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CONTENTS

Cognitive Levels of Higher Secondary, Collegiate and University Students in Terms of the Cognitive Domain of Bloom's Taxonomy of Educational Objectives Lalchhuanmawii & R.P. Vadhera	1
Perceptions of Stakeholders on Peace Education in Secondary Schools of Mizoram B. B. Mishra & L. Mishra	9
Language Development of Mizo Preschool Children in Terms of Age F. Zothansiami & Lalhmasai Chuaungo	19
A Comparative Analysis of Vocational Interests of Male and Female Secondary School Students of Aizawl City Lianhlupuii Hnamte & Lynda Zohmingliani	29
Midday Meal for Elementary School Students in Kolasib District of Mizoram: Status and Problems Lalthapuii Chhangte & Lalbiakdiki Hnamte	40
Impact of Participation in Social Activities on Academic Achievement: A Study on the Perceptions of Mizo Under-Graduate Students Francis L.R. PuiaTlau & B.B. Mishra	47
Attitude towards Teaching Profession among Secondary School Teachers of Aizawl District Wesly ZarzolaWmi & H. Malsawmi	58
Status and Problems of ECCE in Aizawl City Angie V. L. Nunhlimi & K. K. Tripathi	66

An Analysis of the Quality of Environmental Education for Degree Students in Mizoram	74
P. C. Lalremruati & Lynda Zohmingliani	
Infrastructural Facilities in the DIETs of Mizoram	83
Ruth Lalsawmzuali & B.B Mishra	

Cognitive Levels of Higher Secondary, Collegiate and University Students in Terms of the Cognitive Domain of Bloom's Taxonomy of Educational Objectives

Lalchhuanmawii*
R.P. Vadhera**

Abstract

One of the most important educational goals of the 21st century is to improve the students' problem-solving, critical thinking and other higher order thinking skills in order to help them adapt to the rapidly changing 'Information Age'. Although developing higher level cognitive abilities has been considered as one of the major educational goals in the past decades, the results of different studies show that learners have limited abilities to think at higher levels of cognition. Therefore, an important objective of education is to develop and promote the higher cognitive abilities of students so that they may make useful contributions to the world. The study was conducted with a sample of 776 students from Higher Secondary schools, Colleges and Universities. The study revealed that the students of higher secondary, Collegiate and University stages mainly functioned at the two lower levels of the cognitive domain.

Keywords: *Cognitive, Higher order thinking, Cognitive skills, Cognitive domain of Bloom's taxonomy*

Introduction

The word 'Cognitive' means the ability to think, learn and memorize; it is an expression of intellectual capacity pertaining to the mental processes of comprehension, judgment, memory, and reasoning. In short, cognitive refers to mental skills such as knowing, understanding, perceiving, memorizing, reasoning, judging, etc. that are used in the process of acquiring knowledge.

One of the basic questions facing educators has always been, "Where do we begin, in seeking to improve human thinking?" One place to begin is in defining the nature of thinking. Education is a process that attempts to change an individual's

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behaviour. Educational institutions worldwide are recognizing that teaching core courses in the curriculum alone is not sufficient to equip students for the knowledge economy. To be prepared for the demands of the knowledge economy, students need to know about how to use their knowledge and skills to think critically, apply knowledge to new situations, analyze information, comprehend new ideas, communicate effectively, collaborate, solve problems, and make decisions. These skills are termed as higher order cognitive skills and their development and promotion is considered an important goal of the educational process (Prasetyo, 2010).

Higher-order thinking skills are goal directed, multi-step, strategic processes such as designing, decision-making and problem solving that require analysis, evaluating, connecting, imagining, elaborating and synthesizing (Iowa Department of Education, 1989). Higher-order thinking is an instructional strategy supported by research. Often referred to as critical thinking skills, it is more than simple recall of facts or information retrieval but rather a function of the interaction between cognitive strategies, meta-cognition, and nonstrategic knowledge during problem solving (Burton, 2010).

Accurately measuring students' abilities require a classification of levels of intellectual behaviour important in learning. This classification of cognitive levels was given by Benjamin Bloom in his famous work called Bloom's Taxonomy of Educational Objectives in 1956. The word *taxonomy* simply means classification of things arranged in a hierarchical order. Bloom's Taxonomy is a hierarchy of skills that reflects the growing complexity and ability to use higher order thinking skills. Bloom's Taxonomy divides educational objectives into three domains: (knowing/head), (feeling/heart) and (doing/hands). Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more form of education (Forehand, 2005).

The cognitive domain in Bloom's taxonomy involves knowledge and the development of intellectual skills. It includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. The taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity, which are listed in order starting from the simplest behaviour to the most complex. The categories can be thought of as degrees of difficulties, that is, the first ones must normally be mastered before the next ones can take place. These cognitive levels are knowledge, comprehension, application, analysis, synthesis and evaluation (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock, 2001).

The six levels of Bloom's Taxonomy can be viewed from the perspective of higher-order and lower-order thinking. Higher order thinking includes those kinds of learning that need more cognitive processing but also have more benefits because they prepare students for challenging and real life situations and involves critical thinking. On the contrary, lower order thinking usually includes information that is needed to be recalled rather than being judged, evaluated, or applied. Regarding Bloom's Taxonomy, some consider the three levels of *evaluation*, *synthesis*, and *analysis* as higher order thinking, and the *knowledge* and *comprehension* levels are considered as lower order thinking. The *application* level can be considered as higher or lower order of thinking depending on its cognitive complexity. Others consider *evaluation* and *synthesis* as higher order, *analysis* and *application* as middle order, and *comprehension* and *knowledge* as lower order thinking. These cognitive levels given by Bloom and his associates have been widely accepted and applied by educationists all over the world and are considered as the basic parameters for testing the cognitive abilities of students (Assaly & Smadi, 2015).

Higher-order thinking is based on the concepts in the Cognitive Domain of Bloom's Taxonomy and suggests that some types of learning require more cognitive processing than others. Bloom's Taxonomy suggests that skills involving analysis, synthesis and evaluation are of a higher order, requiring different instructional practices. It also suggests that higher-order thinking involves the learning of complex judgmental skills such as critical thinking and problem solving (Clark, 2010).

Rationale of the Study:

Knowledge, as an outcome of education, is no longer believed to be sufficient to create the kind of citizens needed to effectively cope with the social, economical and technological changes in the world. In the last few decades, there has been an intense call to raise the level of educational achievements. Experts claim that citizens who think critically and creatively are guarantees of political stability, economic growth, scientific and cultural enrichment, psychological health, and the general prosperity of any society in the 21st century. Hence, more attention need to be been given to the importance of developing students' higher order thinking skills.

Academic success should be measured not just in terms of what students can remember, but what students are able to do with their knowledge. Memorization and recall are considered as lower order cognitive skills (LOCS) that require only a minimum level of understanding, whereas the application of knowledge and critical thinking are higher-order cognitive skills (HOCS) that require deep conceptual understanding. Students often have difficulty performing these higher cognitive levels.

An important objective of education should be to develop and promote the higher cognitive abilities of students such as abstract and logical thinking abilities, critical and analytical skills, evaluative and problem solving skills and many others. Considerable effort needs to be directed towards developing students' higher cognitive skills in order to produce quality graduates who can make useful contributions to the world. More attention need to be given to the promotion of the cognitive skills within the national curricula and curriculum reforms should be carried out accordingly.

Objectives:

The study was conducted with the broad objective to find out the cognitive levels of higher secondary, collegiate and university students in terms of the Cognitive Domain of Bloom's Taxonomy.

Population and Sample:-

All higher secondary, college and university students studying Education subject in different Higher Secondary Schools, Colleges and Universities in Mizoram constituted the population for this study. The sample of the study consisted of 776 students out of which 380 were from Class XII of eight higher secondary schools in Aizawl; 310 were from 5th Semester B.A. (Education Core) of eight degree colleges of Aizawl; and 86 were from M.A. (Education) of Department of Education, Mizoram University and Department of Education, ICFAI University, Aizawl. Further, from among the total sample of 776 students, 258 were male and 518 were female students.

Tools Used:

The following two tools were developed by the investigators:

1. Bloom's Taxonomy Coding Scheme representing the six cognitive levels viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation was developed by the investigator on the basis of previous works conducted by different researchers worldwide.
2. Cognitive Level Test was developed by the investigators to find out the cognitive level of students in terms of the Cognitive Domain of Bloom's Taxonomy. This test was designed on the basis of similar tests conducted previously by other researchers. In this test, the students were provided reading materials on two topics from Educational Psychology, namely Individual Difference and Mental Health and Hygiene; and a response sheet for setting 5 questions each from these two topics. The students were asked to read the passages and then frame 5 questions of different difficulty levels for each of the two topics. The investigator clearly explained that they had to assign ratings from 1 to 5 in terms of increasing difficulty order of questions framed. These questions were then analyzed in terms of Bloom's Taxonomy Coding Scheme to find out at which cognitive level the students are functioning.

Results and Major Findings:

The result of the cognitive test is consolidated and presented in the table below followed by interpretations and the findings.

Consolidated Result of Higher Secondary, College and University Students on Cognitive Level Test

Bloom's Taxonomy Cognitive Levels	Higher Secondary (N-380)	College (N-310)	University (N-86)
	Percentage of questions set by respondents	Percentage of questions set by respondents	Percentage of questions set by respondents
Knowledge	52.84%	44.26%	32.91%
Comprehension	37.61%	38.71%	45.35%
Application	3.21%	2.68%	4.88%
Analysis	4.29%	9.74%	11.63%
Synthesis	-	-	-
Evaluation	2.05%	4.61%	5.23%

- 1) The cognitive levels of Higher Secondary students fall predominantly on the two lower Cognitive levels, i.e., Knowledge (52.84%) and Comprehension (37.61%) followed by Analysis (4.29%), Application (3.21%) and Evaluation (2.05%) respectively. No questions were set from Synthesis level.
- 2) The cognitive levels of the College students are mostly concentrated in the two lower cognitive levels, i.e., Knowledge (44.26%) and Comprehension (38.71%) followed by Analysis (9.74%), Evaluation (4.61%) and Application (2.68%) respectively. No questions came from Synthesis level.
- 3) The cognitive levels of University students mostly come under the two lower cognitive levels, i.e., Comprehension (45.35%) and Knowledge (32.91%) followed by Analysis (11.63%), Evaluation (4.61%) and Application (2.68%) respectively. No set of questions came from Synthesis level in this sample.
- 4) From the consolidated results, it can be seen that the three groups of students mainly functioned at the two lower levels of the cognitive domain. They all showed poor application and evaluative abilities. However, the study revealed that the dominance of lower cognitive abilities slightly decreased as the students mature in age and progress to higher classes. Though Knowledge level dominates at the Higher Secondary stage, it decreases slightly at the College stage and by University stage, it is overtaken by Comprehension level. This shows that there is growth in the cognitive

levels. It can also be seen that there is development of higher cognitive abilities like Application, Analysis and Evaluation at the University level, though not to a large degree. The absence of Synthesis level questions in all groups of students reveal that the development and promotion of the creative and constructive abilities of students is greatly neglected in our education system.

Suggestions for improvement:-

- The study revealed that the higher secondary, collegiate and university students have very poor application and synthesis skills. Therefore, teaching-learning methods and activities that will develop and promote the higher cognitive abilities of students need to be applied in the classrooms.
- Examinations should be conducted in such a way so as to minimize rote-learning and bookish learning as much as possible, and more emphasis should be given to writing assignments, project works, seminar presentations, debates, discussions, etc which will help to develop the creative, critical and problem-solving skills of students.
- Teachers need to design their instructional objectives and learning activities to encompass questions, topics and activities that will challenge students to think creatively, logically and critically.
- Academic activities and programmes that promote and enhance personality and cognitive development may be periodically organized for the students, right from elementary stage.

Conclusion:

The study revealed that the students of higher secondary, collegiate and university stages mainly functioned at the two lower levels of the cognitive domain. They all showed poor application, synthesis and evaluative abilities. However, it was found that the dominance of lower cognitive abilities slightly decreased as the students mature in age and progress to higher classes. Though knowledge level dominates at the Higher Secondary stage, it decreases slightly at the college stage and by university stage, it is overtaken by comprehension level. This shows that there is growth in the cognitive levels. It can also be seen that there is development of higher cognitive abilities like application, analysis and evaluation at the university level, though not to a large extent. The absence of synthesis level questions in all groups of students indicates that the development and promotion of the creative and constructive abilities of students is greatly neglected in our education system.

Both the teachers and students alike need to be given more awareness regarding the cognitive levels and how to develop these higher cognitive abilities. Teachers need to design their instructional objectives and teaching-learning activities in such a way as to promote and develop the reasoning, constructive and problem solving skills of students. They need to be made aware of the importance of developing and functioning at the higher cognitive levels, how to plan teaching objectives and learning activities to promote higher cognitive thinking, what innovative pedagogical techniques to apply in the classroom, how to frame questions that test and challenge the higher thinking skills of students, how to engage and nurture these higher cognitive abilities and so on. Rote memorization and bookish knowledge should be done away with, as much as possible. Less dependence on lecture method and more emphasis on interactive methods like discussions, feedback, debates, etc will surely improve the teaching-learning process.

All higher educational institutions should try to enhance critical thinking skills amongst their students and should be held accountable to provide the same when students are enrolled and pursuing a degree programme. Active learning which includes activities such as discussion, debates, role play and cooperative learning encourages critical thinking and helps the students retain technical contents better. When active learning activities are employed students have to use a deep level approach when learning course contents that results in students using higher order thinking skills. Bloom's Taxonomy will serve as an effective tool guiding the faculty to arouse the curiosity of learners in their subjects and will go a long way in developing the higher cognitive skills of students.

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Perceptions of Stakeholders on Peace Education in Secondary Schools of Mizoram

B. B. Mishra*
L. Mishra**

Abstract

The present article is based on an empirical research funded by ICSSR aiming at promoting peace education in secondary schools of Mizoram. The perceptions of secondary school students, teachers and the parents of the students about values of peace; their comprehension about the concept of peace education, guiding principles of peace education and practices on peace related activities being followed in the secondary schools of Mizoram were revealed. Besides, suggestions of secondary school students, teachers and the parents of the students about successful promotion of peace values among the secondary school students in Mizoram were sought for. The study revealed that there is no much concern of peace in the state. Credit goes to the society, particularly to the various Non-Government social Organizations that take active part in community works and lead the people for the concerns of the society. Besides, Student Unions and Church Organizations used to play very prominent role in shaping and molding the character of the people starting from the early stages of life which ultimately benefits the society and the nation. However, in the context of rapid change in social structure and modernization process, there is need for inculcating the values of peace for which schools have to play important role.

Key words: Peace, Peace education, Peace values

Introduction

The importance of peace education at the school level is universally recognised for a safe and prospering future for the world as peace education aims at equipping the future citizens with necessary knowledge, attitude and skills so that they would acknowledge and respect all kinds of diversity and understand human dignity. They

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would show tolerant and lead a life in peaceful society with harmony. The approach for imparting peace education ought to be participatory, and cooperative. Hence, peace education is regarded as an avenue to improve the social well-being and responsibilities of the future of the tiny tots who are in the schools. In developing countries like India, peace education at the school level seems to have been given a back seat, though in our social context, it is very much relevant and crucial. It is desired that serious attention need to be given for imparting peace education in our schools for developing the desired personality characteristics with the children during their formative stage.

The United Nations (UN) General Assembly in 1999 emphasised for promotion of culture of peace. UNESCO declared 2001-2010 as the International Decade for Promotion of a Culture of Peace and Non-violence for the Children of the World. In 2013 the United Nations held its annual International Day of Peace and established peace education as its theme for that year.

Peace is understood as calmness; lack of conflict, uproar or disturbances. It is a state of mind free from fear of violence or war. The preamble of the UNESCO constitution has beautifully recorded "*Since wars begin in the minds of men, it is in the minds of men that the defence of peace must be constructed*". This is the basis of the concept of peace education. Peace cannot be built in a society where there is exploitation, oppression or discrimination. Presence of poverty, discrimination or injustice leads a person to act violently which interrupt a settled and peaceful condition of a society. Peace exists only where people live freely and equally. Global peace can only be achieved if each country is settled and the citizens of each country live happily.

India is a vast country having around 135 billion population belonging to different race, religion, caste and region. People speak different languages and they vary among themselves culturally. Due to such differences, cultural and communal tensions occur frequently. All such tensions are the obstacles for development of our nation. India can march ahead, if the people would be able to realise the importance of peace and leave in harmony. For the success of the mission of peace education, it is desired that the socio-cultural contexts of different societies to be assessed, policies and programmes need to be formulated, imparters (teachers) be trained and peace education has to be effectively transacted.

