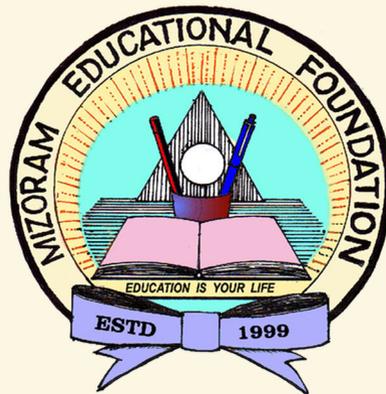


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Child Labour in Mizoram and Its Implications on Education

Lalliantluanga Ralte*
B. B. Mishra**

Abstract

Nature and nurture are the two factors recognized for the growth and development of any individual. Every child is unique and supposed to be nurtured with love, care and affection within the family and society. But, due to socio-economic disparities some children worldwide are deprived of such conducive environment, particularly in the poverty afflicted sections of the society. Childlabour is a serious problem globally and in our country too. It is prevalent both in rural and urban areas with variation in nature of work and work places. Such children are not only deprived of education but also are being exploited in different forms. The state of Mizoram is not an exception to it. The present article is based on an empirical study conducted in rural and urban areas of two sampled districts of Mizoram with a view to find out the causes of child labour in the state and the educational status of such children. The findings revealed that though there are rules and regulations for prevention of child labour in the state confirming to that of the country, poverty is the main cause of such practice in the state. Besides, ignorance of people, socio-cultural practices, lack of strict implementation of the provisions are the other causes for the problem. Unless such problems are addressed, the objective of RTE Act, 2009 cannot be achieved in the state.

Key words: *Child Labour, poverty, social causes, educational status, educational prospect*

* Lalliantluanga Ralte, Research Scholar, Department of Education, Mizoram University, Aizawl, Mizoram Ph-9612542292 Email: lalliantluangaetlar@gmail.com

**Prof. B. B. Mishra, Professor and Head, Department of Education, Mizoram University, Aizawl, Mizoram. Ph-7978111141 Email- bana.mishra55@gmail.com

Introduction:

Children are considered to be the future of every nation. They must be provided with all facilities to grow in such environment conducive to their development to full extent of their potency. However, child labour is a global phenomenon, particularly in developing and under developed countries. The International Labour Organization ((ILO) celebrated 100 years of advancing social justice and promoting decent work this year on 12th June 2019. It was reported that 152 million children were still in child labour all over the world. Child labour occurs in almost all sectors, but, 7 out of every 10 of these children work in agriculture. The ILO looked back on progress achieved over the 100 years of its support to countries on tackling child labour. It also looked forward towards the UN Sustainable Development Goal Target 8.7 set by the international community calling for an end to child labour in all its forms by 2025. Since the foundation of ILO in 1919, the protection of children has been embedded in the Preamble of ILO's Constitution. The theme of ILO's 100 years celebration is *Children shouldn't work in fields, but on dreams*. Therefore, the efforts of international community to achieve Education for All (EFA) and the progressive elimination of child labour are inextricably linked. It is the responsibility of the nations to take suitable measures to eradicate child labour.

Among all the stages of human development, childhood is the most important and formative period. Both biological and environmental factors affect their development and behaviour. For attaining holistic development, children need proper health care, nutrition, sanitation, education and other interventions that support their full development. When the quality of stimulation, support and nurturance is deficient; the development of children would be seriously affected. Instead of being assets, they would become liabilities to the family and to the society.

Child means a person, male or female, who has not completed his fourteenth year of age. The children in this age group are in formative stage physically and mentally. Any kind of exploitation and oppression on them lead to child abuse. The working children of this age-group i.e. between 6-14 years of age are, therefore, called as child labourers. The child labour has some striking features i.e. employment in gainful occupation, adverse impact on physical development and injurious to health and deny opportunities for development especially in educational sphere at the cost of child's recreation.

There can be many reasons for children going to join the labour force. The studies conducted in different parts of the country have revealed that the main causes of child labour are poverty, large family size, migration, illiteracy and ignorance, lack of proper schooling facilities, family break up, natural disasters, terrorism, urbanization, unemployment of elders, addiction of parents, orphans and the like.

In spite of governmental acts, schemes, rules and regulations for protection of interest of children and prevention of children from exploitation; child labour continues to be a serious problem in our country. Such situations lead to employment of children in various economic activities like working as agricultural labourers, in shops, marketing establishments, hotels etc. Some parents prefer to engage their children in the labour market rather than schooling because they do not perceive schooling worth the investment of resources. Access, retention and quality are the parameters which are emphasised at all levels of education. There is broad consensus that the single most effective way to check the flow of school age children into labour market is to extend and improve access to quality school education so that families do not hesitate to invest in their children's education and perceive it as worth for them to do so.

The Constitution of India had made a provision for free and compulsory education for all children up to the age of fourteen years within ten years of promulgation of the constitution. But, it was in the shape of a directive principle under article 45. Free and compulsory education became a fundamental right with the Constitution 86th Amendment during December 2002 and with article 21-A inserted in part III of the constitution. Subsequently, The Right of Children to Free and Compulsory Education (RTE) Act, 2009 got the assent of the President on 26th August 2009 and became effective in all Indian states, except Jammu and Kashmir with effect from 1st April 2010 along with Article 21-A. Thus, the RTE Act is a milestone in the history of Indian school education and it is hoped that it will address the issues of child labour in our country. Besides, the Constitution of India has made provisions to prevent child labour in our country through articles 24, 39-e, and 39-f.

Child labour is a matter on which both the Union Government and state governments can legislate. A number of legislative initiatives have been made at both levels. The major national legislative and judicial developments include The Factories Act, 1948, The Minimum Wages Act, 1948, The Mines Act, 1952, The Child Labour (Prohibition and Regulation) Act, 1986, Supreme Court Decision, 1996, and The Juvenile Justice (Care and Protection) of Children Act, 2000. Some of these acts have also been amended. A National Child Labour Policy was adopted in 1987 after the enactment of the Child Labour (Prohibition and Regulation) Act, 1986. Government of India has initiated the National Child Labour Project (NCLP) in 1988 after two years of enactment of National Child Labour (Prohibition & Regulation) Act, 1986 to rehabilitate working children which is a 100% centrally funded scheme.

India being the second largest populous country in the world has a huge contingency of children i.e. approximately thirty-five million. It is a country having a numerous diversity of people. People of different socio-economic status, different

religious practices and traditions inhabit in rural and urban areas. Most of the children engaged in labour used to work under some sort of compulsions. Despite a host of constitutional and legal provisions for prohibition of labour by children under fourteen years of age, it continues to be a serious problem, which needs to be addressed at the earliest. It is not only the duty of the government but also every citizen of the country to stop cruelty to children. As per Campaign Against Child Labour data, Sep 19, 2016; Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and Maharashtra are India's biggest child labour employers. However, child labour exists in all parts of the country in some form or the other.

Mizoram is one of the young states of India which got its statehood in 1986. The development in education sector happened quite late as compared to other states. Because of difficult geographical location, the state does not have any major development in industrial sector. The major occupation of people is agriculture which is not that productive. Like other states, there may be socio-economic problems among the people of Mizoram which are responsible for child labour. There is enough literature on child labour, but inadequate empirical studies, particularly in the state of Mizoram. Most of the people are not aware of their duties and responsibilities on child rights regarding prohibition and protection of child labourers. Some parents send their children to work places without considering their working conditions and some children, especially female children, are trained and imposed to do domestic works which is also considered as child labour. The children engaged in labour are low paid, suffer from various health problems and some of them also used to be misbehaved by their employers.

The state has been reported to have child labour of 26,265 and 2793 in 2001 and 2011 as per the respective Census data. Besides the official data, there may be more child labourers in the state as it is difficult to identify who work largely in the unorganised sector, both in rural and urban areas, within the family or in household-based units and become invisible. Since the criteria for selection of districts for implementation of NCLP is the high concentration of child labour in the district, none of the eight districts of Mizoram has been selected. In the present study, an attempt was made to find out the status of child labour in rural and urban areas of Mizoram and its implications on education.

Objectives of the Study: The study was conducted with the following objectives:

- To find out the causes of child labour in rural and urban areas of Mizoram.
- To examine the status of child labour in rural and urban areas of Mizoram.
- To compare the status of child labour in rural and urban areas of Mizoram.

- To study the educational status of child labourers in rural and urban areas of Mizoram.
- To examine the prospect of education of child labourers in Mizoram.

Methodology:

The present study was primarily aimed at studying the status, causes, and education of child labour in rural and urban areas of the state of Mizoram. Further, the study was intended to examine the perceptions of child labourers in the areas of study regarding various issues of child labour. Consequently, descriptive survey approach was followed for the present study.

Population and Sample of the Study:

According to Census of India 2011, there are 8 districts, 23 towns, 26 Rural Development Blocks and 708 inhabited villages in Mizoram. All child labourers in the state of Mizoram were the target population of the study. Stratified random sampling technique was followed for selection of sample for the study. Out of eight districts, two districts i.e. Aizawl and Mammit were randomly selected. From each district headquarters four localities were randomly selected. Further, from each locality ten child labourers, irrespective of their gender, were identified. From the rural areas four villages were randomly selected from each of the two districts. Further, from each village ten child labourers below the age of 14, irrespective of their gender, were identified. Thus, the sample of child labourers was comprised of 160 child labourers out of which 80 were from urban areas and the rest 80 were from rural areas.

Tools and Techniques Used:

Informal interview was followed as the main technique for collection of relevant data for the study as the subjects were not able to respond to questionnaires due to lack of proficiency in reading and writing. Moreover, interview as a technique of research can be flexible depending upon the situation and the responses can be cross checked. However to facilitate interview process and to collect the specific data for fulfilling the objectives, an interview schedule for child labourers was developed which was used as a guide for collection of the relevant data, recording of data and facilitated for systematic analysis and interpretation.

Analysis of Data:

The data were analyzed quantitatively using descriptive statistics like frequency and percentage.

