Overall Attribute	0.52	14.54	15.63	57.68	11.63	3.11	0.21

Discussion: As shown by the data, 57.68% of the sample teacher trainees had a positive attitude towards computer attributes, which indicated that they were not reluctant to make use of ICT if they had the knowledge. This is a good sign because, a positive attitude indicates their readiness to accept changes in teaching style and the incorporation of modern technology in the teaching process.

4. Teacher Trainees' Computer Competence

Respondents were asked 15 statements that correspond to their own perception of their level of computer competence. **On an average, respondents have somewhat low competence in using computers. The overall mean score of teachers trainees' responses on the Computer Competence was 2.31 (S.D. = 0.76)** as shown in Table 4

Table 4: Distribution of Mean Scores on the Computer Competence Scale

Scale	Percent (%)				Mean	S.D.
	No Competence	Little Competence	Moderate Competence	Much Competence		
Computer Competence	28.91	26.82	28.65	15.63	2.31	0.76

Discussion: It was not surprising to find out that most of the teachers had a low competence when it came to using computers because the initial finding had already revealed that majority of the sample teacher trainees had not received any education in computers. This particular finding is important because it shows that the teacher trainees themselves are aware of their ignorance regarding computers. This knowledge is good because it will enable them to understand that they have a weakness and that they need to find some ways to strengthen themselves in that area where they are weak, i.e. computers.

5. Relationship between Teacher Trainees' Attitude towards ICT in Education and their Perception of Computer Attributes.

Pearson Product Moment correlation was used to represent the relationships between the variables measured. The correlation matrix contains the dependent variable (attitudes) and the independent variable (computer attribute). They were found to show a **low yet positive relationship between teacher trainees' attitude towards ICT and teacher trainees' perception of the computer attributes ($r = 0.21$)**

Table 5: Correlation table of Teacher Trainees' attitude towards ICT in education and their computer attribute

		Attitude	Attribute
Attitude	r	1	.207**
	N	128	128
Attribute	r	.207**	1
	N	128	128

Discussion: It was a pleasant surprise to find out that although teacher trainees in general had a low knowledge of computers and their attributes, they still had a positive attitude towards it. This is a clear indicator that even though they lack the desired knowledge, they are also aware of the importance of ICT. This may indicate their willingness to learn more about ICT which is a must in today's teacher education.

6 Relationship between Teacher Trainees' Attitude towards ICT in Education and their Computer Competence.

Pearson Product Moment correlation was used to represent the relationships between the variables measured. An analysis of the correlation between teacher trainees' attitude towards ICT and their computer competence (Table 6) shows that **there is a negative relationship ($r = - 0.138$) indicating that teachers with low level of computer competence tend to have negative attitudes toward computers**

Table 6: Correlation between teacher trainees' attitude towards ICT and computer competence

		Attitude	Competency
Attitude	<i>R</i>	1	-0.138
	N	128	128
Competency	<i>R</i>	-0.138	1
	N	128	128

Discussion: In consideration of the fact that as a whole, the teacher trainees, although they had a low competence in computers had a positive attitude towards it, it was rather disappointing to find that those low in computer knowledge had a negative attitude towards it. This finding was only revealed when the correlation of their computer competence and attitude was calculated. This may indicate that teacher trainees who do not really know the importance of ICT and are reluctant to learn something new after being in job are negative towards it. It could also indicate that their ignorance of ICT hinders them from understanding its importance. But since ICT is such an important feature of teacher education, this finding should not be taken negatively but rather be treated as a strong indicator of the need to strengthen the teacher trainees' computer competence.

Relevance of the Findings: The findings of the present study may be relevant in a number of ways. Some of the relevance may be highlighted as follows:

- i. Findings regarding the low percentage of female teacher trainees show gender imbalance and it should be brought to the knowledge of the authorities. Research may be done to find out if this is an ongoing trend and if so, steps should be taken to ensure gender balance.
- ii. It was surprising to find out that a large number of teacher trainees did not have computer knowledge. In light of the fact that computers play a major role in today's knowledge distribution, these teachers should be given an opportunity to rectify this problem in an expedient manner. The present research findings may help the government to take necessary steps towards this direction.
- iii. The fact that those who had a poor competence of computers had a negative attitude towards it clearly shows that these teacher trainees do not know the power of computers and how much it can help them in the teaching learning process. The present findings clearly throw light on the need to introduce ICT education among teacher trainees as soon as possible.