Mizoram is one of the north-eastern states of our country which has followed the path of peace for its development and is marching ahead, after long time of insurgency. It is desired that the state should continue to follow the path of peace. This will be possible when the peace values and culture will prevail among the citizens. The secondary school students are the future citizens. It is imperative to inculcate the values of peace so that the culture of peace would prevail in all walks of life among

the students. Hence, there is a need to explore the perceptions and practices of peace education by the stake holders and to suggest measures for promotion of peace education in the secondary schools of Mizoram.

Objectives of the Study

This study was undertaken with the following objectives:

- 1 To explore the perceptions of secondary school students, parents and teachers about values of peace in Mizoram.
- 2 To assess the comprehension of students, teachers and parents about the concept of peace education.
- 3 To explore the guiding principles of peace education being followed in secondary schools of Mizoram.
- 4 To explore the practices on peace related activities in secondary schools of Mizoram.
- 5 To explore the suggestions of secondary school students, teachers and the parents of the students about successful promotion of peace values among secondary school students in Mizoram.
- 6 To explore teachers' opinion on effective implementation of peace education in secondary schools of Mizoram
- 7 To explore the peace education components in secondary school textbooks of Mizoram.
- 8 To suggest measures for promotion of peace education in secondary schools of Mizoram.

Methodology Adopted: The study was of descriptive survey, one in which the perceptions and suggestions of all stakeholders were assessed and taken.

Population and Sample: The target population of the study were secondary school students, their parents and the teachers of the secondary schools of Mizoram. The total sample of the study comprised of 200 students, 100 boys and 100 girls of class X, 100 parents and 100 teachers from 20 Government secondary schools of Mizoram.

Tools and Techniques Used: For the present study no ready made tool was found suitable. Keeping the objectives of the study and the characteristics of the sources in view, it was decided to use questionnaire and interview as the techniques of data collection. The questionnaire were structured and developed in simple English which can be easily comprehended by class IX and X students and by the parents who have studied minimum class IX and X. Interview technique was followed in case of those few parents who were not that qualified to understand the items of the questionnaire

and the field investigators communicated to them in Mizo language. As such the following two tools were developed by the investigators for the conduct of the study.

1. Questionnaire for headmasters, teachers, students and their parents on peace education
2. Questionnaire for teachers and headmasters on peace education

Findings of the Study: The study revealed the following findings.

- i) Majority of the respondents, i.e., students, teachers and parents of the students recognized absence of war, absence of violence, development of friendship, leaving with harmony, relaxed state of mind, positive thinking about others, compassion for fellow beings, respect to all religions, respect to human rights, justice and security for all, and preservation of environment, sustainable development, control of HIV/AIDS, and humanity as the outcomes of peace indicating their right kind of awareness. Majority of the parents did not agree to control population in their society but majority of students and teachers agreed to it.
- ii) All the sampled students, teachers, and parents of the students agreed that peace education implies knowing and understanding the factors contributing peace, knowing and understanding the factors damaging peace, knowing and understanding the role that one has to play for peace, the values that one must possess, and the attitude that one should possess. Further, majority of the subjects of the three categories agreed that peace education also implies the skill that one should master. However, majority of the subjects from the three categories did not agree to the meaning 'the way that one should lead his/her life'.
- iii) Majority of the sample students, teachers, and parents of the students were of the opinion that the guiding principles of peace like equality of all, dignity of others; liberty of all; security in the school; justice for all; non-violence practices; sharing responsibility; cooperation among students, teachers and parents; democratic principles; human rights; environment friendly behavior; cultural diversity; and sustainable development were being respected/ followed in their schools.
- iv) Majority of the sample students, teachers, and parents of the students expressed that morning prayer, celebration of important national and international days, and celebration of birthdays of great personalities used to be organized in the schools. But, activities like peace club, peace march, peace poster competition, discussion on social issues, arrangement of extramural lecturers, organization of essay and debate competitions, establishment of peace museum, practice of

yoga, film show, creation blogs in social media, community participation, organization of street play, organization of drama etc either were not organized or rarely organized. Further query revealed that Morning Prayer not used to be organized daily in many schools, national and international days and birth days of great personalities used to be celebrated as notified by the higher authorities.

- v) Majority of the sample students, teachers, and parents of the students expressed that values like respect for others, practicing non-violence, forgiveness and reconciliation, justice and equality, conflict resolution, environmental protection, promotion of democratic values, secular attitude, development of ideal citizenship, promotion of national integration and international understanding, cultural identity and acculturation and socialization need to be emphasized in the secondary schools of Mizoram for promoting peace culture with the students.
- vi) Majority of the sample students, teachers, and parents of the students expressed that personality characteristics like respect to humanity, empathy, compassion for all creatures, self-discipline, and tolerance were not duly emphasized with the secondary school students of Mizoram. However, qualities like honesty, truthfulness, cleanliness, positive thought, charity, gentleness, modesty, patience, straightforwardness, and altruism used to be emphasized with them.
- vii) All subjects of the three categories expressed that for promotion of peace values among the students activities like peace march, establishment of peace museum, practice of yoga, organization of street play, and organization of drama are not desired in the secondary schools of Mizoram. But, activities like morning prayer, celebration of important national and international days, celebration of birthdays of great personalities, arrangement of extramural lectures, and community participation are desired in the context of Mizoram. Besides, majority of the respondents from the three groups were in favour of organization of activities like peace club, peace poster competition, discussion on social issues, organisation of essay and debate competitions, film show, and creation of blogs in social media which may be under taken occasionally.
- viii) Majority of the secondary school teachers (76%) were not aware of the concept of peace education.
- ix) All the sample secondary school teachers felt the need for imparting peace education in secondary schools of Mizoram.
- x) All the sample secondary school teachers were of the view that the teachers must act as role models for students in propagating peace.

- xi) All the sample secondary school teachers reported that peace education was not being taught as a separate subject. All reported that peace education components were infused in the existing curriculum and also was being taught through co-curricular and extra-curricular activities.
- xii) Only 13% of the sample secondary school teachers viewed in favor of peace education to be taught as a separate subject but, all opined that it should be taught through infusion of peace related contents in the existing curriculum and through co-curricular and extra-curricular activities.
- xiii) Only 8% of the sample secondary school teachers were found to be in favor of specific training but the rest 92% did not feel the necessity of any specific training for imparting peace education.
- xiv) All the sample secondary school teachers opined that teachers, students, parents and society have to play key roles for promoting peace values among the students.
- xiv) Teachers suggested that besides curricular activities, importance should be given for promoting peace values among the students through co-curricular and extracurricular activities. While dealing with various peace education related components infused in the curriculum, teachers must try to relate it to life citing examples from local, regional, national, and international context. Besides, teachers must reflect in their behavior all the guiding principles of peace i.e. equality of all, dignity of others, liberty of all, justice for all, non-violence practices, sharing responsibility, cooperation and harmony among teachers, and between teachers and parents, democratic principles, human rights values, environment friendly behavior, tolerance and respect to cultural diversity, and sustainable development. Teachers should also show compassion, empathy, discipline, and proper manners and follow professional ethics. Teachers should encourage the students for critical thinking, reasoning, develop awareness on societal problems and issues, broaden their outlook, concentrate on studies, and to be associated with various activities.
- xv) Teachers suggested that students should respect others opinion, think critically, refrain from bullying, involve themselves in group activities, participate in competitions and respect the talents of others, express themselves freely, resolve issues through discussion, reason well and take decisions rationally.
- xvi) The teachers opined that parents themselves should lead disciplined life and set themselves as examples. They should refrain from any kind of domestic violence and should keep themselves away from any kind of bad habits. Parents should inculcate the values to respect parents and elders, show love and compassion,

should maintain transparency, objectivity and impartiality in their decision on family affairs, show proper leadership, give opportunities to children for exposure, provide resources and study materials, control emotions, insist on proper development of positive personality characteristics like honesty, punctuality, sincerity, dedication, realistic aspiration etc. Parents must insist on maintaining study timing, watch on activities during leisure time, counsel lovingly, and should keep touch with teachers of the school and get feedback relating their wards.

- xvii) The teachers suggested that society can play a greater role in developing peace values as Mizo society is a close knit society. Through different non-government organizations it can prohibit divorce which is rampant, impose dress code for girls, organize youth camps to inculcate values, insist on maintaining cultural ethics and respecting human rights, maintain objectivity and impartiality in local and village councils, support and cooperate government in implementation of welfare policies, rules and regulations, discourage mob rules, and control/eradicate social evils. The society can have a vigilant eye on the activities of the school students.
- xviii) The teachers expressed that they did not feel any difficulty in imparting peace education except the constraint of time and workload.
- xix) The social science text books of class IX and X prescribed by Mizoram Board of Secondary Education have enough contents to inculcate the peace related values like ideal citizenship, respect to humanity, empathy, sympathy, compassion for all creatures, self-discipline, tolerance, practicing non-violence, forgiveness and reconciliation, justice and equality, means for peaceful conflict resolution, conservation of environment, appreciation of democratic values, national integration and international understanding. Qualities like honesty, truthfulness, cleanliness, positive thought, charity, gentleness, modesty, patience, straightforwardness, and altruism can also be developed through proper transaction of the contents. They will be able to recognize the values of equality of all, dignity of others, liberty of all, security of all, justice for all, non-violence practices, sharing responsibility, respect for human rights, conservation of environment, respect for others' religion and culture, and sustainable development. This will result in absence of war, absence of violence, development of friendship, leaving with harmony, relax state of mind, positive thinking about others, compassion for fellow beings, respect to all religions, respect to human rights, justice and security for all, and preservation of environment, Sustainable development, Humanity and control of population explosion.

- xx) Though there is an emphasis on health care in the topic 'Human Resources' in the section on 'Economics: Understanding Economic Development-I' of class IX social science text book, it is of general nature. There is not much content relating drug abuses and control of HIV/AIDS which are of great concern for Mizo society.

Overall analysis of the results indicates that there is no much concern of peace in the state and Mizoram is the most peaceful state of the country. Credit can largely be attributed to the society. In Mizoram, there are various NGOs that take active part in community works and lead the people for the concerns of the society. Among the NGOs Young Mizo Association (YMA), MizoZirlai Pawl (MZP), Mizo Students Union (MSU) and Church organizations used to play very prominent role in shaping and molding the character of the people starting from the early stages of life which ultimately benefits the society and the nation. As such the NGOs have great contribution in inculcating peace values among the adolescents and youths and in maintaining peace in the society.

Suggestions for Accomplishment of the Mission of Peace Education:

Mizoram is a peaceful state and the people live in harmony without any violence in the society. It must be taken cognizance of the fact that today's youth are living in societies which are fast evolving under the impact of modernization. Mizo culture has changed over the years and it is now quite different from its traditional culture in many ways. No one should be complacent with the present scenario. It is considered appropriate for the schools to bridge the gap if any, as the schools have to prepare the young for the responsibilities of adult citizenship. For better promotion of peace values among the secondary school students, the following suggestions are offered based on the suggestions received from the stakeholders.

- Morning Prayer/ Assembly should be organized daily in every school.
- Celebration of important national and international days, and celebration of birthdays of great personalities should be organized in the schools in befitting ways.
- Values like respect for others, practicing non-violence, forgiveness and reconciliation, justice and equality, conflict resolution, environmental protection, promotion of democratic values, secular attitude, development of ideal citizenship, promotion of national integration and international understanding, cultural identity and acculturation and socialization need to be emphasized in the secondary schools of Mizoram for promoting peace culture with the students.
- Teachers should be oriented with the right kind of pedagogy to handle peace related contents through in-service programmes.

- Topics on drug abuses need to be included in the text books of secondary schools preferably science/social science text books for development of proper health awareness among students.
- Topics on HIV/AIDS need to be included in the text books of secondary schools preferably science/social science text books for development of proper health awareness among students.
- Parents should lead settled life with mutual respect, love, and proper understanding and should refrain from any sort of domestic violence.
- Parents and family members must show responsible behaviour at home.
- Parents and family members must refrain themselves from smoking, drinking and consuming drugs.
- Parents and family members must counsel the young children lovingly.
- Parents and family members should try to develop proper awareness among their wards about the happenings in the society and the effects of wrong habits.
- Parents and family members should have vigilant eye on their wards' behaviour.
- The state government should take stringent measures on drug trafficking.
- The state government should take stringent measures to prevent corruption.
- The social organisations should try to prevent corruption and extend cooperation to government.
- The social organisations should encourage settled family life and should not allow divorce without proper justification.
- The social organisations should make the children about the adverse effects of bad habits.
- The social organisations should have vigilant eye on the behaviour of school going children.

Conclusion: Peace education embraces the physical, emotional, intellectual, and social growth of children within a framework deeplyrooted in traditional human values. It is based on a philosophy thatteaches love, compassion, trust, fairness, co-operation and reverencefor all life. Thus, peace education is holistic. The present study has implications for students, teachers, parents and the leaders of social organizations. Students should imbibe the humanitarian values, and appreciate culture of peace as the proper means and suitable environment to fulfill their dreams and living. They must reflect it in their attitude and behaviour. Teachers must ensure the culture of

peace in the schools and they must project themselves as models of peace. They must resolve any issue and conflict among themselves, and amongst students through dialogue. Parents must lead discipline life and ensure that peace prevail at home. They must guide their children and help them in development of positive values. The leaders of social organizations should take leading role in maintaining peace and harmony in the society. They should be free from corruption, open, objective and rational in their approach and take decision democratically for the welfare of the society. They should project themselves as ambassadors of peace in the society. All should strive to accept, respect and follow the long recognised Indian principle '*Vasudaivakutumbakam*' which implies '*the whole world is a family*'.

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Language Development of Mizo Preschool Children in Terms of Age

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Abstract

The present study was conducted to find out the level of language development acquired by Mizo preschool children in terms of age. A sample of 300 Mizo preschool children was taken from 20 preschools, 10 from government run and managed preschool classes and another 10 from privately run and managed preschool classes from rural and urban areas of Lunglei district. To assess the language skills of the children, the investigators administered Observation and Assessment Schedule for Studying Language Development of Mizo Children in the Age Group of 3 to 6 Years adapted from Observation and Assessment Schedule for Preschool Children prepared by The Directorate of Teacher Education and SCERT, Orissa. The study found that the overall language development of the children was good. The research hypothesis that states 'Mizo preschool children belonging to higher age group are better in language development than those belonging to lower age group' cannot be accepted in the case of listening and speaking abilities as 3 years old Mizo preschool children were found stronger than 4 years old children. However, in pre-reading and pre writing skills, the older the children, the better the performance which showed that age had effect on these skills.

Keywords: *Language development, Mizo preschool children, Age, Listening ability, Speaking ability, Pre-reading ability, Pre-writing skill.*

Introduction

Language is the ability to communicate with others. It is through language that children learn about their word and then communicate their understanding to others around them. Most children by the age of four use the basic form and structure of

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their language appropriately. But like all developments, the combination of environmental support and individual differences in ability brings children of the same age to different language facilities. The ages from two to five years are especially crucial in the process of acquiring language. This is the period of time when a child's vocabulary expands from 250 words to 3000 words, and he or she learns the rules of putting words together properly to speak in complex sentences. During these years language environment has a significant effect on the child's overall progress (Landers, 2013).

Review of some researches reveals that there have been few studies on language development of preschool children conducted in India and abroad. Further, findings of few studies on language development of preschool children conducted in some parts of our country are not relevant enough for children in Mizoram as the state has a totally different social and cultural backgrounds. Besides, no study has ever been found to have been conducted in Mizoram on this topic. It was under this circumstance that decision was made to conduct a study on language development of Mizo preschool children. Thus, the problem of the present study is stated as 'Language Development of MizoPreschool Children in Terms of Age'.

Operational Definitions of Key Terms Used

Key terms used in the title of the present study are operationally defined as follow:

Language Development: Language development in the present study refers to language abilities or skills involving listening ability, speaking ability, pre-reading ability and pre-writing skill acquired by a child.

MizoPreschool Children: The term 'Mizopreschool children' in the present study implies children born from Mizo parents, living in Mizoram and using Mizo as a mother tongue who are in the age group of 3 to 6 years and are enrolled in preschools.

Objective of the Study

The present study was conducted with the objective of studying language development of Mizo preschool children in terms of age.

Hypothesis

The following research hypothesis is formulated for the present study:

Mizopreschool children belonging to higher age group are better in language development than those belonging to lower age group.

Methodology of the Study

Cross-sectional design of research was adopted for the present study. Mizopreschool children belonging to the age group of 3, 4, 5 and 6 years were studied at the same time by taking representative samples from each age group to assess their

language development. The study can also be described as quantitative and qualitative research as it employs both quantitative and qualitative analysis of data.

All the Mizopreschool children in the age group of 3 to 6 years formed the population. Multi-stage sampling was done firstly by selecting Lunglei district, the second oldest district in the state for conducting the present study. Secondly, 20 preschools, 10 from government run and managed preschool classes and another 10 from privately run and managed preschool classes from rural and urban areas of Lunglei district were randomly selected to identify the required sample children. From these preschool classes, 300 Mizo children in the age group of 3 to 6 years were randomly selected as samples for the present study.