Major Findings:

- Poverty was found to be the main reason of child labour in both rural and urban areas of Mizoram. Besides, large family size, broken family, and ignorance of adverse effects on child's health were also found to be the other causes of child labour in the state of Mizoram.
- All (100%) child labourers of both rural and urban areas were admitted in the schools and were pursuing their studies before working. Though majority of child labourers were continuing their education, around 44% of the child labourers were out of school.
- Among the drop outs, majority (63.12%) of rural child labourers had dropped out at class VI followed by classes IV (12.50%), V (12.50%), VII (12.50%), and VIII (9.37%). Similarly, majority (56.25%) of urban child labourers had dropped out at class VI followed by classes VII (16.67%), VIII (10%), IV (6.67%) and V (6.67%).
- All dropped out child labourers from both rural and urban areas were having desire to be in the schools, if they would be given a chance.
- All rural child labourers were staying at their own homes. But, in urban areas, majority (87.5%) were staying with their families and the rest (12.5%) were staying outside their families. Out of child labourers, who were staying outside their families, 90% had left their homes as per the decision of their parents but 10% had left their homes as per their own decision.
- Majority (68.75%) of rural child labourers were working since last 6 months to 1 year. Besides, 15% were working since 1-2 years, 12.50% were working since 2 years and above and 3.75% were working since less than 6 months in their present works respectively. Majority (58.75%) of urban child labourers reported that they were working since 1-2 years, 27.50% were working since more than 2 years and 13.75% were working since 6 months to 1 year in their present works respectively.
- Majority (78.12%) of child labourers of rural and urban areas were pursuing education before working at the present place and 21.88% were working at other places.
- Majority (57.50%) of child labourers of rural and urban areas had started working at the age of 12.
- Majority (52.50%) of rural child labourers were working at agricultural farms. Besides, majority (55%) of urban child labourers were working at dhabas (roadside eateries), restaurants, hotels, motels, tea shops, resorts, and spas.

- Majority (93.75%) of child labourers did not receive any skill training in their work places.
- Majority (80%) of child labour employers were not government servants. But, 20% of the employers, mostly from urban areas, were government servants.
- Majority (89.32%) of child labourers were never ill-treated by their employers in their work places.
- Majority (87.50%) of child labourers were never given punishment by their employers at their work places, the rest 12.50% of child labourers were given punishment, at times, by their employers at their work places.
- Majority (95.62%) of child labourers were hesitant to continue in their work places.
- Majority (97.50%) of child labourers from both rural and urban areas had the feeling that their engagement had adverse effects on their health.
- Majority (96.25%) of child labourers from both rural and urban areas were not confident about their present work to be helpful for their future.
- Majority (66.87%) of the child labourers from both rural and urban areas had the feeling that their employers were satisfied with their works, but, the rest 33.13% had the feeling that their employers were not satisfied with their works.
- Majority (56.25%) of all the child labourers from both rural and urban areas were paid between Rs 2000/- and Rs 2500/- per month though the state government has made minimum wage of Rs 450/- per day.
- Majority (93.75%) of all the child labourers from both rural and urban areas used to get extra payments when they were engaged overtime.
- Majority (99.37%) of all the child labourers from both rural and urban areas reported that there was no provision for medical support at their work places to meet any emergency.
- Majority (54.38%) of child labourers from both rural and urban areas reported that no government organization had ever contacted them to continue their education. However, 45.62% of child labourers of rural and urban areas were contacted by government agencies for pursuing education.
- Majority (95%) of rural and urban child labourers were not provided with any educational facilities by their employers, but, only 5% child labourers were provided with educational facilities by their employers.

- Majority (80.62%) of child labourers from both rural and urban areas were not aware about free and compulsory universal elementary education, but, the rest 19.38% of the child labourers were aware about it.
- All (100%) the rural and urban child labourers both from rural and urban areas were not aware about the laws banning children below 14 years of age to work as labourers.
- Majority (55.62%) of child labourers preferred to pursue schooling with formal education. Besides, 44.11% of child labourers preferred to pursue schooling with non-formal education.
- Majority (73.12%) of child labourers from both rural and urban areas had never expressed their feelings to their parents for pursuing studies, but, 20.62% had expressed their feelings to pursue studies to their parents.
- Both in rural and urban areas of Mizoram, child labourers had not received proper motivation from their parents/guardians to continue their education.
- Comparison on the status of child labourers in rural and urban areas of Mizoram revealed no much difference. In nature of engagement, type of accommodation, duration of engagement, status before joining work, age of starting work, working places, skill trainings, status of employer, treatment by employer, punishment at work place, motivation for the work, effects on health, future prospect, satisfaction of employer, remuneration, extra payment, and medical care at the work places, the views of the child labourers were found more or less same. The variations were in negligible percentages only. The variations are only due to geographical locations and the opportunities available to work.

Educational Implications

The present study has implications for the government of Mizoram, educational planners, supervising officials, parents/ guardians, village/council leaders, school teachers and headmasters, child labourers, NGOs and all those who are concerned with child welfare and education in Mizoram which are summarily presented below:

- Government of Mizoram should plan and implement poverty eradication programmes seriously in rural and urban areas of Mizoram.
- Right to Education Act should be implemented seriously throughout the state of Mizoram, more particularly in the rural areas.

- Child labourer Acts and Laws should be strictly enforced by the government agencies in both rural and urban areas.
- Government agencies should take proactive action to prevent child labour. The Mizoram Child Protection Society should conduct survey regularly every year in both rural and urban areas of the state to identify, rescue and rehabilitate the child labourers.
- The children engaged in the works in the permissible ones should be paid the wages as fixed by the government for adult labourers.
- The offenders should be punished as per the provisions.
- The child labourers working in rural and urban areas should be brought to the arena of Education.
- The rescued child labourers, if not willing to join the mainstream of education, may be provided some vocational training for development of skills for their future.
- Functioning of schools should be effectively monitored. The education officers at different levels should monitor enrolment, retention and quality education in the schools.
- School teachers and headmasters should visit the families of the children who used to remain absent or perform badly in examinations and conceal the facts to their parents/guardians.
- Schools must be well equipped and must create the school environment attractive for the students.
- Awareness campaign on RTE Act and ban of child labour should be made among the school students, parents/guardians and social leaders through different activities in the schools and outside the schools.
- The NGO's should play active role in preventing child labour. NGOs should look to enrolment, retention and quality education of children in the schools of their locality.
- Children from poor background should be provided with hostel facilities with free boarding and lodging. If required, residential schools should be established in every block head quarters to accommodate the needy children.
- Special schools in the model of NCLP may be established in every district of the state depending upon the need. Initially, minimum one special school may be

established in the state capital for rehabilitation of the child labourers. All support in shape of boarding, lodging, study materials, garments, nutrition and health care and stipends may be provided.

- People should refrain from engaging children as labourers. If people engage children in their household due to distress condition of children, they should behave them fairly and support their education.
- Appropriate actions by law enforcing agencies and social leaders should be taken against the parents/guardians who compel their children for child labour.
- The government should ensure regular health checkups of the children and adolescents in all localities time to time.
- Mizo society should think of adopting family planning measures without having any prejudice.
- People should be aware of the fatal consequences of addiction upon their family and children.
- Parents should give priority to proper education of their children. They should provide appropriate study materials to their children.

Conclusion:

Grace Abbott, the American social worker who worked in improving the rights of immigrants and advancing child welfare, had said *child labour and poverty are inevitably bound together and if you continue to use the labour of children as the treatment for the social disease of poverty, you will have both poverty and child labour to the end of time*. Thus, child labour is not a solution to poverty. Mizoram state has implemented all policies and programmes formulated by Government of India in principle which are intended to prohibit child labour in the state. Strict enforcement is essential to address the malady of child labour in the Mizo society. Dr. Avul Pakir Jainulabdeen Abdul Kalam, the 11th President of India and popularly known as the Missile Man of India, used to inspire students with his words *Dream, dream, dream. Dreams transform into thoughts and thoughts result in action*. All parents/guardians must encourage their wards to dream for their future and to translate into reality. Education is the means to fulfil the dreams. Let it be hoped that all will respond and dedicate their efforts to end child labour and to make Mizoram a child labour free state of our country.

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B.Ed Student-Teachers' Perception about Internship with Reference to Gender

H. Malsawmi*
Eva Lalrampari**
Estherine Lalrinmawii***
Lalmuanzuali****

Abstract

The objective of the present study is to find out the B.ed student-teachers' perception about their internship programme with reference to gender. The sample consists of 62 male and 68 female student teachers from the three B.ed training institutions located in Aizawl city. Perception questionnaire constructed by the investigators was used to collect data from the student teachers. It was found that there were more female than male teachers who thought they would be great teachers, more female teachers than male teachers perceived that teaching skills were thoroughly imparted, more female teachers perceived that simulated teaching and preparation of TLM was greatly beneficial, more female teachers perceived that the amount of lesson plan that needs preparing is too much, more female teachers perceived that internship helped them in overcoming stage fright, in taking responsibility, in managing class, in dealing with students problems; more female teachers than male teachers perceived that the principals/staffs were cooperative, that preparation of TLM is time consuming; More female teachers than male teachers also prefer to select their own practice schools. It was found that more male teachers than female teachers perceived that learning sequence taught during pre-internship was beneficial. However, both male and female teachers equally perceived that internship helps them greatly in developing better communication skills, also both male and female teachers said that they were assigned to take only some classes when they were deputed for internship to schools. Measures for improving internship were suggested in the light of the present findings.

*Prof. H. Malsawmi, Professor, Department of Education, Mizoram University. Ph-9436360683, Email: drmalsawmi@yahoo.co.in

**Eva Lalrampari, Research Scholar, Department of Education, Mizoram University. Ph-7005829688, Email: eva.rampari@gmail.com

*** Estherine Lalrinmawii, Research Scholar, Department of Education, Mizoram University, Ph-8787695497, Email: estherine77@hotmail.com

****Dr. Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Ph-8014336220, Email: lalnui_f@rediffmail.com

Keywords: Student teachers, perception, internship, gender, Aizawl city

Introduction: Just like any other professional courses, one indispensable component of teacher education courses is that of field engagement. Field engagement in teacher education course comprises of meeting and working together with the students and teachers in schools. This continuous interaction with the school system for a matter of some months is known as 'school internship'. The engagement of prospective teachers in the schools over a period of time prepares and helps them build a repertoire of professional understandings, proficiencies and skills, as well as positive attitude to schooling and teaching. As a matter of fact, it is this particular component of the teacher education curriculum which actually facilitates the prospective teachers to transform them from not just being learners in the art and science of teaching but to significantly equipped teachers to perform the duties of a teacher in the real school settings. The current need in education is to help the students to become assimilators and generators of knowledge and not just mere recipients of knowledge. Internship in schools gives an opportunity to prospective teachers to connect the theories of education as well as instructional skills with their practice and to test the soundness of theoretical proposals in actual school settings. This will make the prospective teachers ready to enter the teaching profession.