Conclusion

The introduction of new technology in India is not very recent. It was in the year 1975 that India began to incorporate technology in teaching with the introduction of satellite communication (Ramanujam, 2007). Yet there was still mixed feelings among the teacher trainees as far as ICT was concerned. This shows that in light of the present campaign of the Indian government to make India a digital nation, there is still a lot of preparations needed where teachers are concerned. With the right direction, there is a hope that digital India will slowly but surely make teaching an enjoyable and worthwhile task instead of a burden as perceived by many teachers and students alike.

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Neuro-Linguistic Programming (NLP) in Shaping the Minds of Learners

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Abstract

Neuro-Linguistic Programming (NLP) is a technique used for improving learning, communication and personal development. It is helpful in developing effective interpersonal relationships. Three major NLP techniques such as Swish, Reframing and Fast Phobia Cure are discussed in this paper. The techniques of NLP contribute in normalizing the main cause of the disturbance by changing the sensual perception and neurological process in developing a peaceful mindset. These techniques facilitate learners to improve their academic and professional life.

Keywords: Cue, Desirable behaviour, Phobia, Reframing, Swish

Introduction

Every human being expects peaceful mind and peaceful environment. Sometimes the stimuli from outside or the thoughts emerging inside of human mind are not acceptable by the individual himself and that kindle the brain to develop unwanted responses. Fear of loss, fear of doing something, fear of un-recognition in the society, fear of helplessness and lack of support are some fears which develop anger, jealousy feeling and anxiety that lead an individual to show an unwanted behavior towards the person whom he/she does not like or competes. Understanding the individual minds becomes important to understand and realize the reasons behind their anger, fear and hostility. Neuro-Linguistic Programming (NLP) attempts to analyse the mind of human being and plays a vital role in shaping it. In this paper three techniques of Neuro-Linguistic Programming (NLP) such as Swish, Reframing and Fast Phobia Cure are discussed.

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Neuro-Linguistic Programming

Neuro-Linguistic Programming (NLP) was developed in the 1970's by Richard Bandler and John Grinder. It is an approach that aims to enhance the effectiveness of communication, facilitate learning and personal development based on a series of underlying assumptions about how the mind works and how people act and interact (Bandler & Grinder, 1975a). The neural part of Neuro-Linguistic Programming (NLP) is concerned with neurology that is how we experience the world through our five senses and represent it in our minds through our neurological processes. Our five senses which send messages to our nervous system will make us do action, reaction and reflex actions. The linguistic part of NLP is concerned with the language which shapes, as well as reflects the person's experience of the world.

The basic goal of NLP is to increase the quality of people's lives by assisting them to identify and accomplish their goals, and to enable them to interact more effectively with others. It is a way of achieving intra-personal and inter-personal excellence (Revell & Norman, 1997). NLP offers state-of-the art skills in interpersonal communication and practical ways to change the way the person thinks and behaves. Millions of people have used its simple principles and techniques to build better relationships, establish a new level of confidence and achieve success in every aspect of their lives (Alder & Heather, 1999). NLP is based on the theory that individuals experience their environment through the senses and, in turn, translate that information into conscious and unconscious cognitive processes. Thinking process is based on the neural systems' activation and thus it impacts emotions which are reflected in behavior and physical actions. Linguistic refers to the way how humans use language to manipulate through the environment, conceptualize experiences and communicate with others. In NLP, linguistic studies how the words influence the experiences and programming addresses how individuals mentally code experience.

The basics of NLP focus on human experience and how individuals relate to it in their own unique ways and it leads to an exploration of communication and interaction. NLP is about asking what and why it was said by the individual, what the individual did and why the individual did it. These items can influence both thoughts as well as actions. NLP is becoming increasingly familiar in formal education, professional development, and informal learning. By focusing on the individuals' experiences and their internal programming, the mental pattern of the person can be modified and their interaction and communication can be improved. Three Neuro-Linguistic Programming techniques such as Swish, Reframing and Fast Phobia Cure which are related to cure phobic conditions are discussed through which learners can be benefitted.