Tool Used

For the collection of required data, the investigators used Observation and Assessment Schedule for Studying Language Development of Mizo Children in the Age Group of 3 to 6 Years adapted from Observation and Assessment Schedule for Preschool Children prepared by The Directorate of Teacher Education and SCERT, Orissa.

Collection of Data

Observation and Assessment Schedule for studying language development of Mizo children in the age group of 3 to 6 years was administered to a sample of 300 children by visiting the schools in which the preschool classes attended by them were attached or the anganwadis attended by them. As assessment of each child was done individually, data collection was a time taking exercise. The data obtained were analysed both quantitatively and qualitatively. For quantitative analysis, only simple statistical techniques such as frequencies and percentages were used.

Presentation of Data and Findings of the Study

Age is an important factor which can affect language development in preschool children. There is a general assumption that the older the children, the better they are in language skills. In order to find out whether this assumption is true or not, Mizopreschool children in the age group of 3 to 6 years were studied. Data in this regard are presented in the following tables which are followed by findings of the study:

1. Listening Ability

Table - 1

Listening Ability of MizoPreschool Children in Terms of Age (N=300)

Age- Wise Break Up of Mizo Preschool Children Performing Well (having 64% and above correct answers)		Components of Listening Ability			
		Identifica- tion of Sound	Listening Span	Comprehen- sion	Overall Listening Ability
3 Years N= 37	Number	33	27	30	-
	%	89.2	73.0	81.1	81.1
4 Years N= 74	Number	48	32	49	-
	%	64.9	43.2	66.2	58.1
5 Years N=113	Number	99	84	105	-
	%	87.6	74.3	92.2	85.0
6 Years N= 76	Number	72	72	75	-
	%	94.7	94.7	98.7	96.1

Based on Table 1, the study found the following:

1.1. In identification of sound component of listening ability, 6 years olds were found best seconded by 3 year olds, followed by 5 year olds and 4 year olds were weakest.

1.2. In the components of listening span and comprehension, 6 year olds performed the best and 5 year olds the second best. They were followed by 3 year olds and 4 year olds. Thus, 3 year olds were better than 4 year olds.

1.3. In overall **listening ability**, 6 year old children were best seconded by 5 year olds followed by 3 year olds and 4 year olds. Thus, 4 year olds were weakest. The assumption 'the older the children, the better they are in language skills' is not correct in some cases.

2. Speaking Ability

Table - 2

Speaking Ability of Mizo Preschool Children in Terms of Age (N=300)

Sl. No	Age - Wise Break Up of Mizo Preschool Children Performing Well (having 64% and above correct answers)		Components of Speaking Ability							Overall Speaking Ability
			Clear pronunciation & Ability to Answer	Sequential Description	Telling Similar or Another Words	Telling Opposite Words	Naming Objects and Making sentences Using Them	Recitation	Correction of Wrong Sentences	
1.	3 Years N=37	No.	37	24	11	33	33	31	34	-
		%	100	64.9	29.7	89.2	89.2	83.8	91.9	78.4
2.	4 Years N= 74	No.	74	52	17	39	55	63	71	-
		%	100	70.3	23.0	52.7	74.3	85.1	96.0	71.6
3.	5 Years N= 113	No.	113	97	57	92	109	108	110	-
		%	100	85.8	50.4	81.4	96.5	95.6	97.4	86.7
4.	6 Years N= 76	No.	76	74	75	75	74	76	75	-
		%	100	97.4	98.7	98.7	97.4	100	98.7	98.7

Findings from Table 2 are the following:

2.1. In the three components of speaking ability, namely, sequential description, recitation and correction of wrong sentences, the older the children the better their performance.

2.2. In telling similar or another word and naming objects and making sentences using them components, 3 year olds were better than 4 year olds. In telling opposite words, 6 year olds were best followed by 3 year olds and 5 year olds and then 4 year olds.

2.3. In all the components of **speaking ability**, the older the children the better their speaking ability. Mizo children in the age group of 3 to 6 years were found to be good in speaking ability as the percentages of children who performed well ranged from 71.6 to 98.7.

3. Pre-Reading Experience

Table - 3

Pre-Reading Experience of MizoPreschool Children in Terms of Age (N=300)

Age- Wise Break Up of Mizo Preschool Children Performing Well (having 64% and above correct answers)		Components of Pre-Reading Experience			
		Identificati on of Letters	Matching Picture Cards With Objects and Words	Picking Out Picture Cards Correctly	Overall Pre- Reading Experience
3 Years N= 37	No.	28	24	32	-
	%	75.7	64.9	86.5	75.7
4 Years N= 74	No.	52	56	63	-
	%	70.3	75.7	85.1	77.0
5 Years N=113	No.	109	107	108	-
	%	96.5	94.7	95.6	95.6
6 Years N= 76	No.	76	75	74	-
	%	100	98.7	97.4	98.7

The following are the findings from analysis of Table 3:

3.1. In the component of matching picture cards with objects and words, the older the children the better the performance.

3.2. In the two components, i.e., identification of letters and picking out picture cards correctly, 3 year olds were stronger than 4 year olds. Mizo children in the age group of 3 years were best in picking out picture cards correctly component whereas children in the age group of 5 to 6 years were best in identification of letters.

3.3. As a whole, the pre-reading experience of Mizo preschool children was quite good as the percentages of children in different age groups who performed well ranged from 75.7 per cent to 98.7 per cent. The older the children, the better they were in pre-reading skill.

4. Pre-Writing Skill

Table 4

Pre-Writing Skill of Mizo Preschool Children in Terms of Age (N=300)

Age- Wise Break Up of Mizo Preschool Children Performing Well (having 64% and above correct answers)		Components of Pre-Writing Skill			
		Completion of Pattern	Drawing Similar Designs	Drawing Picture Properly	Overall Pre-Writing Skill
3 Years N= 37	No.	27	19	17	-
	%	73.0	51.4	46.0	56.8
4 Years N= 74	No.	54	52	35	-
	%	73.0	70.3	47.3	63.5
5 Years N=113	No.	107	108	109	-
	%	94.7	95.6	96.5	95.6
6 Years N= 76	No.	75	74	73	-
	%	98.7	97.4	96.1	97.4

The following findings are indicated by Table 4:

4.1. Mizo children of 6 year olds and 5 year olds were very good in all the components of pre-writing experience as the percentages of children who did well in this ranged from 94.7 to 98.7.

4.2. Children of 3 year olds were weakest in pre-writing skill followed by 4 year olds. Mizo preschool children in the age group of 3 years were weak in drawing picture properly component of pre-writing skill.

4.3. **Inpre-writing skills** as a whole, the older the children the higher the percentage of children who performed well.

5. Overall Language Development

Table 5

Language Development of Mizo Pre-School Children in Terms of Age (N=300)

Age-Wise Break-up of Mizo Pre-School Children & Grade Obtained		Language Skills			
		Listening Ability	Speaking Ability	Pre-Reading Experience	Pre-Writing Skill
3 Years = 37	A	14 (37.8)	8 (21.6)	15 (40.5)	9 (24.3)
	B	16 (43.3)	21 (56.8)	13 (35.2)	12 (32.4)
	A+B	81.1	78.4	75.7	56.7
	C	7 (18.9)	8 (21.6)	9 (24.3)	16 (43.3)
4 Years = 74	A	16 (21.6)	12 (16.2)	33 (44.6)	20 (27.0)
	B	27 (36.5)	41 (55.4)	24 (32.4)	27 (36.5)
	A+B	58.1	71.6	77.0	63.5
	C	31 (41.9)	21 (28.4)	17 (23.0)	27 (36.5)
5 Years= 113	A	57 (50.4)	50 (44.2)	80 (70.8)	81 (71.7)
	B	39 (34.5)	48 (42.5)	28 (24.8)	27 (23.9)
	A+B	84.9	86.7	95.6	95.6
	C	17 (15.1)	15 (13.3)	5 (4.4)	5 (4.4)
6 Years = 76	A	53 (69.7)	57 (75.0)	62 (81.6)	70 (92.1)
	B	20 (26.3)	18 (23.7)	13 (17.1)	4 (5.3)
	A+B	96.0	98.7	98.7	97.4
	C	3 (4.0)	1 (1.3)	1 (1.3)	2 (2.6)

Figures in parenthesis indicate percentages.

Grade A = 83% to 100% correct answers; Grade B = 64% to 82 % correct answers and Grade C = below 64% correct answers

When the percentages of children getting Grade A and B were taken together, the following findings were derived from table 5:

5.1. Mizo children of 3 years of age were best in listening ability and second best in speaking ability. They were weakest in pre-writing skill followed by pre-reading experience. When the percentage of the children obtaining Grade A only was taken into consideration, they were best in pre-reading experience.

5.2. Mizo children of 4 years of age were best in pre-reading experience, second best in speaking ability and weakest in listening ability followed by pre-writing skill.

5.3. Mizo 5 year old children were equally good in pre-reading experience and pre-writing skills as the percentage of children getting these grades was equal for both and weakest in listening ability followed by speaking ability. When the percentage of children getting Grade A only was considered, 5 year olds were better in listening ability than in speaking ability.

5.4. Mizo children of 6 years of age were equally good in speaking ability and pre-reading experience. However, when their performance was judged in terms of percentage of the children scoring Grade A, they were better in pre-reading experience. Even though they were second best in pre-writing skill, their performance in pre-writing skill was better as 92.1 per cent got Grade A which was higher than those in the two skills (speaking ability and pre-reading experience). They were weakest in listening ability as the percentage of children securing Grade A and B in this component was lowest.

5.5. The research hypothesis that states 'Mizo preschool children belonging to higher age group are better in language development than those belonging to lower age group' cannot be accepted in the case of listening and speaking abilities as 3 years old Mizo preschool children were found stronger than 4 years old children. However, in pre-reading and pre writing skills, the older the children, the better the performance which showed that age had effect on these skills and that the research hypothesis can be accepted.

Conclusion

The finding that 'Mizo children of 3 years of age were better and stronger in listening and speaking abilities than 4 year olds' needs further investigation on the part of researchers. Based on this, the following assumption may further be made:

A child at the age of three is very curious and full of questions. As a result, he/she talks more and is also good to talk with. But when a child crosses 4, he/she is compelled to leave the home and to attend to a more formal pre-school class either in

an English medium school or in an early childhood education centre. As the child is new to the environment quite different from that of the home, he/she becomes more calm and quiet. At this stage, he/she needs the environment where he/she can talk freely. To enhance language development of children in the age group of 3 to 6 years in general and of children of 4 years old in particular, the following measures are suggested:

1. Activities like storytelling, conversation, instructions, language games, etc., should be carried out to broaden children's listening span and to develop their listening comprehension.
2. Activities like listening dialogs, number or word bingo, guess who, copycat, hide and seek, etc., should be introduced to broaden children's listening skill, to develop their comprehension and identification of sound.
3. To develop and enhance children's speaking skills, activities like free conversation, story making and telling, dramatization, language/vocabulary games, free play and dramatic play should be organized in preschool or early childhood education centre as well as at home.
4. Activities like matching shapes, patterns, letters and finally words by using moveable alphabets help in their pre-reading skills and therefore, should be carried out with children.
5. To become ready for formal writing, a child should have good muscular coordination of fingers, eye and hand, and also competency to differentiate between different shapes and forms. In view of these, it is suggested that initially children should be given different creative activities like drawing, painting, clay modeling, cutting and pasting for collage etc.

As language development is the key to other aspects of child's development, serious attention needs to be given to it. It is the responsibility of the parents, care givers and teachers to ensure that preschool children acquire the four language skills up to the satisfaction level.

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A Comparative Analysis of Vocational Interests of Male and Female Secondary School Students of Aizawl City

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Abstract

The influence of science and technology has led the contemporary society to undergo a constant change. Areas of specialization have been on the rise in order to cope with the changes that have taken place in the economic, political, social, and cultural structure of the society. For this, we require engineers, politicians, bureaucrats, technologists, lawyers, philosophers, doctors, scientists, technicians, educationists, administrators etc. Besides, new occupations are coming up to the spearheads for meeting these needs. Thus, identification of the varied vocational interests of the students needs to be done. This study was undertaken to find out the vocational interest areas of secondary school students and also to compare the vocational interests of male and female students. The study identified 10 major areas of vocational interest and when the comparison between male and female students in various Vocational Interests was done, it was found, that there was no major difference in the vocational interest between male and female students.

Keywords: *Vocational interest, Secondary school students, Male, Female.*

Introduction

Different studies have revealed that many young people have entered different occupations which are not in accordance to their aptitude, capacity, interest, and suitability but have rather been entered by chance. This has led to an economic loss, to the young workers in particular, and to the society in general. This problem may be avoided if vocational interest is known at an early stage.

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Vocation is a job or a career skill relating to education designed to provide the necessary skills for a particular job or career (Encarta, 1999 pg. 2081). Interests are the activities that are enjoyed doing and the subjects that are liked to spend time learning about (Cambridge dictionary, 2019 pg. 753). Thus, Interest is a state of mind or motivation that guides behaviour towards a certain goal or direction. Vocational interests may be defined as one's own pattern of preferences, aptitudes, likes or dislikes, preferred by self or by another source for a given vocational area or vocation.

Rationale of the study:

Young individuals often select occupation having attractive pay without considering whether they are actually fit to meet the required demand of the occupation, they join the occupation but later do not get job satisfaction and leave. As a result, they change from one occupation to another and become frustrated. An individual must be able to give a satisfactory answer to the question, "What shall I do in life?" His success and future happiness depends upon a satisfactory answer to this question. A wrong choice of occupation leads to discontentment, failure, frustration and desultoriness. This is because an occupation is a way of life rather than merely a means of earning livelihood. Knowledge of vocational interest is needed when the student is about to choose subjects and decide his future occupation. Moreover, it is needed at the stage of college and university education since right after the completion of college and university, the student will have to take up an occupation to earn his livelihood and lead a specific way of life. Last but not the least, through knowledge of vocational interest, individuals opt their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden. With these thoughts in mind, the investigators considered it a necessity to make a study of the vocational interests of secondary school students.

Objectives

1. To identify the different Vocational Interest areas of Secondary School students of Aizawl city.
2. To compare the Vocational Interests between male and female Secondary School Students of Aizawl city on 10 vocational areas.

Null Hypotheses

1. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Literary area.
2. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Scientific area.

3. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Executive area.
4. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Commercial area.
5. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Constructive area.
6. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Artistic area.
7. There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Agriculture.
8. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Persuasive area.
9. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Social area.
10. There is no significant difference in Vocational Interests between male and female students of Aizawl city in Household area.

Methodology:

The present study is largely descriptive in nature. Therefore, descriptive survey method has been employed for the present study.

Population and sample:

The population of the present study consists of all students studying in Government Secondary Schools and Private Secondary Schools of Aizawl city. The sample of the study comprised of 200 students from Secondary Schools within Aizawl City, out of which 100 were male and 100 were female students. The sample was selected using cluster random sampling technique.

Tool used

For collection of primary data, the investigator used Vocational Interest Record (VIR) originally developed by S. P. Kulshrestha in 1965 and which was thoroughly revised in 1970, 1975 and 1977 by the author. The VIR contains 200 vocations belonging to different vocational interest areas. It covers 10 vocational areas - Literary, Scientific, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, Social and household.

Analysis and interpretation of the data:

The responses obtained from the subjects were scored following the standard scoring procedures. The scores were classified, tabulated and analyzed. The findings of the study are presented as follows in accordance with the objectives of the study

1. Identification of Vocational Interests of Secondary School students of Aizawl city

To identify the vocational interests of secondary school students of Aizawl city was the first objective of the study. The results are presented Table -1 (a) and 1(b).

Table - 1 (a)

Vocational Interests of Secondary School students of Aizawl city

	Literary	Scientific	Executive	Commercial	Constructive	Artistic	Agriculture	Persuasive	Social	Household
High Interest	2	3	4	0	0	4	0	1	1	0
Above Average	11	32	31	2	0	19	7	4	7	27
Average Interest	102	97	112	67	58	136	66	95	78	101
Below Average	45	40	32	70	52	30	49	56	62	42
Low Interest	40	28	21	61	90	11	78	44	52	30

Source: Field Work

Table - 1 (b)

	Literary	Scientific	Executive	Commercial	Constructive	Artistic	Agriculture	Persuasive	Social	Household
High Interest	13 (6.5%)	35 (17.5%)	35 (17.5%)	2 (1%)	0 (0%)	23 (11.5%)	0 (0%)	5 (2.5%)	8 (4%)	27 (13.5%)
Average Interest	102 (51%)	97 (48.5%)	112 (56%)	67 (33.5%)	58 (29%)	136 (68%)	66 (33%)	95 (47.5%)	78 (39%)	101 (50.5%)
Low Interest	85 (42.5%)	68 (34%)	53 (26.5%)	131 (65.5%)	142 (71%)	41 (20.5%)	127 (86%)	100 (50%)	114 (57%)	72 (36%)

Source: Field Work

(In the Table No. 1 (b), the High and Above Average Interest levels have been clubbed together. Similarly, the Low and Below Average Interest levels have also been clubbed together for easy interpretation.)