Rationale: Internship is a new innovation in the field of teacher education. They play a very significant role in improving the proficiency and effectiveness of teachers. A teacher who had undergone internship training can impart knowledge to the students far better than a teacher who had no experience in internship training. In spite of the fact that internship is an important component of teacher training programme, some people do not support internship because they have the opinion that simply mastering a subject and being able to reproduce what they have mastered is quite enough. They assumed that it is just a great waste of time. This is a big issue in the quality of teacher education these days. In order to investigate whether internship is really beneficial for teacher education programme, it is essential to know how the prospective teacher trainees perceive their own internship programme. Therefore, the investigators decided to conduct a study on the perceptions of student-teachers about internship

Objectives:

1. To find out the perceptions of male and female B.Ed student-teachers of Aizawl city about their internship programmes
2. To suggest measures for improving the procedure of internship adopted by B.Ed training institutions in Aizawl city

Methodology:

Descriptive survey method is used for the present study

Population and sample: The population for the present study consists of all Student teachers studying B.Ed from institutions offering B.Ed in Aizawl city. The sample consisted of 62 male and 68 female B.Ed student teachers selected randomly from the three teacher training institutions in Aizawl namely Department of Education, Mizoram University; Institute of Advanced Study in Education, Aizawl and District Institute for Education and Training, Aizawl. Altogether there were 130 student teachers.

Tools used for data collection: The investigators constructed a questionnaire on perception towards internship which consisted of 24 items. Out of the three options presented for each item, the respondents had to select any one of them. Content validity was established by giving the questionnaire to three experts.

Mode of data collection: The investigators visited the training institutions and gave the questionnaire to those student teachers who were present on the day of data collection. Some student teachers who were still undergoing internship were visited in the schools and data were collected in their place of internship.

Analysis of data: Data collected were checked, categorized and entered in excel sheet. Thereafter, the percentage of their responses for each item was calculated and subsequently they were analyzed and interpreted.

Findings and interpretation: The findings of the present study and their interpretation were presented in the following tables.

TABLE - 1
The kind of teacher the trainees thought they would be (N=130)

<i>A great teacher</i>		<i>A mediocre teacher</i>		<i>A lousy teacher</i>	
Male = 47 (46.08%)	Female = 55 (53.92%)	Male = 13 (56.52%)	Female = 10 (43.48%)	Male = 2 (40%)	Female = 3 (60%)
Total = 102 (78.46%)		Total = 23 (17.69%)		Total = 5 (3.85%)	

Table – 1 reveals that out of the 102 student teachers who thought they would be great teachers, 46.08% of them were males while 53.92% of them were females. Out of the 23 student teachers who thought they would be mediocre teachers, 56.53% of them were males and 43.48% of them were females. Out of the 5 student teachers who thought

they would be lousy teachers, 40% of them were males and 60% of them were females. In general, majority (78.46%) of student teachers thought that they would become great teachers.

TABLE - 2
All types of teaching skills were imparted by the teachers during Pre-internship

<i>Thoroughly</i>		<i>Partially</i>		<i>Vaguely</i>	
Male = 27 (40.91%)	Female = 39 (59.09%)	Male = 27 (56.25%)	Female = 21 (43.75%)	Male = 8 (50%)	Female = 8 (50%)
Total = 66 (50.77%)		Total = 48 (36.92%)		Total = 16 (12.31%)	

Table – 2 shows that out of the 66 student teachers who said that they were taught all types of teaching skills thoroughly, 40.91% of them were males and 59.09% of them were females. Out of the 48 student teachers who observed that they were taught all types of teaching skills partially, 56.25% of them were males and 43.75% of them were females. Out of the 16 student teachers who professed they were taught vaguely, 50% of them were males and 50% of them were females. Overall, majority of student teachers perceived that the teacher educators taught them all types of teaching skills thoroughly.

TABLE - 3
Time devoted for teaching skill development during micro teaching

<i>Should be longer</i>		<i>Should be shorter</i>		<i>Is just right</i>	
Male = 15 (45.46%)	Female = 18 (54.55%)	Male = 16 (44.44%)	Female = 20 (55.56%)	Male = 31 (50.82%)	Female = 30 (49.18%)
Total = 33 (25.38%)		Total = 36 (27.69%)		Total = 61 (46.92%)	

Table -3 reveals that out of the 33 student teachers who thought that the time devoted for teaching skill development during micro teaching should be for a longer duration, 45.46% of them were males and 54.55% of them were females. Out of the 36 student teachers felt that it should be shorter, 44.44% of them were males and 55.56% of them were females. Out of the 61 student teachers who remarked that it was just the right duration, 50.82% of them were males and 49.18% of them were females. Generally, more number of student teachers perceived that the duration devoted for teaching skill development during micro teaching is just the right duration.

TABLE - 4

Simulated teaching during pre-internship was beneficial to

<i>A great extent</i>		<i>A certain extent</i>		<i>Not at all beneficial</i>	
Male = 33 (43.42%)	Female = 43 (56.58%)	Male = 23 (51.11%)	Female = 22 (48.89%)	Male = 6 (66.67%)	Female = 3 (33.33%)
Total = 76 (58.46%)		Total = 45 (34.62%)		Total = 9 (6.92%)	

Table - 4 illustrates that out of the 76 student teachers who believed that simulated teaching during pre-internship was beneficial to them to a great extent, 43.42% of them were males and 56.58% of them were females. Out of the 45 student teachers who thought it was beneficial to a certain extent, 51.11% of them were males and 48.89% of them were females. Out of the 9 student teachers who reported that it was not beneficial at all, 66.67% were males and 33.33% were females. Thus the above table helps us in determining that majority of the student teachers perceived that simulated teaching during pre-internship was beneficial to a great extent when actual teaching took place during internship.

TABLE - 5

Time allotted to pre-internship was

<i>Too short</i>		<i>Too long</i>		<i>Right duration</i>	
Male = 14 (50%)	Female = 14 (50%)	Male = 19 (44.19%)	Female = 24 (55.81%)	Male = 29 (49.15%)	Female = 30 (50.85%)
Total = 28 (21.54%)		Total = 43 (33.08%)		Total = 59 (45.38%)	

Table – 5 displays that out of the 28 student teachers who believed that time allotted to pre-internship was too short, 50% were males and 50% were females. Out of the 43 who assumed it to be too long, 44.19% of them were males and 55.81% of them were females. Out of the 59 student teachers who declared that it was just the right duration, 49.15% were males and 50.85% were females. In all, majority of the student teachers perceived that time allotted to pre-internship was of just the right duration.

TABLE - 6

During internship, learning sequences taught to us during pre-internship was

<i>A great help</i>		<i>Helpful only sometimes</i>		<i>A great waste of time</i>	
Male = 28 (59.90%)	Female = 33 (54.10%)	Male = 24 (47.06%)	Female = 27 (52.94%)	Male = 10 (55.56%)	Female = 8 (44.44%)
Total = 61(46.92%)		Total = 51(39.23%)		Total = 18 (13.85%)	

Table – 6 demonstrates that out of the 61 student teachers who thought that learning sequence taught to them during pre-internship was a great help, 59.90% of them were males and 54.10% of them were females. Out of the 51 student teachers who believed that it was helpful only sometimes, 47.06% of them were males and 52.94% of them were females. Out of the 18 student teachers who declared that it was a great waste of time, 55.56% were males and 44.44% of them were females. In general, more number of student teachers perceived that learning sequences taught to them during pre-internship was a great help.

TABLE - 7

Skill of preparing teaching-learning materials learnt during pre-internship

<i>Helps a lot</i>		<i>Helps only to certain extent</i>		<i>Does not help at all</i>	
Male = 30 (40%)	Female = 45 (60%)	Male = 25 (56.82%)	Female = 19 (43.18%)	Male = 7 (63.64%)	Female = 4 (36.36%)
Total = 75 (57.69%)		Total = 44 (33.85%)		Total = 11(8.46%)	

Table – 7 exhibits that out of the 75 student teachers who considered that the skill of preparing teaching learning materials taught to them during pre-internship helped them a lot during their internship, 40% of them were males and 60% of them were females, Out of the 44 student teachers who deliberated that it helped them only to a certain extent, 56.82% of them were males while 43.18% of them were females. Out of the 11 student teachers who believed that it does not help them at all, 63.64% were males and 36.36% of them were females. Overall, it can be said that majority of the student teachers perceived that skill of preparing teaching-learning materials learnt during pre-internship helped them a lot all through their internship programme.

TABLE - 8

Allotment of practice schools for internship, the best procedure should be to let

<i>Student select their preferred practice schools</i>		<i>Teachers select practice schools for the students</i>		<i>The institution have their own practice schools</i>	
Male = 37 (46.25%)	Female = 43 (53.75%)	Male = 17 (51.52%)	Female = 16 (48.48%)	Male = 8 (47.06%)	Female = 9 (52.94%)
Total = 80 (61.54%)		Total = 33 (25.38%)		Total = 17 (13.08%)	

Table – 8 conveys that among the 80 student teachers who believed that the best procedure in allotting practice schools to student teachers for internship should be to let the student teachers select their preferred practice schools, 46.25% of them were males while 53.75% of them were females. Out of the 33 student teachers who thought that the teacher educators should select practice schools for the student teachers, 51.52%

of them were males and 48.48% of them were females. Out of the 17 student teachers who preferred that the institution should have their own practice schools, 47.06% of them were males and 52.94% of them were females. In all, majority of the student teachers wished that they themselves should select their preferred practice schools

TABLE – 9
Preparation of teaching-learning materials during internship is

<i>Always too expensive</i>		<i>Sometimes expensive</i>		<i>Mostly inexpensive</i>	
Male = 19 (40.43%)	Female = 28 (59.57%)	Male = 39 (54.17%)	Female = 33 (45.83%)	Male = 4 (36.36%)	Female = 7 (63.64%)
Total = 47 (36.15%)		Total = 72 (55.38%)		Total = 11(8.46%)	

Table – 9 illustrates that out of the 47 student teachers who assumed that preparation of teaching-learning material during internship was always too expensive, 40.43% of them were males while 59.57% of them were females. Out of the 72 student teachers who believed that it was expensive only sometimes, 54.17% of them were males while 45.83% of them were females. Amongst the 11 student teachers who declared that it was mostly inexpensive, 36.36% of them were males and 63.64% of them were females. Overall, majority of the student teachers perceived preparation of teaching-learning materials during internship expensive only sometimes