A. Swish Technique

Swish technique works with direction and speed which are two distinct traits of the brain. It can be used to change a simple behavior or a future state by enabling the brain to get a new direction for the stimulus. An example of this can be developing a good feeling for doing a stage presentation. It is really a more formalized way of doing a sub modality (internal characteristics and details in each modality that together comprise the structure of an individual's experience) change and linking it to a point in the future. Swish can be used for any response/behavior that we do not want to do-being jealous, feeling un-worthy, afraid to do something, times when we are hard on self or lack self-esteem or self-sabotage, feel unable to be the best we can be, anticipate something happening in future that make us feel helpless.

Steps in Swish Technique

i. Identifying the Undesired Behaviour

The first step is identifying the unwanted behavior that needs to be changed by the client and from this time onwards the client will work on the same throughout the technique. Let us consider the example of feeling of lack of self-esteem to apply swish technique.

ii. Finding out the cue picture

Identifying the kind of cue picture which triggers the unwanted behavior, the person wants to change by seeing it through the person's own eyes, where the person is in the associated form. The client finds out the situation where he/she felt low self-esteem and the counselor asks the client what was happening in the mind while going through low self-esteem. The thoughts and feelings the client experiences during this process act as a strong cue for the undesired behaviour. After identifying the cue, the client is asked to clear the mind for few minutes and for that purpose the client can take part in any light activities.

iii. Forming the desired self-image

The client sees it through someone else's eyes (dissociated) and the client makes the picture very clear by working on the sub-modalities. The client creates the image of the desired behaviour, which is in the example having high self-esteem. The client makes the image of the high self-esteem with the necessary characteristics the client needs for the situation. It could be having high confidence, feeling worth and valuing the statements of the self and respecting the self. The client creates the clear image which is the desired behaviour of him/herself by adding all the required positive emotions. With the desired image the client moves to the important part of the technique called the 'Swish'.

iv. Swish

The client will be asked to see the large, bright cue image clearly which is the unwanted behaviour and keep the small dark image of the desired behaviour (high self-esteem) which is expected at the right/left hand corner of the larger image (cue image- undesired behaviour). The client is now at the position to replace the negative image with the positive one.

The client is asked to 'swish', which means to expand the outcome picture (desired behaviour) as faster as he/she can and so it comes forward. As the outcome picture grows faster, the cue picture slowly shrinks and disappears over the horizon. This could be repeated as many times as the client needs to make the outcome image permanent.

B. Reframing Technique

Reframing is a model designed to work exclusively with the symptom (behaviour). We can open up the frame to include another meaning of a symptom, we can find another context in which the same symptom works well, or we can find other behaviors that will work better to fulfill the positive intention. Every behavior (internal or external), every symptom and every communication is useful and meaningful in some way and more importantly every behaviour has a positive intention. The heart of reframing is to make the distinction between the intention and the behavior. Then we can find new, more acceptable behaviors that satisfy the same intention (Bandler & Grinder, 1982).

Steps in Reframing

i. Identifying the unwanted behavior or symptom

The first step is identifying the undesirable behaviour which the client wants to work on. The unwanted behaviour can be of any habit the client wants to change or something the client does what he/she does not want to do or something the client wants to do but does not do.

ii. Establishing communication with the part that generates the behavior

The counselor asks the client to make communication with the part creating the undesirable behaviour. The communication could be any kind of sensation, an image or sound. Once the client gets the signal the part has to be thanked for the response because the part should not feel estranged as we are working on removing the undesirable behaviour from the part.

iii. Separating intention from behavior

The counselor guides the client to disconnect the intention of the behaviour. This technique believes on the idea that every behaviour has a positive intention and the separated intention is more of positive which lead to the unwanted behaviour. For example, perfection in doing work sometimes lead to procrastination. Although the intention is positive here, the behaviour becomes an undesirable one.