- From the Table No. 1 (b), it can be observed that Maximum number i.e., 51% of the sample students had Average Interest in the Literary area. 42.5% had Low Interest and only 6.5% were having High Interest.
- In scientific area, 48.5% of the sample students had Average Interest while 34% had Low Interest and 17.5% had High Interest.
- Greater number i.e. 56% of the sample students had Average Interest in Executive area, 26.5% came under the level of Low Interest and 17.5% had High Interest, which was the one among two highest percentages found within different areas in the High Interest level. 26.5% had Low interest in this area.
- In the Commercial area, only 1% of the total students had High Interest. This shows that majority of the students did not have interest in this area. 33.5% came under the level of Average Interest while most of the students i.e. 65.5% had Low Interest in it.
- No student was found to have High Interest in the Constructive area. 29% of sample students had Average Interest where as 71% had Low Interest. This showed that this area was the most commonly disliked area by the students, for which they were unlikely to pursue further studies.
- Artistic area was the most commonly liked area by the students where 68% had Average Interest and 11.5% had High Interest whereas 20.5% of the sample students had Low Interest in this particular area.
- In the Agriculture area, there were no students who had High Interest. 33% were found in the level of Average Interest. 63.5% had Low Interest. This indicates that majority of the students were not interested in the area of Agriculture.
- There were 2.5% students who had High Interest in Persuasive area of Vocational Interest. 47.5% had Average Interest and 50% had Low Interest. This may indicate that the sample students did not have high aptitude for politics and other professions where persuasion would have a primary place of importance.
- It was found that 57% of the students had Low Interest in Social area, 39% had Average Interest and only 4% had High Interest.
- In Household area, 50.5% were in the level of Average Interest, 13.5% were in High Interest and 36% were found to have Low Interest.

1. Comparison of the Vocational Interests between male and female Secondary School Students of Aizawl city on 10 vocational areas

To compare the Vocational Interests between male and female Secondary School Students of Aizawl city on 10 vocational areas was the second objective of the study. The results of comparison are presented in Tables- 2(a) to 2(j) followed by interpretations with respect to the 10 areas.

Table No. 2 (a)**Comparison of Vocational Interests between male and female students in the area of Literary**

LITERARY						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	6.59	3.985	1.340	2.459	.05
Female	100	7.93	3.718			

Source: Field Work

Table No. 2 (a) disclosed that the mean value of male group is 6.59 and female group is 7.93 whereas the SD scores of the groups are 3.985 for male and 3.718 for female. The obtained 't' value for the two compared groups is found to be 2.459 which is significant at 0.01 level. It may be inferred that there is a significant difference among male and female students in the area of Scientific. Thus, the hypothesis No. 2 which states 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Scientific' is rejected.

Table No. 2 (b)**Comparison of Vocational Interests between male and female students in the area of Scientific**

SCIENTIFIC						
Groups	Number	Mean	SD	MD	T value	Sig. Level
Male	100	10.26	4.261	2.700	4.325	.01
Female	100	7.56	4.562			

Source: Field Work

As found in Table No. 2 (b) the mean value of male group is 10.26 and female group is 7.56 whereas the SD scores of the groups are 4.261 for male and 4.562 for female. The obtained 't' value for the two compared groups is found to be 4.325 which is significant at 0. level. It may be inferred that there is a significant difference among male and female students in the area of Scientific. Thus, the hypothesis No. 2

which states ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Scientific’ is rejected.

Table No. 2 (c)

Comparison of Vocational Interests between male and female students in the area of Executive

EXECUTIVE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	9.71	4.267	1.140	1.912	NS
Female	100	8.57	4.164			

Source: Field Work

As can be seen in Table No. 2 (c) the mean value of male group is 9.71 and female group is 8.57 whereas the SD scores of the groups are 4.267 for male and 4.164 for female. The obtained ‘t’ value for the two compared groups is found to be 1.912 which is not significant. It may be inferred that there is no significant difference among male and female students in the area of Executive. Thus, the hypothesis No. 3 which states ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Executive’ is not rejected.

Table No. 2 (d)

Comparison of Vocational Interests between male and female students in the area of Commercial

COMMERCIAL						
Groups	Number	Mean	SD	MD	T value	Sig. Level
Male	100	5.96	3.384	.900	1.982	.05
Female	100	5.06	3.028			

Source: Field Work

Table No. 2 (d) clearly showed that the mean value of male group is 5.96 and female group is 5.06 whereas the SD scores of the groups are 3.384 for male and 3.028 for female. The obtained ‘t’ value for the two compared groups is found to be 1.982 which is significant at 0.01 level. It may be inferred that there is a significant

difference among male and female students in the area of Commercial. Thus, the hypothesis No. 4 which states ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Commercial’ is rejected.

Table No. 2 (e)

Comparison of Vocational Interests between male and female students in the area of Constructive

CONSTRUCTIVE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	5.54	3.588	1.920	4.263	.01
Female	100	3.62	2.722			

Source: Field Work

As can be observed in Table No. 2 (e) the mean value of male group is 5.54 and female group is 3.62 whereas the SD scores of the groups are 3.588 for male and 2.722 for female. The obtained ‘t’ value for the two compared groups is found to be 4.263 which is significant at 0.01 level. It may be inferred that there is a significant difference among male and female students in the area of Constructive. Thus, the hypothesis No. 5 which states ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Constructive’ is rejected.

Table No. 2 (f)

Comparison of Vocational Interests between male and female students in the area of Artistic

ARTISTIC						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	8.75	3.427	1.630	3.238	.01
Female	100	10.38	3.687			

Source: Field Work

From Table No. 2 (f) it can be stated that the mean value of male group is 8.75 and female group is 10.38 whereas the SD scores of the groups are 3.427 for male and 3.687 for female. The obtained 't' value for the two compared groups is found to be 3.238 which is significant at 0.01 level. It may be inferred that there is a significant difference among male and female students in the area of Artistic. Thus, the hypothesis No. 6 which states 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Artistic' is rejected.

Table No. 2 (g)

Comparison of Vocational Interests between male and female students in the area of Agriculture

AGRICULTURE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	5.89	4.161	1.050	1.908	NS
Female	100	4.84	3.601			

Source: Field Work

Table No. 2 (g) revealed that the mean value of male group is 5.89 and female group is 4.84 whereas the SD scores of the groups are 4.161 for male and 3.601 for female. The obtained 't' value for the two compared groups is found to be 1.908 which is not significant. It may be inferred that there is no significant difference among male and female students in the area of Agriculture. Thus, the hypothesis No. 7 which states 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Agriculture' is not rejected.

Table No. 2 (h)

Comparison of Vocational Interests between male and female students in the area of Persuasive

PERSUASIVE						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	7.55	3.968	1.390	2.599	.01
Female	100	6.16	3.587			

Source: Field Work

The Table No. 2 (h) clearly showed that the mean value of male group is 7.55 and female group is 6.16 whereas the SD scores of the groups are 3.968 for male and 3.587 for female. The obtained ‘t’ value for the two compared groups is found to be 2.599 which is significant at 0.01 level. It may be inferred that there is a significant difference among male and female students in the area of Persuasive. Thus, the hypothesis No. 8 which states ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Persuasive’ is rejected.

Table No. 2 (i)
Comparison of Vocational Interests between male and female students in the area of Social

SOCIAL						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	6.05	3.886	.270	.505	NS
Female	100	6.32	3.676			

Source: Field Work

Table No. 2 (i) presented that the mean value of male group is 6.05 and female group is 6.32 whereas the SD scores of the groups are 3.886 for male and 3.676 for female. The obtained ‘t’ value for the two compared groups is found to be .505 which is not significant at 0.01 level. It may be inferred that there is no significant difference among male and female students in the area of Social. Thus, the hypothesis No. 9 which states ‘There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Social’ is rejected.

Table No. 2 (j)
Comparison of Vocational Interests between male and female students in the area of Household

HOUSEHOLD						
Groups	Number	Mean	SD	MD	T value	Sig. level
Male	100	7.01	4.179	2.270	4.645	.01
Female	100	9.73	4.102			

Source: Field Work

As appeared in Table No. 2 (j) the mean value of male group is 7.01 and female group is 9.73 whereas the SD scores of the groups are 4.179 for male and 4.102 for female. The obtained 't' value for the two compared groups is found to be 4.645 which is significant at 0.01 level. It may be inferred that there is a significant difference among male and female students in the area of Household. Thus, the hypothesis No. 10 which states 'There is no significant difference in Vocational Interests between male and female students of Aizawl city in the area of Household' is rejected.

Discussion

- Most students of Secondary School of Aizawl city have interest in Artistic area. This could be due to the reason that this area has advantages such as becoming popular and being regarded as successful in the society. It will be of great emotional benefit if they are influenced to take up vocations in photography, acting, theatre, painting, music and composition.
- No students were found to have High Interest in the area of Constructive and Agriculture, and only 1% of the sample students had High Interest in Commercial area. This shows that these are the 3 areas most commonly disliked by the students, and areas in which they are unlikely to pursue further studies. This is not surprising because students of Aizawl city do not have experience in cultivation and farming. Moreover, most parents prefer that their children pursue or have achievements in academics. Therefore, a set of circumstances for these areas of work was not made available for the students. If students are given the opportunity such as field trip in order to experience tasks related to these areas, their interest may be increased.

Conclusion

To conclude, it may be inferred from the findings in various interest areas, that sample students within Aizawl city had diverse interest during the time the research was done. Therefore, students within different interest areas need to be given the right kind of experience to pursue their interest. If suitable, vocational guidance need to be rendered to the students on the bases of their interest for particular vocations so that they will be able to utilize their strengths in desirable directions and will increase their efficiency.

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Midday Meal for Elementary School Students in Kolasib District of Mizoram: Status and Problems

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Abstract

Midday Meal Programme (MDM) was launched in India as a centrally sponsored scheme to give a boost to universalization of elementary education and to improve nutritional status of the children. Any scheme or programme, however ideal it may be, could not be successful unless it is implemented in the way that it was conceptualized. In the same manner the programme of MDM in Mizoram needs to be properly studied to find out its status, problems and related issues. The study was taken up in order to analyze the status and implementation of MDM in Mizoram. 10 upper Primary and 10 Primary Schools in Kolasib District were taken as sample. Descriptive survey method was employed for the conduct of the study. The results of the study revealed that MDM scheme was implemented in all the schools, but, it was not satisfactory. There are some problems and issues that need to be taken care of for successful implementation of the Programme.

Keywords: *Midday meal programme, Elementary schools, Status, Problems*

Introduction:

The programme of midday meal in schools was introduced more than nine decades ago (1925) first by Madras Municipal Corporation for the disadvantaged children. The programme was launched in the country as a centrally sponsored scheme on 15th August 1995 with a view to boost universalization of primary education by increasing enrollment, retention and attendance and also to improve the nutritional status of children at primary stage. During 1997 – 1998, it was extended to all primary schools in the country and this was again extended to cover Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centers during 2002 – 2003.

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The government of India has further extended the provision of midday meal to students up to class VIII from 1st August 2008. Cooking cost was Rs. 3.15 per child at primary level and Rs. 4.33 per child at the upper primary level. Rice was provided @ 100 gms. per child at primary school level and @ 150 gms. per child at upper primary school level and cooking cost was again revised to Rs. 3.30 per child at primary level and Rs. 4.60 at the upper primary level from 1st April 2011.

Like many other states, the programme of National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as Midday Meal Scheme, was also implemented in the state of Mizoram from 1995. However in view of the absence of provisions in the state annual budget during 1995 – 2005, it was possible to distribute only uncooked rice to the students of Government Primary Schools. With the revision of the MDM scheme in September 2004, the state is reported to have been serving cooked midday meal to students. The Directorate of School Education, Mizoram which is the Nodal Department for MDM scheme in the state along with Sarva Shiksha Abhiyan (SSA) has taken various steps for the successful implementation of the scheme and has made every possible effort to ensure daily service of cooked meals as per guidelines issued by the Central Government from time to time.

Rationale of the study:

Any scheme, project or programme, however ideal it may be, cannot be successful unless it is implemented in the way that it is conceptualized. The real success or failure of a programme can in no way be determined only from the information received by the implementing agencies as these reports can be biased, which in turn, may mislead others. In the same manner, the programme of MDM which has also been introduced in Mizoram since 1995 needs to be properly and carefully studied, to find out its status, problems and related issues. Thus, the study was taken up in order to analyze its status and problems in its implementation in one of the districts of Mizoram.

Objectives of the study:

- i) To find out the status of MDM programme in Kolasib District, Mizoram.
- ii) To find out the problems faced by the schools in successful implementation of the programme.
- iii) To find out the problems faced by the cooks in successful implementation of the programme.

Method of study:

The study mainly belongs to the category of descriptive survey research as it involved survey and fact finding enquiry related to the status of MDM Scheme in Kolasib district of Mizoram.

Population and sample:

The population for the present study comprised of all elementary schools in Kolasib District. 10 upper primary and 10 primary schools were selected as sample using stratified random sampling technique. From each of the 20 sampled schools, the teacher in-charge of MDM, one cook and one eminent person of the feeing village were included in the sample.

Tools Used:

For collection of data, tools like questionnaire, and observation schedule were employed. Besides, interview was conducted with the cooks of the schools.

Analysis of data and findings:

The first objective of the study was to find out the status of MDM programme in Kolasib District, Mizoram. For proper implementation of the programme, it is essential that required facilities of proper quality must be available with the schools. Information relating availability of facilities and their quality along with their services collected from teachers in-charge of MDM, eminent persons and cooks of MDM of the sampled schools through observation, questionnaire and interview were analyzed and the findings are presented below:

Findings related to Status of MDM:

1. 70% of the schools were providing MDM to their students on a daily basis. The remaining 30% admitted that they did not provide MDM daily and they had one day off when MDM was not provided for various reasons such as low salary of cooks, Wednesday afternoons being game period and students preferring to go home during lunch hour, irregular receipt of cooking cost resulting in difficulty to make ends meet and irregularity in receipt of rice.
2. All the sample schools had kitchen sheds. The quality of the kitchen sheds as well as its safety was average, as a whole. The menus of the schools on the day of visit were rice, dal, potato and nutrela.
3. MDM registers were found in all the schools. However there were few schools who could not maintain it properly.
4. All the schools had utensils for cooking and serving of MDM. However, some schools did not have adequate plates for students.
5. Some of the schools reported irregularity of supply of rice. However, after discussion and checking of the registers and the office orders, it was found that all the schools used to receive rice on a quarterly basis and on a regular basis. Cooking cost, on the other hand, was not received regularly.

6. 95% of the schools had teachers in-charge of MDM who took all responsibilities related to MDM but, in the remaining 5%, the headmasters took the responsibility of all the activities related to MDM.
7. None of the schools used to receive rice in their school premises. They had to pick it up from the go-down or the nearest retailers for which they had to meet the expenses out of the cooking cost.
8. Training related to MDM was attended by majority of the teachers in-charge of MDM.
9. Visit by NGOs, community leaders and SMCs to the schools in relation to MDM was almost absent. However, majority of the schools reported that they were regularly visited by the officials of SSA.
10. Most of the schools maintain MDM account properly although it was not satisfactory in some schools.
11. Order was maintained by majority of the schools in serving MDM.
12. Stock of rice, quality and quantity of food served were satisfactory in majority of the schools; however, 5% of the schools did not keep any stock of rice on the day of visit.
13. Majority of the schools did not have sufficient water for cooking MDM and washing of the dishes.
14. Outsiders' participation on the day of visit was found in 5% of the sampled schools.
15. Health checkup had been organized in majority of the schools.

Findings from the Responses of Teachers in-charge of MDM:

1. All the teachers in-charge of MDM reported that they the responsibility for looking after MDM registers and for shopping for the various necessities of MDM were with them.
2. Majority of the teachers in-charge of MDM had undergone training related to MDM and proper maintenance of MDM registers.
3. The main problems faced by the teachers in-charge of MDM for the successful implementation of the MDM scheme, was irregularity of supply of rice and cooking cost.
4. The teachers in-charge of MDM reported that they seldom received support from NGO, SMC or parents.

5. Majority of the teachers in-charge of MDM reported that shopping and preparation of daily menus were done by them and that they used to receive support of other teachers of the school in cooking and serving meals whenever necessary.