TABLE - 10
Amount of lesson plan that needs to be prepared during internship is

<i>Too much</i>		<i>Too less</i>		<i>Just the right amount</i>	
Male = 43 (44.33%)	Female = 54 (55.67%)	Male = 7 (77.78%)	Female = 2 (22.22%)	Male = 12 (50%)	Female = 12 (50%)
Total = 97 (74.62%)		Total = 9 (6.92%)		Total = 24 (18.46%)	

Table – 10 points out that out of the 97 student teachers who felt that the amount of lesson plan that needs to be prepared during internship was too much, 44.33% of them were males and 55.67% of them were females. Among the 9 student teachers who considered it to be too less, 77.78% of them were males and 22.22% of them were females. Out of the 24 student teachers who believed it to be just the right amount, 50% of them were males and 50% of them were females. In all, majority of the student teachers perceived that the amount of lesson plan that needs to be prepared during internship was too much

TABLE - 11
Internship has helped me overcome stage fright to

<i>A great extent</i>		<i>Some extent</i>		<i>Not at all</i>	
Male = 37 (45.12%)	Female = 45 (54.88%)	Male = 21 (52.50%)	Female = 19 (47.50%)	Male = 4 (50%)	Female = 4 (50%)
Total = 82 (63.08%)		Total = 40 (30.77%)		Total = 8 (6.15%)	

Table – 11 illustrates that out of the 82 student teachers who believed that internship had helped them overcome stage fright to a great extent, 45.12% of them were males and 54.88% of them were females. Out of the 40 student teachers who assumed it helped them overcome stage fright to some extent, 52.50% of them were males while 47.50% of them were females. Out of the 8 student teachers who thought internship did not help them overcome stage fright at all, 50% of them were males while 50% of them were females. As a whole, majority of the student teachers perceived that internship helped them overcome stage fright to a great extent.

TABLE - 12
During internship, the principal/headmaster/staffs were

<i>Very cooperative</i>		<i>Quite cooperative</i>		<i>Not cooperative at all</i>	
Male = 47 (46.53%)	Female = 54 (53.47%)	Male = 14 (53.85%)	Female = 12 (46.15%)	Male = 1 (33.33%)	Female = 2 (66.67%)
Total = 101 (77.69%)		Total = 26 (20.00%)		Total = 3 (2.31%)	

Table – 12 demonstrates that amongst the 101 student teachers who perceived that the principal/headmaster/staff were very cooperative during their internship in their schools, 46.53% of them were males and 53.47% of them were females. Among the 26 student teachers who thought they were quite cooperative, 53.85% of them were males and 46.15% of them were females. Out of the 3 student teacher who assumed they were not cooperative at all, 33.33% of them were males and 66.67% of them were females. Altogether majority of student teachers perceived the principal and staffs as very cooperative towards them.

TABLE - 13
Internship has helped me in taking responsibility as a teacher to

<i>A great extent</i>		<i>To a slight extent</i>		<i>Not at all</i>	
Male = 49 (46.67%)	Female = 56 (53.33%)	Male = 9 (45%)	Female = 11 (55%)	Male = 4 (80%)	Female = 1 (20%)
Total = 105 (80.77%)		Total = 20 (15.38%)		Total = 5 (3.85%)	

Table – 13 exhibits that out of the 105 student teachers who felt that internship helped them take responsibility as a teacher to a great extent, 46.67% of them were males while 53.33% of them were females. Out of the 20 student teachers who thought it had helped them to a slight extent, 45% were males and 55% were females. Amongst the 5 student teachers who believed that it did not help them at all, 80% were males and 20% were females. All in all majority of student teachers perceived internship had helped them take responsibility as a teacher to a great extent

TABLE - 14
During internship, I was assigned to take classes

<i>Only sometimes</i>		<i>Quite regularly</i>		<i>Excessively</i>	
Male = 22 (45.83%)	Female = 26 (54.17%)	Male = 32 (47.06%)	Female = 36 (52.94%)	Male = 8 (57.14%)	Female = 6 (42.86%)
Total = 48 (36.92%)		Total = 68 (52.31%)		Total = 14 (10.77%)	

Table – 14 displays that out of the 48 student teachers who said that during internship they were assigned to take classes only sometimes, 45.83% were males and 54.17% were females. Out of the 68 student teachers who remarked that they were assigned to take classes quite regularly, 47.06% were males and 52.94% were females. Amongst the 14 student teachers who declared they were assigned to take classes excessively, 57.14% were males and 42.86% of them were females. As a whole, majority of the student teachers were assigned to take classes quite regularly during internship.

TABLE - 15
During the whole internship, I was assigned

<i>Only to a particular class</i>		<i>To some classes</i>		<i>To all classes</i>	
Male = 15 (36.59%)	Female = 26 (63.41%)	Male = 30 (50%)	Female = 30 (50%)	Male = 17 (58.62%)	Female = 12 (41.38%)
Total = 41 (31.54%)		Total = 60 (46.15%)		Total = 29 (22.31%)	

Table – 15 demonstrates that out of the 41 student teachers who stated that during the whole internship they were assigned only to a particular class, 36.59% were males and 63.41% were females. Out of the 60 student teachers who declared that they were assigned to some classes, 50% were males while 50% were females. Out of the 29 student teachers who expressed that they were assigned to all classes, 58.62% were males and 41.38% were females. All told, the quantity of classes assigned to the student teachers by different schools differs.

TABLE - 16
During internship, our teachers monitored us

<i>Far too often</i>		<i>Far too less</i>		<i>Just the right amount</i>	
Male = 12 (50%)	Female = 12 (50%)	Male = 9 (52.94%)	Female = 8 (47.06%)	Male = 41 (46.07%)	Female = 48 (53.93%)
Total = 24 (18.46%)		Total = 17 (13.08%)		Total = 89 (68.46%)	

Table – 16 conveys that out of the 24 student teachers who felt that their teachers monitored them far too often, 50% were males and 50% were females. Out of the 17 student teachers who believed that their teachers monitored them far too less, 52.94% were males and 47.06% were females. Amongst the 89 student teachers who considered that their teachers monitored them just the right amount, 46.07% of them were males and 53.93% were females. All in all, majority of student teachers perceived that their teachers monitored them just the right amount.

TABLE - 17
During internship, the principal/teacher in charge

<i>Provided excellent supervision</i>		<i>Provided normal supervision</i>		<i>Did not supervise at all</i>	
Male = 26 (45.61%)	Female = 31 (54.39%)	Male = 31 (48.44%)	Female = 33 (51.56%)	Male = 5 (55.56%)	Female = 4 (44.44%)
Total = 57 (43.85%)		Total = 64 (49.23%)		Total = 9 (6.92%)	

Table – 17 reveals that out of the 57 student teachers who declared that the principal/teacher in charge provided excellent supervision during their internship in the schools, 45.61% of them were males while 54.39% of them were females. Out of the 64 student teachers who stated that the principal/teacher in charge provided normal supervision, 48.44% of them were males and 51.56% were females. Out of the 9 student teachers who reported that the principal/teacher in charge did not give any supervision to the interns coming to their schools, 55.56% were males and 44.44% were females. In all, the amount of supervision provided by the principal/teacher in charge is not the same for different schools.

TABLE - 18
Internship has helped me learn to manage class to

<i>A great extent</i>		<i>A small extent</i>		<i>Not at all</i>	
Male = 41 (44.57%)	Female = 51 (55.43%)	Male = 16 (51.61%)	Female = 15 (48.39%)	Male = 5 (71.43%)	Female = 2 (28.57%)
Total = 92 (70.77%)		Total = 31 (23.85%)		Total = 7 (5.38%)	

Table – 18 demonstrates that amongst the 92 student teachers who believed that internship helped them learn to manage classes to a great extent, 44.57% of them were males and 55.43% of them were females. Among the 31 student teachers who felt that it helped them to a small extent, 51.61% of them were males and 48.39% of them were females. Amongst the 7 student teachers who expressed that internship does not help them learn to manage classes at all, 71.43% of them were males and 28.57% of them were females. From the above table, it can be concluded that majority of the student teachers perceived that internship helped them learn to manage classes to a great extent.

TABLE - 19
Internship helped me deal with students’ problem

<i>Effectively</i>		<i>Slightly</i>		<i>Not at all</i>	
Male = 41 (48.23%)	Female = 44 (51.77%)	Male = 18 (48.65%)	Female = 19 (51.35%)	Male = 3 (37.50%)	Female = 5 (62.50%)
Total = 85 (65.38%)		Total = 37 (28.46%)		Total = 8 (6.15%)	

Table – 19 demonstrates that out of the 85 teacher trainees who disclosed that internship helped them deal with students’ problem very effectively, 48.23% of them were males and 51.77% of them were females. Out of the 37 student teachers who replied that it had helped them slightly, 48.65% of them were males and 51.35% of them were females. Out of the 8 student teachers who stated that internship did not help them deal with students’ problem at all, 37.50% of them were males and 62.50% of them were females. As a whole, it can be concluded that majority of the student teachers perceived that internship had helped them deal with students’ problem effectively.

TABLE - 20
During internship, my ability to manage time while taking class improved

<i>Considerably</i>		<i>Slightly</i>		<i>Did not improve</i>	
Male = 38 (45.24%)	Female = 46 (54.76%)	Male = 16 (43.24%)	Female = 21 (56.76%)	Male = 8 (88.89%)	Female = 1 (11.11%)
Total = 84 (64.62%)		Total = 37 (28.46%)		Total = 9 (6.92%)	

Table – 20 illustrates that amongst the 84 student teachers who stated that their ability to manage time while taking class improved considerably during internship, 45.24% of them were males while 54.76% were females. Amongst the 37 student teachers who declared that they improved slightly, 43.24% of them were males while 56.76% of them were females. Amongst the 9 student teachers who maintained that their ability to manage time while taking class did not improve during internship, 88.89% were males while 11.11% of them were females. It can be concluded from the above table

that majority of student teachers perceived that their ability to manage time while taking class did improve considerably during internship.

TABLE - 21
Internship helped me in developing better communication skills

<i>Greatly</i>		<i>Slightly</i>		<i>Did not help at all</i>	
Male = 47 (50%)	Female = 47 (50%)	Male = 12 (37.50%)	Female = 20 (62.50%)	Male = 3 (75%)	Female = 1 (25%)
Total = 94 (72.31%)		Total = 32 (24.62%)		Total = 4 (3.08%)	

Table - 21 points out that out of the 94 student teachers who said that internship greatly helped them in developing better communication skills, 50% of them were males and 50% of them were females. Out of the 32 student teachers who declared that it helped them slightly, 37.50% of them were males and 62.50% of them were females. Out of the 4 student teachers who expressed that internship did not help them develop better communication skills, 75% were males and 25% of them were females. From the above table, it can be concluded that majority of the student teachers perceived that internship greatly helped them develop better communication skills.