iv. Getting the creative part to generate new alternative behavior

The client is directed by the counselor to get at least three new alternative behaviours from the creative part of the body. The creative part will help the client in changing the undesirable behaviour with some possible ways to form a desirable behaviour.

v. Getting the original part to choose three new alternative behaviors and taking responsibility for generating them

The client asks the old part of the body which generated the unwanted behaviour to accept the new alternative behaviours generated by the creative part. If the old part is ready to accept, then the client can move forward to the next step. If not, the client should move back to step four and to select new alternative behaviours. Making negotiations with the old part to accept the newly generated behaviours by the creative part brings the success of the technique.

vi. Ecological Check

Ecological check is done after the acceptance of the old part with the newly generated behaviours. Any change in behaviour will affect the environment and other physical parts of the body too, which needs to be checked through a willingness signal from other parts of the body. If the client receives acceptance signal from other parts of the body, that brings the end of the technique. If there are objections from any part of the body, the client needs to work from step two in order to understand the positive intentions of the objections.

Freezing in-front of group, procrastination, self-criticism, impulse spending, head ache, talking too loudly, indecisiveness, and laziness can be dealt through reframing technique (McHugh, 2009).

C. Fast Phobia Trauma Cure

The Fast Phobia cure technique was developed by Richard Bandler. It can be used for any real big fear, if the fear can be tested there and then - i.e., purely imagining the situation brings observable manifestations of the fear - so much the better. The

technique contains a number of steps, for example, dissociation, playing an experience backwards which can be useful in many contexts.

Steps in Fast Phobic Cure

i. Walking into the movie hall to see the greatest fear on the screen

The subject is asked to find the greatest fear in his life. Stage fright could be one example for applying this technique. Make them to imagine a movie theatre and we are going to play the movie of this fear in that hall. Ask the client to walk into the movie theatre in their imagination, and sit down in the center of the front row of the hall and make them to relax in the seat. Now slowly ask them to float up out of their body and sit in a corner of the gallery comfortably. The client can see two views from his current position which is the screen and the person sitting in the front row watching the movie.

ii. Playing the Movie

The client is asked to run the colour slide of the movie of the phobia which they want to cure. Let the movie play continuously till the last slide. The client is told to freeze the last slide of the movie and make it to black and white and then re-associate completely into the picture on the screen. The counselor asks the client to play the associated movie backwards at faster speed, with some background music and freeze it again in gray frame and repeat this at least twice.

iii. Test for the Phobic Response

Ask the client to float out of the still picture and join in the front row of the hall. After comfortable seating, the client is asked to white out the whole screen. The counselor gets the client's response for watching the phobia movie again in colour frame from the beginning to the end from the comfortable seating. If the client's response is positive let him/her watch it and if the response is negative, it is necessary to take the client back to the previous steps. Providing chances to the client is necessary to relieve the phobia by indicating their changed responses through positive emotions and finally get their responses for the total experience of the technique.

Conclusion

Swish, Reframing and Fast Phobia Cure techniques are helpful in changing the unwanted behavior of an individual. Teachers are the only people who can shape the individual's mind from the beginning stage. Keen observation helps the teachers to identify the disturbance in individual's mind. Through NLP techniques, changes can be brought in students' mind by reducing negative thinking. If pupils are brought to

the stage of realizing the reason behind their every behavior, that could be analyzed by the students and the teacher can make them to focus in constructive ways with their positive potential. Challenges in individuals' life make the person feel and behave in an unusual way when they become unfavorable to them. By constructing a well stable thought process without negative thinking, fears and conflicts development can be reduced and thereby peaceful mindset can be created. More number of peaceful individual inner minds will convert all their energy in the form of valuable outcomes and integration will be maintained. Getting trained in professional training courses like NLP will definitely help the teachers to apply the suitable technique on individuals to overcome the unwanted behaviors and to maintain a peaceful mindset and pleasant learning environment.