Findings from the Responses of Eminent Persons:

1. Majority of the eminent persons were not satisfied with the work of the SSA in relation to MDM. Main reasons given by them were irregularity of the supply of food grains, cooking cost and cooks' honorarium.
2. Majority of the eminent persons were satisfied with the practice of the schools regarding MDM and they were satisfied with the quality, quantity and regularity of the meals being served in the schools.
3. Only 35% of the eminent persons reported that they were invited to taste the meal, while the rest of the eminent persons did not receive any kind of invitation from the schools. Majority of the eminent persons visited the schools for other purposes like attending meetings, functions and other programmes.
4. None of the eminent persons reported having given any support for MDM. The support given were mainly for purposes other than MDM.

Findings from the Responses of Cooks of MDM:

1. All the cooks reported that they used to receive a salary of Rs.1500/- per month. However, none of the cooks received their salary regularly.
2. Majority of the cooks reported that they did not have enough water for cooking and washing utensils.
3. Most of the cooks reported receiving only seldom assistance from SMC, NGO or parents. However, assistance was received by them from teachers of some of the sampled schools.
4. Majority of the cooks reported that students were willing to take MDM served by the schools. In 15% of the schools, there were some students who did not take the meal regularly because of their personal reasons and preferences.
5. The problems faced by the cooks were irregularity of their salary, insufficient water and firewood which they had to collect by themselves.
6. The main menu provided was rice, dal, potatoes and nutrela but, on some occasions, eggs, meat and green vegetables also used to be served.

Suggestions for improvement:

After careful analysis of the responses of various stakeholders, and the problems that they faced, the following suggestions are made for successful implementation of the MDM programme in Kolasib district in particular and in the state of Mizoram in general:

1. The BRCCs and CRCCs under SSA may be requested to have at least a monthly survey on the actual enrolment of students under their blocks/ clusters to ensure that each and every student gets the right quantity and quality of food on a daily basis.
2. Delivery of food grains at the school or at least through retailers must be ensured. Another alternative may be arranged by providing separate funds for delivery of food grains at the school.
3. Timely sanctions and release of food grains, cooking costs and salaries of cooks must be ensured.
4. Training of teachers in-charge of MDM and headmasters may be organized at least once a year so that everyone involved can take up their responsibilities sincerely and in a better way.
5. The finding revealing very low outside support is an obvious indicator that community awareness and participation is very poor when it comes to MDM. A programme may be organized at the block or cluster level for NGOs, SMCs, and parents whereby an awareness regarding ownership as well as responsibilities of the NGOs, SMCs and parents be made known.

Conclusion:

As can be seen from the objectives mentioned earlier, the main purpose of the present study was to analyze the prevailing condition of Midday Meal scheme and its related issues. After careful analysis of the collected information, conclusions was drawn that MDM is served in all the elementary schools under government and government aided schools. Report from the teachers and cooks as well as spot visit revealed that all the schools have the necessary facilities for MDM but it was not adequate in some of the schools. Children were quite happy with the quantity and quality of the meal as per their report and also as observed. It was found that the schools faced the problems like irregularity of supply of food grains, cooks' salaries, insufficient water supply and cooking cost. Thus, it was felt that the present condition could be improved greatly if these problems could be taken care of by the SSA officials, the state government and various agencies concerned. The teachers in-charge of MDM and Headmasters need to inform the authorities for the solution of the problems.

Community awareness and participation is very much essential. If focused attention is given by government authorities, the problems can be addressed and the society will be benefitted.

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Impact of Participation in Social Activities on Academic Achievement: A Study on the Perceptions of Mizo Under-Graduate Students

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Abstract

Socialization is a process which starts from the early stage of human life and it takes place through various formal and informal agencies, out of which society is one. Academic achievement is very important because it directly decides the positive outcomes of the students after graduating. It is a fact that academically successful individuals have higher self-esteem, lower levels of depression and anxiety are socially motivated and less likely to be addicted to alcohol and substance abuse. The present article is a report of a study undertaken to find out the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement. The article presents findings of the study conducted with 800 Mizo Under-Graduate students from 4 streams viz. Arts, Science, Commerce and Professional out of which 400 were males and 400 were females. The study revealed that majority of Mizo Under-Graduate students, irrespective of their stream of study; recognize their participation in social activities not affecting their academic achievement.

Keywords: Perception, Social activities, Academic achievement, Mizo under-graduate students

Introduction

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society. The home, school, media, society etc. are the agencies which socialize the individual.

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Society is like an organic whole and is composed of the individuals, as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the process of socialization people come to know about what to do, what not to do and what they must do. The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, “A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are needed by the young people, individually and collectively, to prepare themselves for that service.”

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

Social activity implies the activity that involves association with other people. It is an activity considered appropriate on social occasions, action taken by a group of people, the act of consorting with or joining with others and the action of people mingling and coming into contact. Thus, social activity involves the various activities carried on by the social organizations for the sake of common good. The social activities have many positive impact besides socialization for which every community has certain provisions in shape of traditions and rituals which every member is supposed to imbibe.

Social Organizations in Mizoram and their Activities

The culture of the Mizo tribes and its social structure has undergone tremendous change over the years, since the arrival of Christianity in late 1890s. Contemporary people of Mizoram celebrate Christmas, Easter and other Christian celebrations replacing many of old tribal customs and practices. The growth of Christianity was shaped from a foundation of cultural, religious and socio-political structure. One such foundation cultural element of Mizo people was ‘Hnatlang’, which literally means social work, united labor or community labor. A consequence of ‘Hnatlang’ was the culture of ‘Tlawmngaihna’, which does not have a direct English translation. ‘Tlawmngaihna’ as cultural concept incorporates behavior that is self-sacrificing, self-denying, doing what an occasion demands unselfishly and without concern for

inconvenience caused, persevering, stoical, stout hearted, plucky, brave, firm, independent, loath to lose one's good reputation. Thus, after a fire or landslide or flood damage, the Mizo culture is one of spontaneous humble social work without demands or expectations.

In Mizoram, we have many social organizations that are taking active parts in community works and lead the people for the concerns of the society. Among them the organizations like Young Mizo Association (Y.M.A), Mizo Zirlai Pawl (MZP), Mizo Students Union (MSU) etc. and the church organizations like KristianThalai Pawl (KTP), ThalaiKristian Pawl (TKP), Salvation Army Youth (SAY), Pentecostal Youth Department (PYD), etc. are the important church based youth organisations which play active role in shaping and moulding the character of the people starting from the early stages of life which ultimately benefits the society and the nation.

Church Organizations in Mizoram:

The church organizations also play an important part in Mizo society by rendering services to its members through various activities going within it. In Mizoram, there are different denominations like Presbyterian Church of India (PCI), Baptist Church of Mizoram (BCM), Salvation Army (SA), United Pentecostal Church (UPC), etc. In these church groups, the members play different roles and take part in various activities organized by their respective groups so as to serve their respective churches and above all the Lord. Most of the activities in these groups are usually meant for the administration and functioning of the church and even they also used to do some community work. The most common and popular social activities of the churches in Mizoram include cleaning of streets, street preaching, organizing sports and entertainment programs, publishing books, donating blood, making public urinals, helping the needy and poor members of society, organizing leadership training programs and meetings etc.

In the activities of all the above social organizations, the youngsters take active part guided by senior members. The youngsters include both males and females of above 14 years age.

Rationale of the Study:

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be found not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it can be seen that the students, above class- VIII or so, are the active participants. The main reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. attaining the age of 14 (according to the age norm

given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Since they are included in the age group of the youths even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary in Mizo society that the youths have to render their services in the occasions such as death, accidents, calamities, cleaning of streets and some other activities that are used to be organized by the social organizations. In the Mizo society, it is the tradition that when someone died during daytime, their corpse would not be buried on the same day and the neighbors and relatives would stay with the bereaved family throughout the night. In such cases, it is mainly the youths of the locality who would stay through the night. This is regarded as one issue which is likely to have negative effect on the academic achievement of youths who are still pursuing their studies.

No society has remained static. Due to the process of modernization and acculturation all societies have undergone changes, Mizo society is not an exception to it. Participation in social activities, undoubtedly, takes a lot of time and especially for the students, it may affect their performance in academic life in a negative way if they spend too much time for taking active parts in these social activities. On the other hand, participation in social activities can help in gaining skills, knowledge, experiences, qualities, etc. that are important for leading happy and successful life. Moreover, participation in these social activities inculcates values such as service to mankind, sincerity, punctuality, honesty, hospitality etc.

Today, it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people have less time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students, to spend their time for social activities.

The rationale behind selecting Under-Graduate students is that they all have passed through the various stages of education, except Post-Graduate education, and they are also one of the active members of these social organizations and they have long time participation in social activities and are mature to critically analyze their experiences and to express their view freely.

Objectives of the Study:

1. To assess the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement.

2. To compare the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender.
3. To compare the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their stream of study.

Hypotheses of the Study:

1. There is no significant difference in the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender.
2. There is no significant difference in the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their stream of study.

Methodology:

Research Approach: Descriptive survey approach has been followed for the present study.

Population and Sample: The population of the study included all the Mizo Under-Graduate students of different colleges affiliated to Mizoram University offering arts, science, commerce and professional courses and the students of five departments of School of Engineering and Technology of Mizoram University. The sample of the study comprised of 800 Mizo Under-Graduate students, 100 males and 100 females selected from each of the four streams viz. Arts, Science, Commerce and Professional. Stratified multi-stage random sampling technique was followed for selection of the sample.

Tool used: For the study, the investigators developed a questionnaire for assessment of the perceptions of Mizo Under-Graduate students relating to the impact of their participation in social activities upon their academic achievement.

Data Analysis: The data collected were analyzed both quantitatively and qualitatively. For the analysis of data, descriptive statistics like percentage, mean etc. were used and further, 't' test was used for the purpose of comparison.

Results and Findings:

Objective-wise analysis of data and findings are presented below:

1- Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Academic Achievement

The perceptions of Mizo Under-Graduate students of various groups based on their gender and stream of study in Mizoram relating to the impact of their participation in social activities upon their academic achievement on the three choices along with the percentages put in parentheses are presented in Table- 1 followed by interpretation.

Table-1

Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Academic Achievement

Groups	N	Responses		
		Positive	Neutral	Negative
Arts Male	100	69 (69)	9 (9)	22 (22)
Arts Female	100	69 (69)	6 (6)	25 (25)
Arts Total	200	138 (69)	15 (7.5)	47 (23.5)
Science Male	100	60 (60)	15 (15)	25 (25)
Science Female	100	64 (64)	8 (8)	28 (28)
Science Total	200	124 (62)	23 (11.5)	53 (26.5)
Commerce Male	100	62 (62)	10 (10)	28 (28)
Commerce Female	100	68 (68)	14 (14)	18 (18)
Commerce Total	200	130 (65)	24 (12)	46 (23)
Professional Male	100	72 (72)	11 (11)	17 (17)
Professional Female	100	64 (64)	10 (10)	26 (26)
Professional Total	200	136 (68)	21 (10.5)	43 (21.5)
Male Total	400	263 (65.75)	45 (11.25)	92 (23)
Female Total	400	265 (66.25)	38 (9.5)	97 (24.25)
Total (Overall)	800	528 (66)	83 (10.37)	189 (23.63)

(Figures in the parentheses indicate percentage)

i) Perception of Under-Graduate Students

Table - 1 shows that, irrespective of stream of study, majority of male Under-Graduate students i.e. 65.75% opined their participation in social activities was having positive impact upon their academic achievement, 11.25% were neutral and 23% viewed their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, irrespective of stream of study, majority of female Under-Graduate students i.e. 66.25% perceived their participation

in social activities having positive impact upon their academic achievement, 9.5% were neutral and 24.25% expressed their participation in social activities having negative impact upon their academic achievement.

At the same time, irrespective of gender, 66% of the students taken as sample perceived positive impact of their participation in social activities on their academic achievement while 10.37% had neutral perception and 23.63% had negative perception.

ii) Perception of Students of Arts Stream

As shown in Table No.1, among arts male Under-Graduate students, majority i.e. 69% perceived their participation in social activities having positive impact upon their academic achievement, 9% were neutral and 22% perceived their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among arts female Under-Graduate students, majority i.e. 69% perceived their participation in social activities having positive impact upon their academic achievement, 6% were neutral and 25% perceived their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of arts Under-Graduate students i.e. 69% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 7.5% of them were neutral and 23.5% perceived their participation in social activities having negative impact on their academic achievement.

Thus, the study revealed that majority of the arts male, arts female and arts (irrespective of gender) under-graduate students perceived their participation in social activities having positive impacts upon their academic achievement.

iii) Perception of Students of Science Stream

Table - 1 also reveals that among science male Under-Graduate students, majority i.e. 60% opined their participation in social activities having positive impact upon their academic achievement, 15% were neutral and 25% opined their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among science female Under-Graduate students, majority i.e. 64% viewed their participation in social activities having positive impact upon their academic achievement, 8% were neutral and 28% viewed their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of science Under-Graduate students i.e. 62% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 11.5% of them were neutral and 26.5 opined their participation in social activities having negative impact on their academic achievement.

Thus, the study revealed that majority of the science male, science female and science (irrespective of gender) under-graduate students perceived their participation in social activities having positive impacts upon their academic achievement.

iv) Perception of Students of Commerce Stream

As shown in the above table, among commerce male Under-Graduate students, majority i.e. 62% perceived their participation in social activities having positive impact upon their academic achievement, 10% were neutral and 28% viewed their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among commerce female Under-Graduate students, majority i.e. 68% perceived their participation in social activities having positive impact upon their academic achievement, 14% were neutral and 18% opined their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of commerce Under-Graduate students i.e. 65% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 12% of them were neutral and 23% perceived their participation in social activities having negative impact on their academic achievement.

Thus, the study revealed that majority of the commerce male, commerce female and commerce (irrespective of gender) under-graduate students perceived their participation in social activities having positive impacts upon their academic achievement.

v) Perception of Students of Professional Stream

As shown in Table No.1, among professional male Under-Graduate students, majority i.e. 72% perceived their participation in social activities having positive impact upon their academic achievement, 11% were neutral and 17% opined their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among professional female Under-Graduate students, majority i.e. 64% viewed their participation in social activities having positive impact upon their academic achievement, 10% were neutral and 26% viewed their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of professional Under-Graduate students i.e. 68% perceived that their participation in social activities had positive impact upon their academic achievement, 10.5% of them were neutral and 21.5% expressed their participation in social activities having negative impact upon their academic achievement.

Thus, the study revealed that majority of the professional male, professional female and professional (irrespective of gender) under-graduate students viewed their

participation in social activities having positive impacts upon their academic achievement.

2. Comparison of the Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Academic Achievement with reference to Gender

Table- 2 shows the comparative analysis of the perceptions of Mizo Under-Graduate students relating to the impact of their participation in social activities upon their academic achievement with reference to gender.

Table - 2

Comparison of the Perceptions of Male and Female Mizo Under-Graduate Students on the Impact of their Participation in Social Activities upon their Academic Achievement

Components	Groups Compared	N	Mean	SD	t-value	Sig. level
Academic Achievement	Male	400	22.18	3.765	1.042	NS
	Vs. Female	400	21.91	3.349		

(NS: Not Significant)

Table - 2 shows that the t values relating to the comparison of perceptions of male and female Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement is not significant. Therefore, the hypothesis- ‘*There is no significant difference in the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender*’ is not rejected. It implies that there is no significant difference in the perceptions of male and female Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement and both the groups have similar perceptions.

3. Comparison of the Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Academic Achievement with reference to Stream of Study

Table- 3 shows the comparative analysis of the perceptions of Mizo Under-Graduate students relating to the impact of their participation in social activities upon their academic achievement with reference to their stream of study.

Table No. 3

Comparison of the Perceptions of Arts, Science, Commerce and Professional Mizo Under-Graduate Students on the Impact of their Participation in Social Activities upon their Academic Achievement

Groups	N	Mean	SD	t-value	Sig. level
Arts	200	22.16	3.342	1.470	NS
Science	200	21.64	3.723		
Arts	200	22.16	3.342	.619	NS
Commerce	200	21.95	3.440		
Arts	200	22.16	3.342	.750	NS
Professional	200	22.43	3.711		
Science	200	21.64	3.723	.865	NS
Commerce	200	21.95	3.440		
Science	200	21.64	3.723	2.112	.05
Professional	200	22.43	3.711		
Commerce	200	21.95	3.440	1.327	NS
Professional	200	22.43	3.711		

(NS: Not Significant)

Table- 3 reveals that the t values relating to the comparison of perceptions of Mizo Under-Graduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams are not significant. But, the t value relating to the comparison between science and professional streams is significant at .05 level. It implies that there is no significant difference in the perceptions of Under-Graduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their academic achievement. But, there is significant difference in the perceptions of Under-Graduate students of science and professional streams on the impact of their participation in social activities upon their academic achievement. The students of professional streams are more in favor of participation in social activities as found from the table.