TABLE - 22
Preparation of teaching-learning materials during internship is

<i>Always time consuming</i>		<i>Sometimes time consuming</i>		<i>Not time consuming at all</i>	
Male = 33 (45.83%)	Female = 39 (54.17%)	Male = 26 (50%)	Female = 26 (50%)	Male = 3 (50%)	Female = 3 (50%)
Total = 72 (55.38%)		Total = 52 (40.00%)		Total = 6 (4.62%)	

Table – 22 explains that amongst the 72 student teachers who believed that preparation of teaching-learning materials during internship was always time consuming, 45.83% of them were males and 54.17% of them were females. Amongst the 52 student teachers who considered it as sometimes time consuming, 50% were males and the other 50% were females. Out of the 6 student teachers who thought it was not time consuming at all to prepare teaching-learning materials during internship, 50% were males and 50% were females. The above table helps us to conclude that majority of the student teachers perceived that preparation of teaching-learning materials during internship was always time-consuming.

TABLE - 23**Duration of time allotted for school internship is**

<i>Far too long</i>		<i>Far too short</i>		<i>Just the right duration</i>	
Male = 16 (44.44%)	Female = 20 (55.56%)	Male = 14 (58.33%)	Female = 10 (41.67%)	Male = 32 (45.71%)	Female = 38 (54.29%)
Total = 36 (27.69%)		Total = 24 (18.46%)		Total = 70 (53.85%)	

Table – 23 clarifies that out of the 36 student teachers who agreed that the duration of time allotted for school internship was far too long, 44.44% of them were males while 55.56% of them were females. Out of the 24 student teachers who believed that it was far too short, 58.33% of them were males and 41.67% of them were females. Amongst the 70 student teachers who believed it to be just the right duration, 45.71% of them were males and 54.29% of them were females. The above table facilitates us to conclude that majority of the student teachers perceived the time allotted for school internship was just the right duration.

TABLE - 24**The most burdensome work during post internship will be**

<i>Report writing</i>		<i>Getting teachers sign TLM</i>		<i>Final practice and viva voce</i>	
Male = 42 (46.15%)	Female = 49 (53.85%)	Male = 5 (50%)	Female = 5 (50%)	Male = 15 (51.72%)	Female = 14 (48.28%)
Total = 91 (70.00%)		Total = 10 (7.69%)		Total = 29 (22.31%)	

Table 24 gives us the knowledge that out of the 91 student teachers who believed that the most burdensome work during post internship would be report writing, 46.15% of them were males and 53.85% of them were females. Out of the 10 student teachers who thought it might be getting teachers sign their teaching learning materials (TLM), 50% of them were males and the other 50% of them were females. Out of the 29 student teachers who felt that it would be final practice and viva voce, 51.72% of them were males and 48.28% of them were females. The above table assists us to conclude that majority of the student teachers perceived report writing to be the most burdensome work during post internship programme.

Suggestions:

The following suggestions were made from the present study as follows:

1. Majority of the student teachers assumed that the best procedure in allotting schools for internship would be that they select their preferred schools. Since no B.Ed training institutions in Aizawl have their own practice schools, possibly the

student teachers have no clue as to what it is like for their institutions to have their own practice schools. Therefore, it is suggested that all teacher training institutions have their own practice schools.

2. Majority of student teachers perceived that the number of lesson plan that they had to prepare during internship is too much. If planning lessons becomes too burdensome that it disrupts their preparation in taking classes, perhaps it would be wise to suggest reducing the number of lesson plan they had to prepare to only those classes that they are going to engage.
3. Majority of the student teachers perceived that preparation of teaching-learning materials during internship is much time consuming and that it is sometimes expensive. Since the most expensive TLM may not be the best teaching aids. Therefore it may be suggested that low cost, easy to make TLM be taught to the student teachers.
4. It is also suggested that a uniform lesson plan format be prepared for all student teachers in all the teacher training institutions.

Conclusions:

From the findings we can conclude that majority of the student teachers have a positive perception towards the whole internship programme. However, finding also shows that female student teachers felt more benefited in the whole internship programme compared to the male student teachers. Female student teachers were also found to be more prone to complaining since more female student teachers felt that the amount of lesson plan that needs to be prepared is too much and that preparation of teaching learning materials is too much time consuming. To conclude, the present study upheld that internship is a very significant component of teacher training programme and that the student teachers were very much benefited by their internship.

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Attitude of Elementary School Teachers in Mizoram in Relation to Constructivist Approach to Teaching

Grace Kim Khaute*
Lalhlimpuii**

Abstract

Constructivism has emerged as a dominant force to be reckoned in the context of school education across the world. Unlike the behavioural approach to education, constructivism believes in helping the child attain new knowledge, information, skills, etc, and construct meaning through his/her experiences, exploration, divergent, reflective, and critical thinking on account of prior knowledge, experience and skills. Given this fact, the present study attempts to find out whether or not elementary teachers are equipped enough to really know the technicalities involved in constructivist teaching learning processes, and whether or not there are differences between male and female teachers relating to constructivist approach to teaching learning and also if the locales of the elementary school teachers have any bearing upon the constructivist approach to learning at the elementary level.

Key words-*Constructivist Approach, Attitude, Elementary School teachers.*

Introduction: Constructivism is an epistemology, a learning or meaning-making theory that offers an explanation of the nature of knowledge and how human beings learn. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact. Knowledge is acquired through involvement with content instead of imitation or repetition. Learning activities in constructivist settings are characterised by active engagement, inquiry, problem solving, and collaboration with others. Rather than a dispenser of knowledge, the teacher

* Dr. Grace Kim Khaute, Assistant Professor, Department of Education, Churachandpur Govt. College, Manipur. Ph-7005528100, Email: gkkhaute@gmail.com

**Dr. Lalhlimpuii, Assistant Professor, Department of Education, Govt. Hrangbana College, Mizoram, Ph-9856886613, Email: chie23oct@gmail.com

is a guide, facilitator, and co-explorer who encourage learners to question, challenge, and formulate their own ideas, opinions, and conclusions. “Correct” answers and single interpretations are de-emphasised.(Siddique, 2008, 139)

Dwivedi (2010, 16) is also of the opinion that there are four epistemological assumptions which are at the heart of constructivist learning.

- Knowledge is physically constructed by learners who are involved in active learning.
- Knowledge is symbolically constructed by learners who are making their own representations of action.
- Knowledge is socially constructed by learners who convey their meaning making to others.
- Knowledge is theoretically constructed by learners who try to explain things they don't completely understand.

According to the constructivist philosophy, learner-centred pedagogies are concerned with student involvement in learning as active participants in construction of knowledge. They are actively engaged in the teaching-learning process. Goodyear (2000) summarized the following principles of constructivist learning, adapting from Darrouzet and Lynn (1999). (inSreekala, 2010, 21)

- Learning is fundamentally social.
 - Learning is integrated to the life of community.
 - Learning is an act of participation.
 - Knowing depends on engagement in practice.
 - Engagement is inseparable from empowerment.
 - Failure to learn is the exclusion from participation.
- (People are natural lifelong learners.)

Rationale of the Study

It is an accepted fact that education is the cornerstone of success. However, it appears that some individuals make more of their education than some others. Then, what really is the make-up of “education” that is most useful, meaningful and impacting. With the fight for survival at its highest, everyone seems to be going for the best education that their wallets permit them. There are persons who have had the fortune of getting the best types of schooling; and then there are those less fortunate ones who have not been as lucky but have managed to barely scrape through. However, individuals with a history of the best schooling have not always been the most knowledgeable.

Many, with modest schooling backgrounds and with limited resources have also been known to possess remarkable knowledge.

Marks are higher than ever, but quality seems to be compromised inversely. For a country as hugely populated as ours, it is of utmost importance that we assess the kind of education our institutions impart. We cannot afford to befool or console ourselves and say that these many percentages of people are literate, graduates, post-graduates and what-not's. The real issue is whether the lot that we address as educated, literate, graduates etc. is functional or not? And whether or not they possess the skills and the know-how to fit in and survive in the real world and really make use of the education that they have received as a result of their schooling(s). During our respective childhoods and through the course of each of our lives, we learn and memorize many things, the percentage of what we retain though happen to be not much. However, what we really learn, or, in other words, the knowledge we construct remains with us remain long after the initial period of acquisition. Therefore, given that constructivist education/learning has so many importance and implications, the present study is conducted to assess the attitude of Elementary school teachers of Mizoram towards constructivism as a teaching approach with reference to the subject they teach, their gender and their locale.

Objectives of the study:

1. To reveal the attitude of elementary school teachers in Mizoram towards constructivism as a teaching-learning approach with reference to the subject they teach.
2. To reveal the attitude of elementary school teachers in Mizoram towards constructivism as a teaching-learning approach with reference to gender.
3. To reveal the attitude of elementary school teachers in Mizoram towards constructivism as a teaching-learning approach with reference to locale.

Hypothesis of the study:

1. Elementary school teachers teaching different subjects in Mizoram have positive attitude towards constructivism as a teaching-learning approach.
2. Male and female Elementary school teachers teaching different subjects in Mizoram have positive attitude towards constructivism as a teaching-learning approach.
3. Elementary school teachers of different locales teaching different subjects in Mizoram have positive attitude towards constructivism as a teaching-learning approach.

Research methods:

The present study employs descriptive survey approach as the research paper tries to find out the attitude of elementary school teachers in Mizoram towards constructivism as a teaching-learning approach with reference to the subject they teach.

Population and sample:

The population in the present study consists of all elementary government school teachers of Mizoram teaching the four key subjects, viz., mathematics, English, science and social science. For the present study, the sample selected consisted of 480 elementary school teachers i.e. 120 teachers in each of the four subjects. For selection of the sample stratified random sampling technique was followed.

Tools used:

1. Questionnaire to assess the attitude of elementary school teachers relating to constructivist teaching-learning approach.

Analysis of the data:

For assessing the attitude a questionnaire containing thirty-four statements having three options as agree, undecided and disagree was administered. The maximum and minimum possible scores were 34 and -34 indicating perfect favourable and perfect unfavourable attitude respectively. As such the mean and standard deviation for different groups of teachers were computed to describe the data and are presented in the table below and interpretations are made subject wise.