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Documenting/Citing Sources and Referencing in Academic Writing

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Abstract

This paper talks about the importance of documenting or citing sources and referencing in academic writing. It discusses how failing to do so leads to plagiarism, the meaning of plagiarism, how to avoid plagiarism and how to cite sources. The three main sample citation styles namely APA, MLA and Chicago/Turabian styles are briefly mentioned. After this, the author traces APA style of in-text citation and referencing with sample examples. The paper concludes by citing the recent initiative taken by the UGC by making the Draft UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) Regulations, 2017 and the importance of making the teachers, research scholars and students in higher educational institutions aware of these issues and initiatives.

Keywords: *Documenting, Citing, Plagiarism, Referencing.*

Introduction

Locating scholarly resources and then citing these references accurately should be the foundation of academic and professional writing. Correct documentation or citation is very important as it:

1. Provides attribution or credit to the original author or creator.
2. Allows someone to find the documents you cited on their own.
3. Enables the reader to follow the continuum of research. What important contributions were made before your work and where does your body of research contribute to or add to current knowledge?
4. Enables others to verify the accuracy and completeness of your work. A thorough reference list demonstrates that you are knowledgeable about your field of inquiry.

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5. Communicates transparency, trust and integrity and helps you to avoid plagiarism (Des Moines University Library, 2017).

What is Plagiarism?

According to the Merriam-Webster online dictionary, to “plagiarize” means:

- to steal and pass off (the ideas or words of another) as one’s own
- to use (another’s production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else’s work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on “fair use” rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism (P.Org., 2017 May 18).

What to cite

You **must** cite:

- Facts, figures, ideas, or other information that is not common knowledge
- Ideas, words, theories, or exact language that another person used in other publications

- Publications that must be cited include: books, book chapters, articles, web pages, theses, etc.
 - Another person's exact words should be quoted and cited to show proper credit
- When in doubt, be safe and cite your source! (MIT Libraries, n.d.).

Sample Citation Styles

Any time you quote, paraphrase, summarize, or reference a source, you must cite that source in a parenthetical note or a footnote and append a bibliography, which, depending on the discipline, may be called "Works Cited" or "References."

All citations share some basic components, including the title of the work being referred to, the name of the work's author(s), the publisher, and the date of publication. Beyond these general requirements, styles of citation vary by discipline (Academic Integrity, Princeton University, 2017).

The three most popular citation styles used in academic writings are:

- APA (American Psychological Association) used by Education, Psychology, and Sciences
- MLA (Modern Language Association) style used by the Humanities
- Chicago/Turabian style generally used by Business, History, and the Fine Arts (University of Pittsburgh, 2017a).

What kinds of issues to the various style manuals address?

Although style manuals address methods of research and even grammar and mechanics, the two areas in which they differ the most are (1) the format of the paper and (2) the documentation and citation of sources. Perhaps the greatest difference among style manuals lies in their rules for documenting and citing sources. The three most commonly used styles differ greatly, for example, on the issue of in-text parenthetical citations. Here is an example of how each of these three style guides would handle an in-text citation for the following book (example taken from The MLA Handbook, p. 142 as cited in Columbia College, 2017):

Marcuse, Sibyl. *A Survey of Musical Instruments*. New York: Harper, 1975.

MLA: (Marcuse 197)

APA: (Marcuse, 1975, p. 197). Note: APA requires a page number only for direct quotes. Paraphrased information does not require a page reference but only an author/date in-text parenthetical citation.

Chicago: Chicago allows the writer to choose between using in-text citations or superscripted numbers that refer to endnotes or footnotes. If the writer chooses in-text parenthetical citations, he or she can choose either the author/page or the author/date/page method:

Author/page: (Marcuse, 197) Author/date/page: (Marcuse 1975, 197)

The choice of one of these methods will dictate the form of the bibliography.

The format of the items in the list of references (called “works cited” in MLA, “bibliography” in Chicago and “references” in APA) also differs greatly among these three style guides. Here are just a few examples of commonly cited sources:

A book with one author:

MLA: Smith, Jane. *Writing College Papers: A Student’s Guide*. New York: McMillan, 2004.

APA: Smith, J. (2004). *Writing college papers: A student’s guide*. New York: McMillan.

Chicago: (same as MLA, except italics instead of underlining)

A journal article:

MLA: Johnson, Millicent. “Documenting Sources Correctly.” *The University Student’s Journal* 30 (2004): 203-08.