Conclusion

It is popularly believed that students who are active participants in social activities are more likely to have lower academic achievement as compared to those who do not

take active part in different social activities. This belief is based on the fact that involvement in social activities, undoubtedly, takes a lot of time and those students who are active in such activities are likely to have lesser time to study. The findings of the present study seem to contradict this belief as it was found that majority of Mizo Under-Graduate students, irrespective of gender and stream of study, perceived their participation in social activities as having positive impact upon their academic achievement. This finding led the researcher to conclude that Mizo Under-Graduate students are not opposed to their involvement in social activities. However, as the tool used for the present study did not provide scope for understanding the level of involvement of the students in various social activities, there is a probability that the sample students can be those who may not be actively involved in these activities. Thus, it may be concluded that there can be differences in the perception of students depending upon the level of participation of the students in these social activities.

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Attitude towards Teaching Profession among Secondary School Teachers of Aizawl District

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Abstract

In this study, an attempt has been made to find out the attitude of secondary school teachers of Aizawl district of the state of Mizoram towards teaching profession with reference to their gender, teaching experience, management of school and their professional qualification. The attitude scale towards teaching profession developed by H. Malsawmi and Mary L. Renthlei was used for collecting data. The sample consists of 352 secondary school teachers, out of which 176 were male and 176 were female teachers. Selection of the sample was done with the help of cluster random sampling. The study revealed that majority of secondary school teachers had neutral attitude towards teaching profession. It also revealed that female teachers had a more positive attitude towards teaching profession than the male teachers; trained teachers had favorable attitude towards teaching profession as compared against untrained teachers.

Keywords: *Attitude, Secondary school teachers, Teaching profession.*

Introduction:

An attitude is a particular feeling about something which involves a tendency to behave in a certain way. Travers (1973) has defined, “An attitude is a readiness to respond in such a way that behavior is given a certain direction”. Attitude is perceived as a state of readiness shaped through the experience and influence of the response of individuals towards a stimulus. As such, a positive attitude helps a teacher to develop a conducive learner-friendly environment in the classroom besides also bringing fruitful effect on the learning of the students. If the teachers have positive attitudes towards their profession, they may more easily develop their future students’ intrinsic motivation for learning and will be able to establish more efficient communication with them and

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will be more involved in the diversification and personalization of learning situations. In the teaching profession, attitude is an important variable because it can seriously influence the effective manifestation of knowledge and skills appropriate to teaching profession.

A teacher is a person who is ever engaged in educating the young to lead a good socio-economic life, create cultures and civilizations and has always been respected in the society by all. The teacher is ever doing noble work in the society by upbringing and educating the youth in all aspects of life.

Teachers play vital role in the improvement of the quality of education. A good teacher not only shows the right path that the students should follow but also prepares the human resources for further development of the nation. Therefore, teachers' attitude towards their profession has a great impact upon the life of the students.

Rationale of the study:

Most often teachers obtain their job by chance. Some acquire their teaching job because it is accessible. For some, it is the only work they could get. Of course, some enter into teaching profession because they want to become a teacher. It would be interesting to find out the attitude of teachers towards teaching and to compare their attitude with reference to their gender, teaching experience, management of school, professional qualification as well as with reference to the type of school management. Although studies pertaining to the attitude of teachers have been carried out for the whole of Mizoram state, no studies have been carried out to find out the attitude of teachers towards teaching profession within Aizawl district.

Objectives of the Study:

1. To reveal the attitude of secondary school teachers of Aizawl district towards teaching profession.
2. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.
3. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience.
4. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools.
5. To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

Hypotheses:

The following Null hypotheses were formulated in connection with objectives 2 - 4 stated above:

1. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender.
2. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their teaching experience.
3. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their school management.
4. There is no significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification.

Population and Sample of the Study:

In the present study, the population comprised of all secondary school teachers in Aizawl district. The sample for the study consisted of 352 teachers (176 males and 176 females) selected randomly from secondary schools of Aizawl district following cluster random sampling technique.

Tools used:

Attitude Scale towards teaching profession developed by the authors i.e. H. Malsawmi & Mary L. Renthlei (2015) was used to find out secondary school teachers' attitude towards teaching profession.

Analysis and interpretation:

Analysis and interpretation of data is done in accordance with the objectives of the study and are presented below in five sub-sections i.e. 1 – 5. Sub-section 1 presents the overall attitude of teachers towards teaching profession and sub-sections 2 – 5 presents the results of comparison. For comparison of attitude t test was employed and the Null hypotheses were tested.

1. Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession

The first objective of the study was to reveal the attitude of secondary school teachers of Aizawl district towards teaching profession. Table-1 shows the number and percentages of teachers having favourable, neutral and unfavourable attitude towards teaching profession.

Table -1

Attitude of secondary school teachers of Aizawl district towards teaching profession (N=352)

Attitude	No. of teachers	Percentages
Favourable attitude	65	18.47%
Neutral attitude	210	59.66%
Unfavourable attitude	77	21.87%

Table -1 shows that out of the total respondents of 352, only 18.47% of teachers had favourable attitude towards teaching profession. But, 59.66% and 21.87% had neutral attitude and unfavourable attitude towards teaching profession respectively.

2: Comparison of the Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession with reference to their Gender

The second objective of the study was to compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender. Table -2 shows the result of comparison.

Table- 2

Comparison of Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession with reference to Gender

Group	N	Mean	SD	MD	SE_{MD}	t-value	Sig. level
Male teachers	176	65.91	7.658	1.881	.881	2.319	.05
Female teachers	176	67.80	7.560				

Table No.2 illustrates that there is a significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their gender. Hence, the first Null hypothesis is rejected. Female teachers have higher mean scores than the male teachers indicating that female teachers have a more positive attitude towards teaching profession than the male teachers.

3: Comparison of the Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession with reference to their Length of Teaching Experience

To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their length of teaching experience was the third objective of the study. Teachers were categorized into two groups on the basis of their

teaching experience i.e. junior teachers and senior teachers. The teachers having less than five years were categorized as junior teachers and the teachers having experience of 5 years and above were categorized as senior teachers. Table -3 presents the result of comparison.

Table - 3
Comparison of Attitude of Senior and Junior High School Teachers towards Teaching Profession

Group	N	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Senior teachers	295	67.18	7.513	1.983	1.175	1.688	NS
Junior teachers	57	65.19	8.232				

NS: Not Significant

Table No.3 indicates that there is no significant difference in the attitude towards teaching profession between senior and junior teachers since the calculated t value is lower than the criterion value at .05 level. Therefore, the null hypothesis which states that there is no significant difference in the attitude of secondary school teachers towards teaching profession with reference to their teaching experience is not rejected.

4: Comparison of the Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession with reference to their management of schools

To compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to management of schools was the fourth objective of the study. The attitude of teachers of government schools was compared with that of non-government schools. The result of comparison is presented in Table – 4.

Table - 4
Comparison of Government and Non-government Teachers' Attitude towards Teaching Profession

Group	N	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Government teachers	195	66.34	7.522	1.158	.823	1.408	NS
Non-Govt. teachers	157	67.50	7.796				

NS: Not Significant

Table - 4 indicates that there is no significant difference in the attitude towards teaching profession between government and non-government secondary school

teachers. The calculated 't' value is lower than the criterion value at .05 level. Therefore, the null hypothesis which states that there is no significant difference in the attitude of secondary school teachers towards teaching profession with reference to their school management is not rejected.

5: Comparison of the Attitude of Secondary School Teachers of Aizawl District towards Teaching Profession with reference to their Professional Qualification

The fifth objective of the study was to compare the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification. For the purpose of comparison, the teachers were categorized as trained and untrained basing upon the professional training programmes like B.Ed. completed/not completed by them. The result of comparison of their attitude is presented in Table – 5.

**Table No.5
Comparison of Attitude of Trained and Untrained Teachers' towards Teaching Profession**

Group	N	Mean	SD	MD	SE _{MD}	t-value	Sig. level
Trained teachers	281	67.41	7.558	2.747	1.019	2.696	.01
Untrained teachers	71	64.66	7.701				

Table- 5 illustrate that there is a significant difference in the attitude of secondary school teachers of Aizawl district towards teaching profession with reference to their professional qualification. Therefore, the null hypothesis which states that there is no significant difference in the attitude of secondary school teachers towards teaching profession with reference to their professional qualification is rejected. The mean of the trained teachers is found to be greater than the untrained teachers. This shows that the trained secondary school teachers have significantly more favourable attitude towards teaching profession than untrained secondary school teachers.

Findings of the Study:

- Majority of secondary school teachers possessed neutral attitude towards teaching profession.
- The percentage of teachers having unfavorable attitude was more than the teachers having favourable attitude toward teaching profession.
- Female teachers had higher mean scores than the male teachers indicating that female teachers had a more positive attitude towards teaching profession than the male teachers.

- There was no significant difference in the attitude of secondary school teachers towards teaching profession with reference to their teaching experience.
- There was no significant difference in the attitude of secondary school teachers towards teaching profession with reference to their school management.
- The trained secondary school teachers had significantly more favourable attitude towards teaching profession than untrained secondary school teachers.

Suggestions for Development of Positive Attitude of Teachers:

1. In order to develop positive attitude towards teaching profession, teachers themselves should be involved in a large number of school responsibilities. Teachers should not be satisfied being mere transmitters of knowledge. They should accept their professional and try to contribute.
2. Since professional teacher training programmes improve attitude towards teaching profession in a positive way, only those teachers who have undergone pre-service teacher training should be recruited as teachers in the schools. For teachers who were recruited without any pre-service professional qualification or trainings, the Government or the Institutions should provide scope for in-service trainings to them.
3. The reason why people seek for jobs is because they need to support themselves as well as their families. Therefore, if the job is respectable, salary is adequate, and the working condition is decent, most workers will be satisfied and will tend to have a positive attitude towards their job. Salaries should be adequate and disbursed in time. The working conditions, infrastructure, as well as relationship between all stakeholders should be cordial enough. Besides, teachers may be provided job security through measures such as proper pension scheme. This will definitely bring about positive attitude towards their teaching profession.

Conclusion:

The study revealed that majority of secondary school teachers of Aizawl district of Mizoram had neutral attitude towards teaching profession. A neutral attitude occurs because a person has not made up his/her mind, or he/she did not know, or he/she had not encountered a situation where he/she needs to use his/her attitude with respect to a viewpoint. Therefore, the bulk of the teachers having neutral attitude toward teaching profession is not without a reason. The reasons should be explored and the issues need to be addressed. Teachers are the backbones as well as the nation builders and they are key factors who influence the life of the students. Therefore, it is important that teachers should have a positive attitude towards the teaching profession. If teachers

are not satisfied with their teaching job, and are not enthusiastic in teaching, students will lose their motivation to study and learn and they will not be able to have satisfactory achievements. Thus teachers' attitude towards their teaching profession and students' success in learning are very much correlated. Consequently, effort may be made to help teachers achieve a high level of satisfaction in their chosen career. Teachers should be made aware that teaching profession is a noble one and that it should be taken seriously.

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Status and Problems of ECCE in Aizawl City

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Abstract

Early Childhood Care and Education is considered to be one of the most important stages of education that a child has to go through. The foundation of education which the child will be experiencing in the future is laid down in the early stages of the child's life and thus immense importance is given to the type of education the child receives in the early stages. The present study deals with the critical analysis of the quality of educational services provided in Anganwadi Centres of Aizawl city. Data was collected from 30 Anganwadi Centres through interview schedules, observation schedule and checklist prepared with the help of Quality Standards for Early Childhood Care and Education. The study revealed that the Anganwadi Centres in Aizawl City are lacking in terms of quality of educational services they are providing to children due to lack of proper infrastructure, inadequate quality of staff and improper supervision of the centres by the concerned authorities.

Keywords: *Early childhood care and education, Quality standards, Anganwadi centres, Quality services*

Introduction

Early Childhood Care and Education (ECCE) refers to a wide range of programs, all aimed at the physical, cognitive and social development of children before they enter primary schools- theoretically from birth to about 6-7 years of age. It does not only include the child's education and their developmental aspects but also the pre-natal years. It provides care and support to the pregnant mothers as well as the child's development up to 6 years of age. The concept of ECCE is comparatively recent in India. It did not find any mention in the educational literature until the formulation of

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the National Policy on Education, 1986. The nomenclature ECCE is being used for the stage preceding elementary education. According to the Article 45 as amended in 2002, the constitution of India states:

“The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years”. (Govt. of India, 2007)

It includes the education, nutrition, health and hygiene of the children within this age group. The word ‘care’ is added to this concept to emphasize the importance of the pre-natal as well as the post-natal years. The importance of the early years has been stressed greatly in recent years, because the most rapid brain development takes place during the early years. The human brain develops more rapidly between birth and age five than during any other period. However, this development may get hindered, due to lack of proper nutrition and stimulation. The emphasis on care compels the need for a broader focus on Early Childhood Education (ECE). Children who are better nourished are more apt to be less sick and learn better than children who do not receive such care. Hence, it can be understood that the very success of education itself is dependent, to a great degree, on the brain, before a child even enters school.

‘Recent research in the field of neuroscience, particularly on the brain, has provided very convincing evidence of the ‘critical periods’ located within early years, particularly the first three years for full development of the brain’s potential (Deberty, 1997). About two thirds of the brain development is nearly complete during the first two years of the child, the rest in the second two years, i.e. brain development is complete by the time the child is four or five years old. Any damage to the brain due to protein deficiency during this age is altogether irreparable at a later stage. If we are mindful about the optimum use of nutritional programs, we should see that they are implemented between the ages of two to four’ (Hiranandani, 1970). Hence, the justification for implementation of ECCE programs.

Recognizing its importance, the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocates for ECCE programs that attend to health, nutrition, security and learning and which provide for children’s holistic development. It organized the first World Conference on ECCE in September, 2010; which culminated in the adoption of a global action agenda for ECCE called ‘*Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations*’. As a follow-up to the World Conference, UNESCO works in partnership with Member States, partners and other stakeholders to encourage timely and effective implementation of the Moscow Framework so that all young children develop their potential to the fullest. India is also a partner state to follow Moscow Framework. The National ECCE Policy gives the following definition of ECCE:

“For the purpose of this policy, and the actions there under, Early Childhood Care and Education (ECCE) refers to programs and provisions for children from pre-natal to six years of age; which cater to the needs of a child in all domains of development, i.e. physical, motor, language, cognitive, socio-emotional, and creative and aesthetic appreciation; and ensure synergy with health and nutrition aspects. This would cover developmental priorities for each sub stage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3 to 6 years old with a more structured and planned school readiness component for 5 to 6 years old.” (Govt. of India, 2013)

The National ECCE Policy, 2013 also reaffirms the commitment of the Government of India to provide integrated services for holistic development of all children, along the continuum, from the prenatal period to six years of age. The Policy lays down the way forward for a comprehensive approach towards ensuring a sound foundation, with focus on early learning, for every Indian child. ECCE services are delivered through public, private and non-governmental channels. It encompasses the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning, and has lasting impact on early childhood development.

Thus, ECCE comprises of all essential supports that a young child needs to survive and to thrive in life; as well as the support that families and communities provide to promote his/her healthy development. These include integrating health, nutrition and intellectual stimulation; provision of opportunities for exploration and active learning; as well as provisions for social and emotional caring and nurturing that children need, in order to realize his/her human potential and play active roles in their families and communities.

Objective of the Study:

The study was undertaken with the broad objective for having critical evaluation of Anganwadi centers within Aizawl city and to find out the quality of services provided by those centers.

Methodology:

- a) *Research Approach:* Descriptive survey approach was followed for the conduct of the study.
- b) *Population and Sample of the Study:* There were 189 Anganwadi centers in Aizawl city under Urban ICDS projects organized into five circles named as Aizawl South, Aizawl West, Central -1, Aizawl East, and Aizawl North. Each circle had

38 Anganwadi centers, except Aizawl South, which had 37 centers. From the Aizawl Urban area, 30 Anganwadi Centres were purposively selected with the assumption that the capital city might be reflecting model services.

- c) *Tool Used:* The main tool used in the present study for the purpose of data collection was the Checklist cum Observation Schedule prepared from Quality Standards in ECCE (Government of India, Ministry of Women and Child Development, 2012). Besides, two interview schedules were developed for the purpose of validation of data collected through the checklist.
- d) *Data Collection:* To collect the data for the study, the researchers observed the centres personally with the checklist cum observation schedule. For cross verification of the evidences collected through observation, the researchers interviewed 30 workers, one from each center, and 150 mothers of children attending those centers.