**Table 1:
Mean and SD of different groups of teachers on their Attitude towards
Constructivist Teaching-Learning Approach**

Sl . no.	Subjects	Groups	N	Mean	SD
1	Mathematics	Urban (male)	30	25.03	5.54
		Rural (male)	30	22.77	6.22
		Urban (female)	30	25.57	3.98
		Rural (female)	30	26.23	6.19
		Male (urban +rural)	60	23.9	5.95
		Female (urban +rural)	60	25.9	5.17

		Urban (male+ female)	60	25.3	4.76
		Rural (male + female)	60	24.5	6.21
		Total (male +female)	120	24.9	5.64
2	English	Urban (male)	30	24.83	2.77
		Rural (male)	30	20.83	3.22
		Urban (female)	30	22.63	3.25
		Rural (female)	30	21.43	2.97
		Male (urban +rural)	60	22.83	3.6
		Female (urban +rural)	60	22.03	3.15
		Urban (male+ female)	60	23.73	3.01
		Rural (male + female)	60	21.13	3.09
		Total (male +female)	120	22.43	3.39
		3	Science	Urban(male)	30
Rural (male)	30			19.77	3.41
Urban (female)	30			21.83	2.59
Rural (female)	30			21.9	3.81
Male (urban+ rural)	60			21.43	3.51
Female (urban +rural)	60			21.87	3.23
Urban (male+ female)	60			22.47	2.68
Rural (male + female)	60			20.84	3.61
Total (male +female)	120			21.65	3.67
4	Social science	Urban (male)	30	25.2	3.27
		Rural (male)	30	21.83	4.29
		Urban (female)	30	24.13	4.04
		Rural (female)	30	23.6	3.73
		Male (urban+ rural)	60	23.52	4.15
		Female (urban+ rural)	60	23.87	3.87
		Urban (male+ female)	60	24.67	3.66

Attitude of Elementary School Teachers in Mizoram in Relation to Constructivist Approach to Teaching

		Rural (male + female)	60	22.72	4.01
		Total (male +female)	120	23.69	4
5	All subjects	Male	120	22.92	4.3
		Female	120	23.42	3.85
		Urban	120	24.04	3.53
		Rural	120	22.29	4.23
		Grand Total	480	23.17	3.98

Mathematics

From table 1, it is revealed that the mean scores of Mathematics teachers based on their gender and locale varied from 22.77 (rural male) to 26.23 (rural female) with the grand mean of 24.90. The S.D. of various groups varied from 3.98 (urban female) to 6.22 (rural male), with the S.D. of the whole group of 5.64. As the maximum possible score was 34, the mean scores of all groups indicate that the Mathematics teachers have favourable attitude towards constructivism as a teaching-learning approach. There are also not much variations in the scores of different groups, as revealed from the standard deviations of various groups.

English

From table 1 it is revealed that the mean scores of English teachers based on their gender and locale varied from 20.83 (rural male) to 24.83 (urban male) with the grand mean of 22.43. The S.D. of various groups varied from 2.77(urban male) to 3.25 (rural female), with the S.D. of the whole group of 3.39. As the maximum possible score was 34, the mean scores of all groups indicate that the English teachers have favourable attitude about constructivism as a teaching-learning approach. There are also not much variations in the scores of different groups, as revealed from the standard deviations of various groups.

Science

From table 1 it is revealed that the mean scores of Science teachers based on their gender and locale varied from 19.77 (rural male) to 23.10 (urban male) with the grand mean of 21.65. The S.D. of various groups varied from 2.59 (urban female) to 3.81 (rural female), with the S.D. of the whole group of 3.67. As the maximum possible score was 34, the mean scores of all groups indicate that the English teachers have favourable attitude about constructivism as a teaching-learning approach. There are

also not much variations in the scores of different groups, as revealed from the standard deviations of various groups.

Social science

From table 1 it is revealed that the mean scores of Social science teachers based on their gender and locale varied from 21.83 (rural male) to 25.20 (urban male) with the grand mean of 23.69. The S.D. of various groups varied from 3.27 (urban male) to 4.29 (rural male), with the S.D. of the whole group of 4.00. As the maximum possible score was 34, the mean scores of all groups indicate that the social science teachers have favourable attitude about constructivism as a teaching-learning approach. There are also not many variations in the scores of different groups, as revealed from the standard deviations of various groups.

Findings:

All of the elementary school teachers teaching the four subjects- mathematics, English, science and social science, were found to have positive attitude towards constructivism as a teaching-learning approach. Hence, the research hypothesis which states, “Elementary school teachers teaching different subjects in Mizoram have positive attitude towards constructivism as a teaching-learning approach” is accepted.

All of the elementary school teachers, teaching different subjects, irrespective of their gender were found to have positive attitude towards constructivism as a teaching-learning approach. Hence, the research hypothesis which states, “Male and female Elementary school teachers teaching different subjects in Mizoram have positive attitude towards constructivism as a teaching-learning approach” is accepted.

All of the elementary school teachers, teaching different subjects, irrespective of their locale, were found to have positive attitude towards constructivism as a teaching-learning approach. Hence, the research hypothesis which states, “Elementary school teachers of different locales teaching different subjects in Mizoram have positive attitude towards constructivism as a teaching-learning approach” is accepted.

Suggestions:

There are many stakeholders in education in general and a few more in relation to quality education. In the context of constructivist education the biggest stakeholders are the teachers. Constructivism as an approach to teaching-learning is not a very novel concept. However, it is yet to gain momentum in the field of education with reference to Mizoram. Teachers are at a vantage point to dispel quality and lasting

education to students through their teaching sessions and through their interactions with their students. What one does not possess, one cannot give out. Therefore, in order that constructivist education be imparted, the following suggestions have been made:

1. To generate awareness among in-service and pre-service teachers about the concept, importance and implications of constructivist approach to teaching learning at all levels- Elementary, Secondary and Higher Secondary.
2. To organise Workshops, Seminars and Symposia on constructivist approach to teaching learning and/or constructivism.
3. To generate awareness among parents of Elementary, Secondary and Higher Secondary school students about the concept, importance and implications of constructivism and constructivist approach to teaching learning.
4. To conduct more researches pertaining to constructivism relevant for different disciplines/subject matters.
5. To inject constructivism in to the whole process of education in an inter-disciplinary manner and not in an isolated manner.

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A Study of Family Stress and Academic Achievement of Secondary School Students of Sambalpur District

Satyajit Baral*

Abstract

Many practical studies have been carried out to study family stress and academic achievements among secondary school students. The focus of this research is to investigate the level of family stress and Academic achievement of secondary school students and to compare family stress and academic achievement with reference to their gender. Findings indicate that secondary school students of Sambalpur district possessed high family stress, at the same time they were found to attain low academic achievement. Also, there is no significant difference in the family stress and academic achievements of secondary school students of Sambalpur district with reference to their gender. In this context it is very essential to provide them counseling to reduce family stress and improve their academic achievements.

Keywords: *Family Stress, Academic Achievement, Secondary school*

Introduction:

Anything that possess a challenge or a threat to our well-being is stress. Simply, stress is a response to change. This change can be positive or negative, may originate externally or internally. Some stresses get us going and they are good for us. Without any stress our lives would be boring and we would probably feel monotonous. However, when the stress weakens both our psychological and physical health, they damage our wellbeing. Students are often subjected to different kinds of stresses, such as academic pressure with an obligation to succeed, an uncertain future and difficulties of integrating into the system. The student also often faces social, emotional, physical and family problems which may frequently disturb their learning and affect their academic performance.

*Dr. Satyajit Baral, Assistant Professor, Department of Teacher Education, Vikram Deb (Autonomous) College, Jeypore, Odisha, Ph-9937122155, Email: sbaral311@gmail.com

When poverty is overemphasized as a cause of family life-such as conflict between parents or changes in student living arrangements due to divorce or remarriage- they are typically ignored or underemphasized. Even in well-off families, family disruption and reconstitution have effects on children that show up in school.

Need of the study:

Stress is believed to be caused by the various problems that exist such as problems at school, financial problem, and family problems. Now a days adolescent students experience stress due to family frustration, conflict, anxiety and other pressures which affects their academic performance and results in poor performance, health problems, which is really devastating. There is a possibility that unhealthy behavior may emerge among the students. Stress levels may intensify for some students, bringing about nervousness particularly during periods of tests and examination.

Considering the above facts the researcher intends to conduct a study on a study of family stress and academic achievement of secondary school students.

Statement of the problem:

The present study is titled; "A Study of Family Stress and Academic Achievement of Secondary School Students of Sambalpur District.

Operational definitions of the terms used:

Family Stress:

In the present study family stress refers to family frustration, family conflict, family pressure and any family anxiety experienced by students at secondary level.

Academic Achievement:

In the present study academic achievement is the level of performance of students in different school subjects. To evaluate the performance of students the investigator collected the result of year end exam of class IX students'.

Objective of the study:

1. To study the level of family stress experienced by boys and girls secondary school students.
2. To study the level of academic achievement of boys and girls secondary school students

3. To compare family stress and academic achievement of secondary school students with reference to gender.

Hypotheses of the study:

1. There is no significance difference between boys and girls secondary school students in family stress.
2. There is no significance difference between boys and girls secondary school students in academic achievement.

Delimitation of the study:

The present study is delimited to secondary student's of Budharaja High School of Sambalpur district.

Design of the study:

Method

The investigator followed the descriptive survey method to conduct the present study.

Population

In the present study the population consists of all Government Secondary School students of Sambalpur district.

Sample

The sample of the present study consisted of (50) class IX students of Budharaja High School, Sambalpur. There were 25 boys and 25 girls student.

SL NO	BOYS	GIRLS
1	25	25

Tools used

The following tools were used by the researcher for the present study.

1. Family stress scale prepared by Abha Rani Bishts.
2. Achievement test for class IX students.

Procedure of data collection:

The researcher collected data through Bishts Battery of Family Stress Scale on 50 students out of which 25 were boys and 25 were girls. This scale was administered at Budharaja High School of Sambalpur district .

Statistical techniques used:

Mean, S.D and ‘t’tests were employed for the analysis and interpretation of the data as per the objectives of the study.

Analysis and interpretation of data:

Analysis of data involves breaking up the complex factors into simple parts and putting them together into new arrangement for the purpose of interpretation. The process of interpretation is essentially of stating the result of the analysis through graph and explaining the meaning and its significance.

When the data have been obtained, it is necessary to organize it for presentation and interpretation. The qualitative data may have to be summarized and quantitative data may have to be treated statistically to make their significance clear. The tabulated data have no meaning unless these are analyzed and interpreted by applying proper technique so as to arrive at significant conclusion.

Analysis of data for the present study has been undertaken through using statistical techniques such as mean, standard deviation and t –test.