APA: Johnson, M. (2004). Documenting sources correctly. *The University Student’s Journal*, 30, 203-208.

Chicago: (same as MLA except italics instead of underlining) (Columbia College, 2017).

How to Cite Sources?

How sources are cited is determined by the citation style selected. This paper discusses the requirements for APA style only. APA style requires 2 elements:

1. *In-Text References*

~ located in the text of the paper

~ tells the reader what information was borrowed and where it came from

2. *A List of References*

~ located at the end of the paper

~ tells the reader what sources were used to write the paper and provides complete information about the sources

The in-text references and list of references work together to give complete credit to the sources that are used in writing the paper. The in-text reference in the paper should correspond with the beginning of the citation in the list of references.

APA Style Examples

APA style requires brief references in the text of the paper and complete reference information at the end of the paper. Below are some general guidelines:

In-Text References: An in-text reference is generally given in one or two ways. For rephrased information (information put into your own words):

- ~ use author's surname followed immediately by the copyright year in brackets within the sentence OR
- ~ provide the author's surname and copyright year in brackets at the end of the sentence before the period

For quoted information (information copied word for word):

- ~ use the author's surname followed immediately by the copyright year in brackets and the page from which the information was copied in brackets at the end of the sentence OR
- ~ provide the author's surname, copyright year, and page in brackets at the end of the sentence before the period.

References

The list of sources is titled "References" and is located at the end of the paper on a new page.

- ~ alphabetize entries by the first word of the entry
- ~ entries are double spaced and the second line of an entry is a hanging indent of a ½ inch (standard tab space)
- ~ use only initials for the first and middle names even if the full name is given
- ~ in titles of books and articles, capitalize only the first word of the title, the first word following a colon or dash, and all proper nouns
- ~ in titles of periodicals, capitalize all significant words
- ~ italicize the titles of books and periodicals
- ~ one space after all punctuation

~ list only works that were referenced in the text of the paper (except personal communications) (William E. Laupus Health Sciences Library, East Carolina University, n.d.).

In-text Citation with APA

The APA style calls for three kinds of information to be included in in-text citations. The **author’s last name** and the work’s **date of publication** must always appear, and these items must match exactly the corresponding entry in the references list. The third kind of information, the page number, appears only in a citation to a direct quotation.

...(Crockatt, 1995).

Direct quote from the text

“The potentially contradictory nature of Moscow’s priorities surfaced first in its policies towards East Germany and Yugoslavia,” (Crockatt, 1995, p. 1).

Major Citations for a Reference List/Bibliography

Note: All second and third lines in the APA Bibliography should be indented.

Material Type	Reference List/Bibliography
A book in print	Baxter, C. (1997). <i>Race equality in health care and education</i> . Philadelphia: Ballière Tindall.
A book chapter, print version	Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), <i>The science of subjective well-being</i> (pp. 17-43). New York, NY: Guilford Press.
An eBook	Millbower, L. (2003). <i>Show biz training: Fun and effective business training techniques from the worlds of stage, screen, and song</i> . Retrieved from http://www.amacombooks.org/
An article in a print journal	Alibali, M. W. (1999). How children change their minds: Strategy change can be gradual or abrupt. <i>Developmental Psychology</i> , <i>35</i> , 127-145.