Major Findings of the Study:

The major findings of the study are presented below:

- Location of the buildings of the Anganwadi centres and their infrastructures in the Aizawl urban area were found to be inadequate to support the implementation of ECCE effectively.
- The informal interaction between the workers and the children which helps to form connections and relationships were found to be absent.
- Majority (73.33%) of the centres did not have an enrolment of children with special needs (CWSNs), although reports from the workers highlighted that there were such children in their area and that they could not accommodate them due to unavailability of infrastructure. It was also observed that majority (96.67) of the centres were not disabled-friendly and workers had not received any special training for dealing with CWSNs.
- The classroom areas of the centres were found to be insufficient to accommodate activities of the centres.
- Outdoor space was not available with all the centres for which outdoor play activities could not be organized.
- Owing to unavailability of outdoor space, outdoor play materials/equipments were not available in majority (90%) of the centres.
- Children were not provided with shelves or racks on which they could place their belongings.

- Separate toilet facilities for boys and girls were not available in any of the centres. Moreover, majority (83.33%) of the centres had no provision of water and soaps in the toilets.
- Devices for measuring height and weight of the children were not available with majority (90%) of the centres.
- Records of health check-ups and immunizations, as required to be maintained by the workers, were not found and, at the same time, it was reported by the workers and mothers that health checkups were held once a year in majority (90%) of the centres.
- The distribution of supplementary nutrition to the children was found to be irregular due to insufficient water and LPG supply. Therefore at many times, raw materials were distributed among guardians or purpose was being served by distributing other eatable items like biscuits, peanuts etc.
- First aid kit was not available in all the centres.
- The centres were found to lack preventive measures in case of fire and other natural disasters and emergency exits were not available in majority (90%) of the centres.
- Appropriate toys to facilitate development of the children were not available in majority (60%) of the centres.
- Opportunities to children for development of their literary, creative, linguistic, problem solving, and mathematical abilities were not provided. Adequate support was also not given for development of fine and gross motor skills.
- Opportunities for exploration, self expression and development of relationships were also not provided in majority (96.67%) of the centres.
- Majority (96.67%) of the centres were not following the time-table (working hours in a day) prescribed by the framework/government.
- As per the stipulated norms, all centres were found to be under-staffed.
- Contradictory to the idea of ECCE framework, formal teachings of 3Rs and rote learning activities were conducted at majority (66.67%) of the centres.
- Children's performances were not evaluated and documented by the workers in all the centres.
- Learning/activities corners were not available at all the centres and the workers were found not to be aware of the concept of learning/activities corner.

- It was also reported by the mothers that the workers were irregular in coming to the centres and some centres were taken care of only by the helpers.

From the above specific findings it can be inferred that the status of early childhood care and education being provided through Anganwadi centres of Aizawl city is very poor with regard to the quality and it was found not to be at par with the recommended standards.

Suggestions:

Though there was an effort to get the perceptions of the stakeholders about effective functioning of the Anganwadi centres in Aizawl city, much input could not be received due to the low educational qualifications of the workers. They were reluctant to give any overt opinion. Again, educational level of workers at the centres was also low as the government recruits candidates who have education only up to the secondary level. These workers are lowly paid and inadequately trained as has been found by other researchers (Yadav, 2012). The mothers were also not that vocal in sharing their ideas. Thus, both types of stakeholders of this study were not able to convey much for better functioning of the centres. The following suggestions are made based on the inputs received and from the observations of the investigators for effective functioning of the Anganwadi centres in Aizawl city.

- The locations of the Anganwadi centres need to be re-examined to ensure that the centres are provided with the required indoor and outdoor areas. Community participation may be encouraged at local level in planning and management of Anganwadi centres. School Mapping like concept may be followed for the purpose.
- Better infrastructural facilities need to be provided to the Anganwadi centres.
- There should be regular informal interactions between the workers and the children to facilitate better relationships between them.
- Each centre should be made disabled-friendly to support enrolment of children with special needs.
- Health services provided to the Anganwadi centres need proper monitoring and supervision.
- Proper distribution of allocated funds to the Anganwadi centres should be carried out by the concerned authorities.
- Appropriate play materials should be made available at all the centres for all round development of the children.
- Workers at the centres should be better oriented with the curriculum of ECCE and should be made aware of the opportunities that are to be provided to the children.

- The Anganwadi centres should be subjected to surprise visits by concerned authorities to ensure proper functioning of the centres.
- The mode of supply of supplementary nutrition should be looked into by the concerned authorities.

Conclusion

This study explored the quality of ECCE in the Anganwadi centres of Aizawl City. It identified the infrastructural facilities, educational status of Anganwadi workers and their status of training, mode of transaction of curriculum at the centers and the status of worker-children and worker-parents interaction. It has found that the quality of ECCE in majority of the Anganwadi centers are very unsatisfactory with respect to basic provisions of health services, supplementary nutrition and material conducive to development of physical and psycho-social abilities of the children. Majority of problems were related to insufficient building and infrastructure; lack of outdoor space; mode of supply of nutrition; improper supply of water and LPG; irregularity of the timings of the centres; and irregularity of the workers. Anganwadi centers are meant to be the best and ideal places for children to get proper nutrition, health care and education which they may not get at their homes. Hence, it is required that the qualities of Anganwadi centers need to be carefully examined by government authorities and right steps need to be taken to address the difficulties in the interest of better future of the children which is the broad goal of the scheme.

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An Analysis of the Quality of Environmental Education for Degree Students in Mizoram

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Abstract

It is a known fact that environmental education has been a part of formal education for a long time in India and has also been evolving as a separate subject so as to suit the needs of various states. This article is an attempt to find out as to whether or not the syllabus prescribed for environmental education at the degree level clearly meets the needs of the students. Moreover, this article also reveals the time allotted to environmental education in the college time table and the mode of transaction of environmental education and makes suggestions for further improvements so as to enable the reader to make conclusions about the quality of environmental education at this level.

Keywords: *Environmental education, Awareness, Skills, Syllabus, Time table, Transaction*

Introduction

Environment refers to all social, economic, biological, physical and chemical factors which constitute the surroundings of man and includes all those things upon which we are directly or indirectly dependent for our survival. Environmental education is education that is intimately connected with the environment. It is education about the environment, through the environment and for the environment. It is a process by which people develop awareness of, concern for and knowledge of the environment and learn to use their understanding to preserve, conserve and utilize the environment in a sustainable manner for the benefit of present and future generations.

To meet the present environmental situation, it is essential that everyone makes a contribution which will emerge from environmental knowledge. It is universally

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acknowledged that education is an effective means for social reconstruction as it offers solutions to the problems societies face with. To protect and manage the environment, it is imperative to have a sound environmental education. It not only offers opportunities for experiential learning outside of the classrooms but also enables students to make connections and apply their learning in the real world. It helps learners to see the interconnectedness of social, ecological, economic, cultural and political issues. In this way, they become citizens who are truly aware of the environment and its problems, thus meeting one of the most important objectives of environmental education, which is to create awareness among students.

Rationale of the study:

The environment is degrading at a much faster pace than our imagination. Most of this mess is caused by human activities. Human beings are facing grave environmental problems and adjustment to changes in the environment has become a huge challenge. All members of society depend on natural resources to survive. The availability of these resources has limits. It is therefore essential that people understand the need for environmental education for their quality of life and have the knowledge of tools and skills to live in ways that minimize the impact of their actions on the environment. The future health and welfare of our nation depends on our earth's resources and sustained developmental activities. A positive attitude and informed environmental decisions are conducive to sustainability. These are possible only through a sound understanding of the environment.

It is universally acknowledged that education is an effective means for social reconstruction as it creates awareness and educates people for solutions to the problems societies are faced with. To protect and manage the environment, it is imperative to have a sound environmental education. Today's students will be responsible for making decisions that will shape the health of the environment. To prepare them for such responsibilities, they need sound environmental education which would help them to take informed decisions. For this reason, it was considered important to know the status of environmental education at the degree level of education in Mizoram and to reveal the positive and negative aspects so that required steps, if required, may be taken by appropriate bodies.

Objectives of the Study:

1. To find out the adequacy of the syllabus for environmental education at college level based on the curriculum outlined by UGC.
2. To find out the time allotted in the colleges of Mizoram to the subject of environmental education on weekly basis.

3. To assess the mode of transaction of environmental education at college level within the state of Mizoram.

Methodology of the study:

Descriptive survey method was followed for the study. The population of the study was all the under-graduate colleges of Mizoram. Ten colleges were included in the sample of the study. Data was collected from primary sources with the help of questionnaire cum interview schedule developed by the investigators. The analysis of data was done by descriptive statistics like percentage.

Analysis and interpretation of data:

The data collected for the realization of the objectives were analyzed and interpreted according to the three objectives of the study and the results are presented below followed by discussions.

1. Adequacy of the Syllabus based on the Curriculum outlined by UGC

The first objective of the study was to find out the adequacy of the syllabus for environmental education at college level based on the curriculum outlined by UGC. The syllabus for environmental education at college level was found to have four units. Unit wise contents are presented in Tables -1(i) to 1(iv) followed by interpretations.

Table – 1(i)

Unit 1 of the Syllabus for Degree Students on Environmental Education

Unit 1 – Introduction and Natural resources	Renewable resources and associated problems. 1) Forest resources: Use and over exploitation, Deforestation. 2) Water resources: Use and over utilization of surface and ground water; conflicts over water. 3) Minerals resources: use and exploitation, environmental effects of extraction and using mineral resources. 4) Food resources: Changes caused by agriculture and effects of modern agriculture. 5) Energy resources: Renewable and non renewable energy sources. 6) Land resources: Land degradation, soil erosion and desertification.
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Our dependence on nature is so great that we cannot continue to live without protecting the earth's environmental resources. The topics mentioned under first unit of the syllabus are quite adequate to inculcate a sense of awareness and concern about the importance of utilizing the different renewable resources and provide learners with the knowledge and skills for managing the resources that must be protected for future generations. The syllabus aims at providing children with knowledge, attitudes and skills necessary to equip them to contribute meaningfully towards the betterment of the environment and accomplish the goal of sustainable development. It enables the students to know the meaning of resources, their variety, location and distribution and also to understand the importance of resources in our life. The topics seemed to be adequate for development of awareness on natural resources, conservation process and to take initiatives for the purpose.

Table – 1(ii)

Unit 2 of the Syllabus for Degree Students on Environmental Education

Unit 2– Biodiversity and its conservation	<ol style="list-style-type: none"> 1. Definition of biodiversity. 2. Bio-geographical classification of India. 3. Biodiversity at national and local levels, hot spots of Biodiversity in India. 4. Threats to biodiversity: Habitat loss, poaching of wild life, man wildlife conflicts, endangered and endemic species of India. 5. Conservation of biodiversity: in situ and ex situ conservation of biodiversity.
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Unit 2 of the syllabus deals with biodiversity and its conservation. The topics included in this unit are intended to develop knowledge and awareness about diversity of living organisms among the learners and also to foster a strong sense of participation towards the preservation and conservation of biological resources which is essential for the survival of mankind. Besides, the topics aim at generating among learners a need for awareness of and sensitivity to the total environment in a holistic manner and the problems associated with it. The processes and strategies suggested would help develop positive attitude, social values and strong concern for sustainable development and further improvement of the environment.

Table – 1(iii)

Unit 3 of the Syllabus for Degree Students on Environmental Education

Unit 3– Environmental Pollution	<ol style="list-style-type: none"> 1. Definition, causes, effects and control measures of air pollution, water pollution, soil pollution. 2. Solid waste management: Causes, effects and control measures of urban and industrial wastes. 3. Disaster management: Floods, earthquakes, cyclones and landslides.
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Unit 3 of the syllabus is concerned with the environmental pollution which is one of the most dangerous ecological crises being faced by man nowadays. The topics emphasize on the need to protect and control environmental pollution that is occurring at an alarming pace and the ways to actively get involved or participate in managing environmental problems. The topics can instill in the learners the skills and attitude needed to live in harmony with our environment. The unit also contains lessons that should enable a learner to understand right and wrong actions for the environment which is a useful skill. The topics aim at instilling in the students an awareness of and a healthy attitude towards reducing the emissions of major sources of pollution and attempt to enable them to take remedial actions in those areas where pollution has increased beyond the carrying capacity of the environment.

Table – 1(iv)

Unit 4 of the Syllabus for Degree Students on Environmental Education

Unit 4–Social issues, development and the environment	<ol style="list-style-type: none"> 1. Sustainable development, carrying capacity of the environment. 2. Water conservation: Rain water harvesting, watershed management. 3. Environmental movements, resettlement and rehabilitation of people, its problems and concerns. 4. Shifting cultivation and its impact, wasteland reclamation 5. Population growth: Population explosion.
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Unit 4 of the syllabus deals with the social issues, development and the environment. The topics aim at enabling the learners to develop and acquire knowledge about the issues that affect our daily lives. Some of these issues are related to the conflict between the existing development strategies and the need for environmental conservation. The topics also aim at leading the students towards positive attitude for the improvement of the environment.

2. Time Allotted to the subject of Environmental Education on Weekly basis

To find out the time allotted in the colleges of Mizoram to the subject of environmental education on weekly basis was the second objective of the study. For this purpose, the time tables of the ten colleges were examined and the results are presented in Table-2 followed by interpretation.

Table-2

Time devoted for Environmental Education in the Colleges of Mizoram

No of colleges having 5 environmental education classes in a week		No of colleges having 4 environmental education classes in a week		No of colleges having 3 environmental education classes in a week	
No	%	No	%	No	%
6	60%	3	30%	1	10

Source: Field study

Table-2 indicates that, among the sampled colleges, 60%, 30% and 10% of colleges of Mizoram had allotted 5, 4 and 3 periods respectively per week for environmental education. Considering the importance of environmental education, it would be immensely better to have colleges hold the same number of environmental education classes in one week. This will take care of any disparity that might exist among college students within the state with regards to environmental knowledge and awareness.

1. Assessment of the Mode of Transaction of Environmental Education at College Level

The third objective of the study was to assess the mode of transaction of environmental education at college level within the state of Mizoram. The data collected were analyzed and the results are presented in Table-3 followed by interpretation.

Table-3**Mode of Transaction of Environmental Education at College Level**

No of colleges	College using lecture method		College using demonstration method		College using fieldtrips method		College using practical method	
	No	%	No	%	No	%	No	%
10	10	100%	Nil	-	Nil	-	Nil	-

Source: Field Study

Through the analysis of data it was found that the most common teaching method adopted in all the colleges was lecture method of teaching. No colleges use other methods of teaching for transaction of environmental education. Although lecture method is the most economic form of transaction, it is not adequate because it tends to be too theoretical and environmental education is much more than theory. Other modes of transaction like demonstration, practical classes and field trips may also be much more beneficial. This indicates the need to conduct more activity based learning for the study of environmental education at college level in order to motivate and encourage the students regarding environmental awareness.

Suggestions:

Importance should be given to environmental education so that the basic objectives of developing awareness, skills and attitude are attained and new patterns of behaviour of individuals, group and society as a whole towards the environment is created. Based on the this study, the following suggestions are made for better transaction of environmental education at the college level.

- The syllabus opted by colleges is suitable but requires support for proper transaction of it by capable and environmentally aware teachers.
- Adequate resource supports to teachers in shape of books, manuals and other relevant teaching materials should be provided.
- The government should provide the college with necessary funds and resources for attainment of the objectives of environmental education.
- Environmental education should be activity based learning in order to enhance, encourage and motivate the students to learn and bring new life and meaning into their learning experience rather than simply learn through class teaching.

- As far as possible, colleges should take part in local environmental campaigns. The institutions as well as the teachers must be responsible for motivating and engaging the students to get involved in community actions and to take part in various local environmental campaigns.
- Environmental education should not be given only through lecture method. Project works related to the contents of environmental education should be assigned to the students for developing interest and investigative attitude.
- Teachers in charge of environmental education should be given thorough in-service orientation in environmental education so as to equip them with the latest knowledge regarding environmental education.

Conclusion

The main objective of environmental education is to impart proper knowledge, awareness and trainings to solve various problems of our environment systematically. The study revealed that the course content of environmental education at college level is aimed to open the minds of students towards the environment in a positive way. It is aimed to create in students a sense of awareness, knowledge and positive attitude towards the environment while actively striving to teach students much needed skills to battle environmental disasters and take part in environmental activities. Hence, it is required to be transacted by well qualified and trained teachers. Most importantly the syllabus aims to produce students who understand the importance of caring for the environment and minimizing societies' impact on the environment in order to secure better utilization of life for present and future generations. The course would prepare them to initiate and carry on practical initiatives at individual, group and community level for solving environment-related problems and move towards a life of perfect harmony with their social and natural environment.