Table-1
Level of family stress among boys students

Sl. No.	Level of family stress	Total	Number	Percentage
1	High family stress	25	9	36
2	Average family stress		8	32
3	Low family stress		8	32

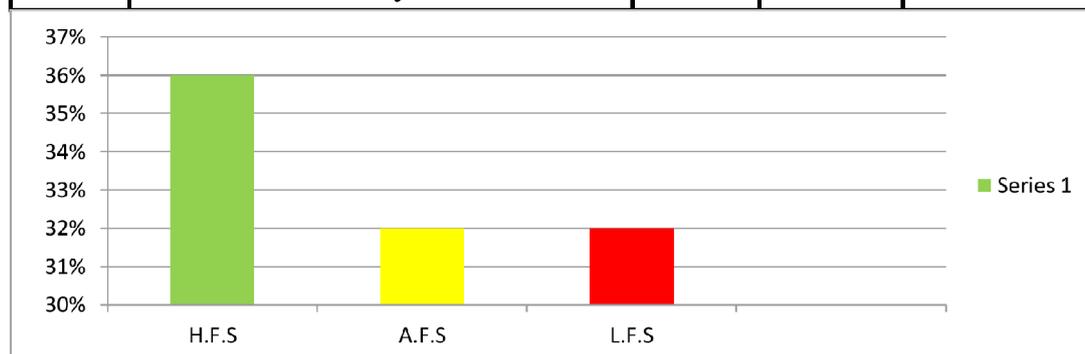


Table-2
Level of family stress among girls students

Sl. No.	Level of family stress	Total	Number	Percentage
1	High family stress	25	9	36
2	Average family stress		8	32
3	Low family stress		8	32

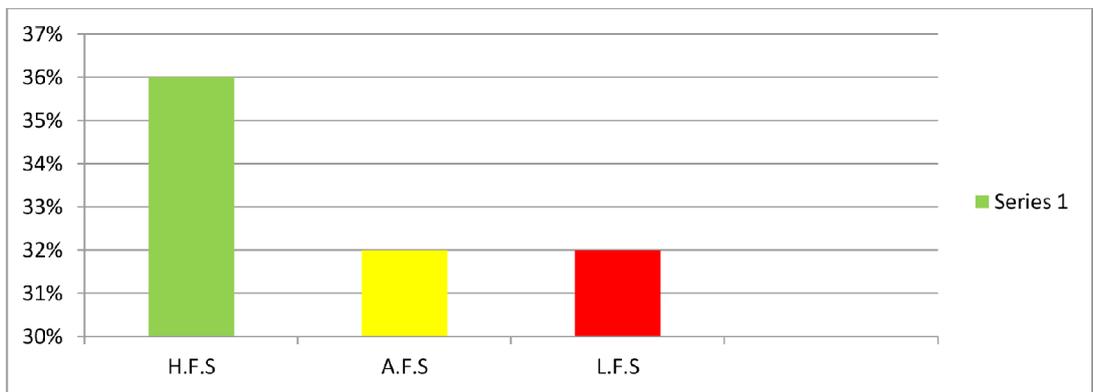


Table-3
Level of family stress among boys & girls students

Sl. No.	Level of family stress	Total	Number	Percentage
1	High family stress	50	16	32
2	Average family stress		18	36
3	Low family stress		16	32

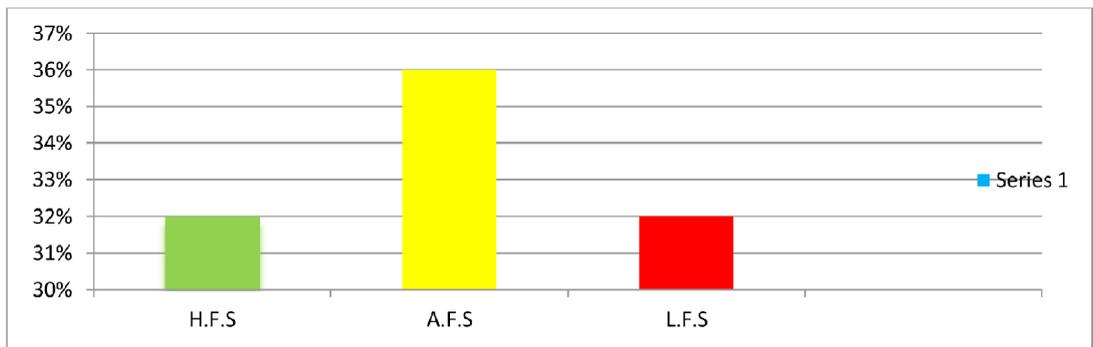


Table-4
Level of academic achievement of boys students

Sl. No.	Level of family stress	Total	Number	Percentage
1	High achievement	25	6	24
2	Average achievement		1	4
3	Low achievement		18	72

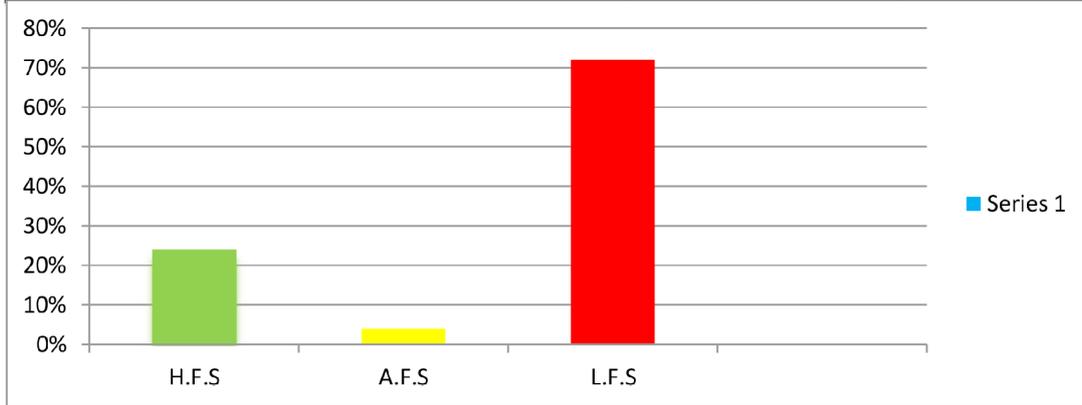


Table-5
Level of academic achievement of girls students

Sl. No.	Level of family stress	Total	Number	Percentage
1	High achievement	25	5	20
2	Average achievement		4	16
3	Low achievement		16	64

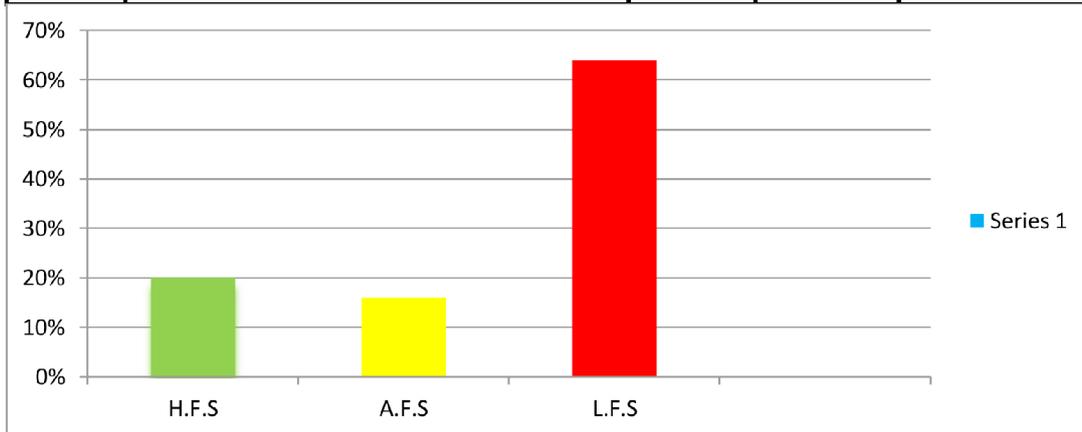


Table-6

Level of academic achievement among boys & girls students

Sl. No.	Level of family stress	Total	Number	Percentage
1	High achievement	50	11	22
2	Average achievement		5	10
3	Low achievement		34	68

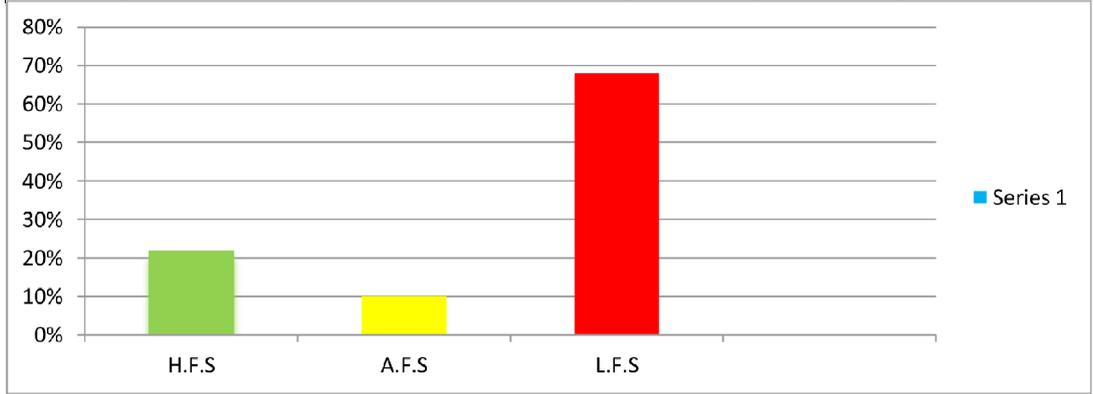
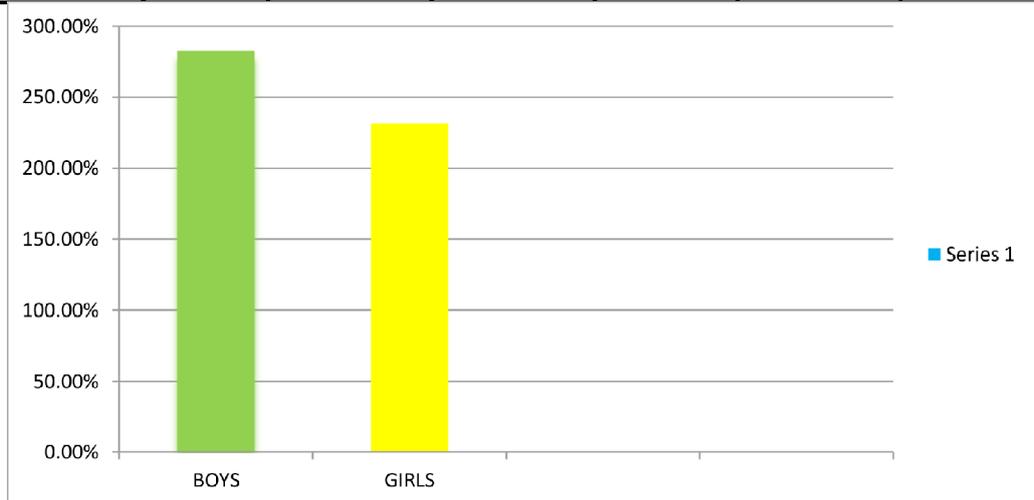