<p>An article in a journal without DOI</p>	<p>Carter, S., & Dunbar-Odom, D. (2009). The converging literacies center: An integrated model for writing programs. <i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i>, 14(1), 38-48. Retrieved from http://kairos.technorhetoric.net/</p>
<p>An article in a journal with DOI</p>	<p>Gaudio, J. L., & Snowdon, C. T. (2008). Spatial cues more salient than color cues in cotton-top tamarins (<i>saguinus oedipus</i>) reversal learning. <i>Journal of Comparative Psychology</i>, 122, 441-444. doi: 10.1037/0735-7036.122.4.441</p>
<p>Websites - professional or personal sites</p>	<p><i>The World Famous Hot Dog Site</i>. (1999, July 7). Retrieved January 5, 2008, from http://www.xroads.com/~tcs/hotdog/hotdog.html</p>
<p>Websites - online government publications</p>	<p>U.S. Department of Justice. (2006, September 10). Trends in violent victimization by age, 1973-2005. Retrieved from http://www.ojp.usdoj.gov/bjs/glance/vage.htm</p>
<p>Emails (cited in-text only)</p>	<p>According to preservationist J. Mohlhenrich (personal communication, January 5, 2008).</p>
<p>Mailing Lists (listserv)</p>	<p>Stein, C.(2006, January 5). Chessie rescue - Annapolis, MD [Message posted to Chessie-L electronic mailing list]. Retrieved from http://chessie-l-owner@lists.best.com</p>
<p>Radio and TV episodes - from library databases</p>	<p>DeFord, F. (Writer). (2007, August 8). Beyond Vick: Animal cruelty for sport [Television series episode]. In NPR (Producer), <i>Morning Edition</i>. Retrieved from Academic OneFile database.</p>
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<p>Film Clips from website</p>	<p>Kaufman, J.C. (Producer), Lacy, L. (Director), & Hawkey, P. (Writer). (1979). <i>Mean Joe Greene</i> [video file]. Retrieved from http://memory.loc.gov/mbrs/ccmp/meanjoe_01g.ram</p>

Film	Greene, C. (Producer), del Toro, G.(Director). (2015). <i>Crimson peak</i> [Motion picture]. United States: Legendary Pictures.
Photograph (from book, magazine or webpage)	Close, C. (2002). <i>Ronald</i> . [photograph]. Museum of Modern Art, New York, NY. Retrieved from http://www.moma.org/collection/object.php?object_id=108890
Artwork - from library database	Clark, L. (c.a. 1960's). <i>Man with Baby</i> . [photograph]. George Eastman House, Rochester, NY. Retrieved from ARTstor
Artwork - from website	Close, C. (2002). <i>Ronald</i> . [photograph]. Museum of Modern Art, New York. Retrieved from http://www.moma.org/collection/browse_results.php?object_id=108890

(University of Pittsburgh, 2017b).

Conclusion

When reading a document that someone else prepares, the reader assumes that the words used are those of the author. If you, as the author of the document, were to use a phrase, sentence, or paragraph from a source without documenting it, anyone who is familiar with the source and reads your document would think that you are presenting someone else's work as your own. In effect, they would think you are a fraud. Also, there are potential legal problems that could result (Documenting Your Sources. 2017, September).

Government of India through the UGC has been taking some initiatives for improvement of quality in higher education institutions in the country. One of such initiatives taken recently is the preparation of the Draft UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) Regulations, 2017 to crack down on students and faculty found plagiarising.

Educational institutions have also been asked to form an Academic Misconduct Panel (AMP) to investigate allegations of plagiarism and submit a report to the Plagiarism Disciplinary Authority (PDA) of the institute. The core work carried out by the student, faculty, staff and researcher shall be based on original ideas and shall be covered by a zero tolerance policy on plagiarism. In case plagiarism is established,

then the Plagiarism Disciplinary Authority (PDA) of the higher educational institution shall impose maximum penalty. The core work shall include abstract, summary, hypothesis, observations, results, conclusions and recommendations.

The draft rules for students state that in non-core areas, plagiarism of up to 10% would not invite any penalty while in cases of up to 40% plagiarism, the student will not be given any marks and/or credits and will be asked to submit a revised script within a stipulated time period not exceeding six months. In case similarities are above 60%, no marks would be awarded and the applicant's registration for that course will be cancelled. In case of faculty, for similarities ranging from 0-40%, they will be asked to withdraw the manuscript and will not be allowed to publish work for at least a year. In case there are similarities above 60% they will not be allowed to publish any work for at least three years and be denied two successive increments. In case where plagiarism of highest level is committed then the punishment for the same shall be operative. In case a level 3 offence is repeated, then the person shall be dismissed," states the draft. These regulations will be retrospective (Hindustantimes, 2017, September 6).

In view of all these initiatives taken, it is important that all the teachers, research scholars and students in higher education institutions become aware of all these issues and contribute in one way or the other for the promotion of academic integrity thereby improving the quality of higher education in our country.

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