The study also revealed that lecturing in the classroom is the most commonly used technique for teaching environmental topics. To create a healthy learning environment there is a need to conduct activity based learning to motivate students in the learning of environmental education. Teachers are the backbone for students' development and so it is necessary that teachers have adequate knowledge about the environment, as without it students will not be able to get the right kind of information. Teachers also play central roles in building necessary abilities and competencies in students for exploring, understanding appreciating and participating in environmental protection and conservation. The findings also indicate that majority of the colleges have given much priority to environmental education classes to help foster in the students an awareness concerning the environment while a few colleges did not seem to give it much importance. Ultimately what is important is that each college be made

aware of the importance of this subject. A sound understanding of environmental education will surely go a long way in solving the existing environmental problems and lessen upcoming anticipated problems.

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Infrastructural Facilities in the DIETs of Mizoram

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Abstract

District Institute of Education and Training (DIET) have been established under the Centrally Sponsored Scheme of Teacher Education upon the recommendations of NPE 1986 and its Programme of Action, 1992 for restructuring and reorienting teacher education in India. It is true that quality of education is substantially affected by the quality of teacher training. This, in turn, depends upon the quality and resources as well as the role and functions of teacher education institutions. The infrastructural, instructional and human resources of most of the teacher education institutions are often found to be inadequate. For regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith, the National Council for Teacher Education has been given statutory power. The present study was an attempt to examine the availability of infrastructural resources and their status of conformity to NCTE norms in the DIETs of Mizoram. The study involved all the eight DIETs of Mizoram. The study revealed that the availability of the Infrastructural resources in the DIETs of Mizoram was not uniform. Some of the DIETs do not conform fully to all the norms of NCTE as notified in 2014 regulations and are still in the process of establishing new campuses and developing infrastructural facilities since those have got recognition of NCTE recently in 2016.

Keywords: *Conformation, Infrastructure, Institution, Norms, Resources.*

Introduction

The Right to Free and Compulsory Education (RTE) Act, 2009 has increased the demand for qualified elementary school teachers in manifold. This Act directed the states the need to invest for preparation of teachers through Teacher Training

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Institutions having adequate and learner friendly infrastructure, curriculum and school practices. The RTE Act mandated qualified teachers who would be able to engage in providing education that would support the development of all children. Thus, achieving the objectives of RTE Act required urgent investment in preparing good teachers. Most of the states have implemented the RTE Act, 2009 with effect from April, 2010. In the meanwhile, nine years have passed and the states have received financial support from the central government to fulfill the norms prescribed in the

Act. It is necessary to examine the developments that have happened in the teacher education institutions and to see how far the norms and standards have been maintained in different states of our country.

Mizoram is a small state having a population of 1,091,014 (Census of India 2011P). It has the credit of having third highest literacy rate of 91.58 % (Census of India 2011P) in the country. Simple literacy is not enough for a society. Along with literacy, quality education is also important, which can only be possible through quality teachers. It is the teacher education institutions that can prepare quality teachers. The facilities available in the teacher education institutions and their activities must be periodically assessed and malades have to be addressed. Unlike most of the states of the country, Mizoram is not yet having any privately managed teacher education institutions. All teacher education institutions offering pre-service and in-service teacher training programmes for both elementary and secondary levels are managed by the state government. It is expected that all norms and standards prescribed by NCTE have been fulfilled and the institutions must have been well equipped. The present study is confined to examine the infrastructural facilities available with all the eight DIETs of Mizoram with reference to NCTE norms, 2014.

Objective of the Study:

The study was conducted with the broad objective to examine the availability of Infrastructural resources in the DIETs of Mizoram in terms of land and built up area, class rooms, office room, staff room, halls, resource centers, library etc. with reference to NCTE norms, 2014.

Methodology:

- a) *Research Approach:* Descriptive survey approach was followed for the conduct of the study.
- b) *Population and Sample of the Study:* Since the study was concerned with the availability of Infrastructural resources in DIETs of Mizoram, the population of the study comprised of all the eight DIETs located in all the eight districts of Mizoram i.e. Aizawl, Lunglei, Mamit, Champhai, Serchhip, Kolasib, Lawngtlai,

and Saiha. Keeping the objective of the study in view, all the eight DIETS were studied as the eight DIETs were established in different years and it may not yield valid result if sample study is made.

- c) *Tool Used:* A Check list was developed by the investigators for examining the availability of infrastructural facilities in DIETs and their status of conformity with the NCTE norms, 2014.
- d) *Data Collection:* For the present study, both primary and secondary data were collected during 2018. Primary data were collected using the check list from the eight DIETs by personal visits to the DIETs and having interviews with the principals and other teaching and non-teaching staff. Secondary data were collected from office records, reports and documents published by the Central and State governments, State Council of Educational Research and Training, and Mizoram Board of School Education.

Findings of the Study:

The data collected from various sources in respect of the eight DIETS of Mizoram were analyzed and interpreted on various key parameters and the findings are presented below.

A. Basic Features: The basic features of the eight DIETs of Mizoram are presented in the following table:

Basic Features of DIETs of Mizoram

District	Name of DIET	Year of Initial Establishment	Date of Upgradation to DIET	Year of Recognition by NCTE	Intake Capacity
Aizawl	DIET, Aizawl	1 st Sept 1953	30 th Dec 1988	19 th July 2000	120
Lunglei	DIET, Lunglei	28 th Sept 1974	4 th Feb 1993	19 th July 2000	100
Champhai	DIET, Champhai	1 st April 2005	15 th April 2013	3 rd Mar 2016	50
Kolasib,	DIET, Kolasib	13 th April 2005	15 th April 2013	3 rd Mar 2016	50
Lawngtlai	DIET, Lawngtlai	22 nd April 2005	15 th April 2013	3 rd Mar 2016	50
Mamit,	DIET, Mamit	22 nd April 2005	15 th April 2013	3 rd Mar 2016	50
Saiha	DIET, Saiha	22 nd April 2005	15 th April 2013	3 rd Mar 2016	50
Serchhip.	DIET, Serchhip	22 nd April 2005	15 th April 2013	3 rd Mar 2016	50
Total					520

Source: Compiled from the data collected from SCERT, Dept. of Teacher Education & Extension Service

It is revealed from the above table that the DIETs of Mizoram were established in the headquarters of the eight districts of Mizoram and had been named after the respective district in which it was established. The DIET Aizawl and DIET Lunglei which were initially established for training of teachers of elementary level in the years 1953 and 1974 respectively were subsequently upgraded to DIETs during 1988 and 1993 respectively. These two DIETs had gotten the recognition of NCTE in the year 2000. The other six DIETs were established in the year 2005 as mini DIETs for in-service training and subsequently upgraded to DIETs in the year 2013 by the state government and got the recognition of NCTE in the year 2016. At present, all the eight DIETs were running both pre-service teacher education programme named Diploma in Elementary Education (D. El. Ed.). Besides, all the DIETs were offering in-service programmes for teachers. DIET, Aizawl and DIET, Lunglei had the intake capacity of 120 and 100 respectively and the other six DIETs had the intake capacity of 50 each. Thus, the total intake capacity of all the eight DIETs for in-service teacher education was 520 which are expected to meet the requirements of trained teachers at elementary level in the state. Since the academic session 2018 - 2019, DIET, Aizawl and DIET, Lunglei were offering two years Bachelor of Education (B.Ed.) programme.

A. Land and Built up area:

For running the D. El. Ed. programme, the land area specified by NCTE norms is 2,500 sq. mts. and the specified built up area is 1,500 sq. mts. for one unit with intake of 50. The norms further stated that additional intake of one unit would require additional built up area of 500 sq. mts. All the DIETs were found to have the required land and built up area as per the NCTE norms.

B. Infrastructural Facilities:

The data relating to infrastructural facilities available with the DIETs were collected, analysed and compared with NCTE norms, 2014 and the results are presented below in respect of 18 items.

i. Classrooms:

As per the NCTE norms, one classroom is required for 50 students. It was found that all the eight DIETs have requisite number of classrooms as per the norms. All the eight DIETs are found to be co-educational institutions. Smart classrooms were found to be available in 3 DIETs, i.e. DIET, Aizawl, DIET, Lunglei and DIET, Serchhip.

ii. Multipurpose Hall:

According to the NCTE norms, an institution offering D. El, Ed programme must have a multipurpose hall of 2000 sq. ft. with seating capacity of 200 and a dais.

The study found that only two institutions i.e. DIET, Aizawl and DIET, Mamit conformed to the norms having hall area of 2508 sq. ft. and 4000 sq. ft. respectively. Four other institutions i.e. DIET Lunglei, DIET Champhai, DIET Kolasib and DIET Serchhip have halls smaller than the specified norms. At the same time, in two of the DIETs i.e. DIET Lawngtlai and DIET Saiha, multipurpose halls were not available. The main reason behind the non-availability of multipurpose hall in these two DIETs was that new buildings are under construction with financial support under the Centrally Sponsored Scheme (CSS) for Teacher Education. Old buildings with limited rooms were still in use for running the programme. These two DIETs would be shifted to these new buildings shortly.

iii. Library-cum-Resource Centre:

As prescribed by NCTE, an institution running D. El. Ed. programme must have a library-cum-resource centre where teachers and students will have access to variety of materials and resources to support and enhance the teaching learning process. All the eight DIETs were found to have the library-cum-resource centers. The seating capacity, although not specified in the norms, was found ranging from 10 to 40. The norms, however, specified the number of books to be available in the Library. It stated that a minimum of 1000 books on relevant subjects must be available during the first year of establishment of the institution and 100 standard books must be added every year. It was found that reference books and books relevant to courses were not sufficiently available in all the libraries. In two DIETs i.e. DIET Champhai and DIET Saiha, though the required number of books were available; no proper record was being maintained primarily due to shortage of staff. In five institutions i.e. DIET Aizawl, DIET Lunglei, DIET Kolasib, DIET Mamit and DIET Serchhip, the libraries were computerized/automated.

iv. Curriculum Laboratory:

As per NCTE norms, curriculum laboratory with science and mathematics kits must be available in the DIETs. Out of the eight DIETs, such provision was available in five institutions i.e. DIET Aizawl, DIET Lunglei, DIET Champhai, DIET Kolasib and DIET Saiha, But, curriculum laboratory was not available in the rest three DIETs. It was also found that because of limited infrastructure, room for curriculum laboratory could not be spared by these three institutions. It was also noted that casual arrangements were made by these institutions to meet basic demands with limited resources. In the five DIETs where curriculum laboratories were available, science and mathematics kits, maps, globes, chemicals etc. for practical activities and teaching aids were available.

v. Computer Laboratory:

As per NCTE norms, computer laboratory is mandatory for every DIET. The size of the laboratory and its seating capacity, however, has not been specified in the norms. Three DIETs i.e. DIET Aizawl, DIET Lunglei, and DIET Serchhip were found to have one computer laboratories each and were functional having limited number of computers. But, in the other five DIETs computer laboratories were not available. Because of their locational disadvantages i.e. away from the town, and poor supply of electricity; the five DIETs used to face challenges in ICT and its related equipments. These five DIETs also had minimal and inadequate ICT facility. Two DIETs, i.e. DIET Aizawl and DIET Serchhip have collaborated with NIELIT to offer CCC programme for the students.

vi. Arts and Craft Resource Centre:

The curriculum of D. El. Ed. includes practicum courses to give students the opportunities to acquire professional skills and develop their capacities in crafts. Hence, as per NCTE norms, arts and craft resource centers are required to be established in such institutions. Six DIETs i.e. DIET, Aizawl, DIET, Lunglei, DIET, Champhai, DIET, Kolasib, DIET, Saiha and DIET, Serchhip were found to have such provision but, the rest two i.e. DIET, Mamit and DIET, Lawngtlai did not have such provision. These two institutions used classrooms for art and craft related activities. Resources and materials for different activities used to be provided to meet the requirements in all the eight DIETs.

vii. Health and Physical Education Resource Centre:

NCTE norms suggest establishment of health and physical education resource centers as another infrastructural requirement for institutions offering D. El. Ed. programme. The D. El. Ed. curriculum includes practicum courses in children's physical and emotional health, school health and education. Hence, availability of health and physical education resource centre in the DIETs is necessary. This facility was however found to be available only in four DIETs which were DIETs in Aizawl, Lunglei, Champhai and Serchhip. At the same time, it was found that the facilities and equipments available in these institutions were rarely being used.

viii. Principal's Office:

As per the NCTE norms, Every DIET must have separate room for Principal, but, there is no specification about its size. The study found spacious rooms available for Principals in all the eight DIETs of Mizoram. Besides, the Principals' rooms of all the eight DIETs were found to have been furnished with essential furniture and the rooms were well maintained.

ix. Staff Room:

NCTE norms suggest that Staff room must be provided for the teacher educators. The study revealed that staff rooms were available in all the eight DIETs. While the size of the room was not specified in the norms, the staff rooms available with the DIETs of Mizoram were found to be spacious. The staff rooms were found to be furnished with necessary furniture such as tables and chairs for teacher educators but were found to be without computers and IT equipments.

x. Administrative Office:

The administrative office is very much essential for any institution. Though NCTE norms specify about the provision of administrative office in every DIET, it has not mentioned about its size. The study found that all the eight DIETs of Mizoram have administrative office which were not spacious. It was also found that the newly established DIETs did not have required furniture too.

xi. Store Rooms:

As per the NCTE norms, one or more store rooms must be available in the institutions. All the eight DIETs were found to have store rooms. The existing store rooms in the eight DIETs were found to be adequate.

xii. Common Rooms:

NCTE norms suggest separate common rooms for male and female students in every DIET. It was found that only DIET Aizawl had separate common rooms for male and female students. Limited infrastructure was found to be the main reason why the other seven DIETs could not fulfill the requirement.

xiii. Canteen:

Provision of canteen in every DIET has been suggested by NCTE. Canteen facility was found available in all the eight DIETs to cater the daily needs of the staff and students. These Canteens were located inside the campuses of DIETs. These canteens mostly provide tea and snacks to the staff and students.

xiv. Visitors' Room:

NCTE norms, 2014 suggest visitor s' room in every DIET. It was found that only two DIETs i.e. DIET, Aizawl and DIET, Lunglei have visitors' room as per the NCTE norms. The other six DIETs could not fulfill this requirement because they had limited number of rooms. Visitors to these institutions used to be entertained either in the administrative office or in the staff room.

xv. Toilet Facility:

The NCTE norms suggest that separate toilet facilities must be provided for men and women students and staff and one for PWD. All the eight DIETs were found

to have toilet facilities separately for men, women and staff. But, it was found that none of the DIETs had the toilet facility for PWD.

xvi. Parking Space:

All the eight DIETs were having parking space as prescribed by NCTE. The area allotted for the parking space, however, was found to be different in different DIETs depending on the size of their campuses. It was found that DIET, Lawngtlai had inadequate parking space.

xvii. Open Space:

The NCTE norms suggest that open space for lawns, gardening activities etc. must be available in the DIETs. Out of the eight DIETs, six DIETs i.e. DIET Aizawl, DIET Lunglei, DIET Champhai, DIET Kolasib, DIET Saiha and DIET Serchhip were found to have open space for lawns and gardening activities while in the two other DIETs i.e. DIET Mamit and DIET Lawngtlai; the required space was not available because of limited campus area. In the DIETs where open space was available, the space was found not to be adequate for gardening activities due to mountainous area.

xviii. Multipurpose Playfield:

As per the NCTE norms, multipurpose playfield must be available in the DIETs. Out of the eight DIETs of Mizoram, six DIETs i.e. Aizawl, Lunglei, Champhai, Kolasib, Lawngtlai and Serchhip were found to have multipurpose playfields. In DIETs where the playfield were not available, arrangements with nearby schools having playfields were made for organizing sports programmes and other activities.

Conclusion:

DIETs offer D. El. Ed. programme for preparing prospective teachers for elementary level education and also impart in-service training. In the present study an attempt was made by the investigators to find out the availability of infrastructural facilities with the eight DIETs in Mizoram in the context of NCTE norms 2014. Till 2013, there were only two full-fledged DIETs i.e. DIET, Aizawl and DIET, Lunglei in the state of Mizoram. The other six DIETs were first established as District Resource Centres (DRCs) under the Centrally Sponsored Scheme of Teacher Education and later upgraded to DIET status recently i.e. in 2013. More recently, i.e. in 2016, these six DIETs have been given recognition by NCTE. The study revealed that basic physical infrastructural facilities such as class rooms, principal's room, staff room, administrative office were found to be available in all the DIETs of Mizoram. DIET, Aizawl and DIET, Lunglei have almost conformed to NCTE norms. The other six DIETs which are recently upgraded are lacking and do not conform to all the norms of NCTE. For

quality teacher education, it is very much essential that the norms must be fulfilled. Government of Mizoram must take immediate steps to fulfill the norms so that the teacher education programme being offered by the institutions is not affected in terms of quality due to lack of basic infrastructural facilities. Most important is the ICT laboratories. Before passing out from such institutions, all prospective teachers must be efficient in the application of ICT in their day today transaction of lessons as it is very much required in the present day context. It is hoped that all the eight DIETs of the state will fulfill all the norms prescribed by NCTE at the earliest.

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