Table-7

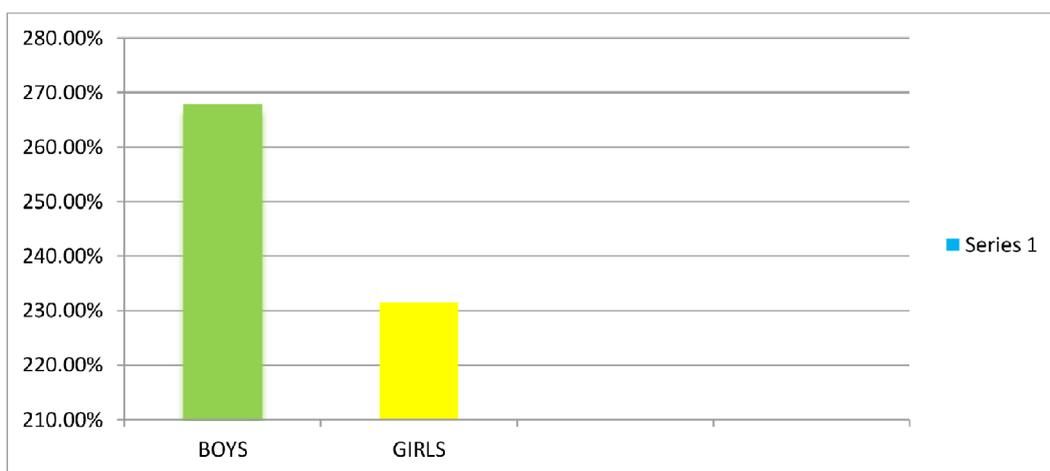
Mean difference between family stress of boys & girls students

Locality	N	Mean	SD	t- value	Level of significance	
					0.05	0.01
Boys	25	282.5	59.87	2.64	Not significant	Not significant
Girls		231.1	76.51			



Mean difference between academic achievement of boys & girls students

Locality	N	Mean	SD	t- value	Level of significance	
					0.05	0.01
Boys		267.9	111.13		Not significant	Not significant
Girls	25	231.5	113.63	0.9	significant	significant



Major Findings of the Study

The collected data were analyzed and interpreted by appropriate statistical procedure and the followings are the major findings of the present study.

1. With respect to family stress, 36% among the boys secondary school student have high level family stress, while 32% of them suffer from average family stress and another 32% of them have low family stress. This shows that among the boys secondary school student, the largest number of them experience high family stress.
2. Similarly among the girls secondary school student, 36% suffer from high level of family stress while 32% girl students have average family stress and another 32% girl students experienced low level of family stress.
3. Among the 50 high school respondents, irrespective of their gender, it was found that 32% of them suffer from high level of family stress, 36% of them have average family stress and another 32% of them possess low family stress. This indicates that the largest percentage of secondary school students have average family stress.

4. With respect to academic achievement of boy secondary school students, it was found that 24% of them acquire high academic achievement, 4% attain average academic achievement, and 72% of them accomplish low academic achievement. This illustrates that majority of the boys secondary school students attain low academic achievements.
5. The academic achievement among girls students comprise of 20% high academic achievement, 16% average academic achievement and 64% low academic achievements. This indicates that majority of the girl secondary students obtained low academic achievements.
6. When academic achievements of all 50 respondents were analyzed, it was found that 22% scored high academic achievement, 10% got average academic achievements and 68% achieve low level of academic achievements. It can be concluded that majority of the secondary school students attain low academic achievements.
7. The t-value for the significance of difference between the family stress score of boys and girls is 2.64. Since the value of the calculated t value is lower than the criteria t value, it can be concluded that that there is no significant difference between boys and girls student with respect to their family stress. Therefore the hypothesis that there is no significance difference between boys and girls secondary school students in family stress is accepted.
8. The t-value for the significance of difference between the academic achievement score of boys and girls is 0.90. Since the value of the calculated t value is lower than the criteria t value, it can be concluded that that there is no significant difference between the boys and girls student with respect to their academic achievement. Therefore the hypothesis that there is no significance difference between boys and girls secondary school students in academic achievement is accepted.

Educational Implications:

From the analysis and interpretation of the data, the findings indicate that the highest percentage of Budharaja secondary school students experience high level of family stress. It was also found that majority of the school students obtained low level of academic achievement. This seems to indicate that family stress experienced by the students appear to have a negative influence on their academic achievements. Therefore it is suggested to give appropriate guidance and counseling to the students so that their family stress may be reduced, and their academic achievements may be enhanced.

Suggestions for further study:

The present research study was conducted on a study of family stress and academic achievement of students at secondary level. The followings studies were suggested to be conducted: -

1. Similar type of study may be conducted on other stress i.e. Physical stress, Social stress, Financial stress.
2. It is suggested that same research study may be conducted on student stress level in professional courses.
3. Study may be conducted at college and university level to understand the level of family stress.

Conclusion:

Stress and anxiety on adolescent is a common phenomenon in this competitive world. Family stress is also now a day found among adolescents. The present study also indicates high family stress among boys and girls students at secondary level. The boys students were under constant pressure to perform well for a bright future. These pressures create higher family stress among them. Thus it is also highly essential to provide them with help and assistance to properly cope with family stress.

Reference tools:

1. Family stress scale prepared by **Abha Rani Bisht**.
The researcher has used the **Bisht Battery of Stress Scale**.
2. Achievement Score obtained by 9th class students in Budharaja high school-for the present study. The investigator has taken the achievement score obtained by 9th class students in their annual examination . Here the percentages of their marks are taken as achievement score.

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An Analysis of Student Enrolment in Science Stream at College Level in Mizoram

C. Lalremmawii*
Lynda Zohmingliani**

Abstract

The objective of the present study is to briefly trace the development of science colleges of Mizoram and to study the enrolment of students in science in various Districts of Mizoram for a period of six years (2011-2018). For this, Six Colleges of Mizoram having Science as a subject were selected. The study revealed that the enrolment of Science students was much lower than other subjects at College level in Mizoram. Besides this, there was a higher percentage of male students when compared with female students at College level in Mizoram during the years under study.

Keywords: *Enrolment, Streams, Gender, Science education, College.*

Introduction:

Science education is the major cornerstone of our everyday life. It helps students to develop thinking, problem solving skills needed in our life. With the help of science education, we can experience the excitement from learning about the world in which we live. The importance of science education in today's world cannot be over emphasized. It plays a pivotal role in our everyday life. Without science, we cannot live comfortably in our modern world. A sound understanding of science education is crucial for all the people in the world. Through science education, Countries can make huge progress and develop themselves as forward looking Nations.

At the societal level, science plays an important part in our lives in the past, present and future. Science education establishes the fitness of individual in working environment. It inculcates better human behaviour and attitudes among the employees

*C. Lalremmawii, Research Scholar, Department of Education, Mizoram University, Mizoram, Ph-9366773664, Email: lalremmawii079@gmail.com

**Dr. Lynda Zohmingliani, Associate Professor, Department of Education, Mizoram University, Ph-9436145408, Email:Lynda.zohmingliani @gmail.com

in an organization. Science promotes the value of cross-cultural diversity. No one can deny the important of science nowadays, it touch our lives from the bottom to the highest. Various fields like medicine, engineering, electronics, etc have made much advancement through the application of science and technology. Those who neglect the importance of science education cannot survive in modern world.

(Thus, the importance of science education in higher education is increasing day by day. Science education in higher level teaches methods of enquiry and investigation to stimulate creative thought. Without the deep study of scientific knowledge, no one can attain highest development. Higher education in science subject gives awakening of creativity, originality and satisfied the thirsts of knowledge of man.)

Rationale of the study:

In order to have an in depth study of the status of science education, it is important to understand its status in educational institutions because education is the breeding ground of science graduates. These graduates are expected to have the basic skills to pursue worthwhile studies for the progress of the nation through scientific means. Therefore, the enrolment of science students is an important knowledge for those interested in science education. The data received through the enrolment answers a number of questions for those interested in the progress of science. This is why enrolment studies have a special place in the study of science education.

Objectives:

- 1) To trace the development of colleges offering science in Mizoram.
- 2) To find out the overall student enrolment in Colleges of Mizoram where Science is offered as a subject (2011-2018).
- 3) To study the enrolment of students in Science stream in Colleges of Mizoram in various Districts of Mizoram (2011-2018).
- 4) To study the enrolment of science students in terms of gender in the colleges of Mizoram (2011-2018).

Population and sample of study:

For the present study, no sampling was done and all the six (6) science colleges in Mizoram were selected.

Methodology:

The present study is a descriptive type of research.

Primary sources:

Primary data was collected from the colleges concerned.

Secondary sources:

Secondary sources of data was collected from Examination Department, Mizoram University and Administrative offices of the colleges

Statistical treatment of data:

For analysis of collected data, descriptive statistics like percentages was used.

Findings:

Objective-1: Development of science education in Mizoram:

The development of science education at the college level were studied under the following heads:

-Before statehood (1972-1986)

In spite of late introduction to Science education at higher education level, the investigator found smooth development. Before statehood (1972-1986) only two (2) colleges offered science subject. Pachhunga University College and Lunglei Government College. A brief history of the development of science education in Pachhunga University College and Lunglei Government College may be given as follows:

Table-1
Science Colleges during the time Mizoram was a Union Territory of India

Colleges	Opening	Introduction of Science
Pachhunga University College	1958	1973
Lunglei Government College	1963	1973

Pachhunga University College:

As seen in the above table-1, this is the first well-known undergraduate college in Mizoram. It was established on 15th August, 1958. In 1973 science education was opened in the fields of Physics, Chemistry, Botany, Zoology. After these, Geology department was also introduced. The college has made enormous development with the changing time. In the beginning, human resources from outside our state were employed for science education, due to lack of human resources in science subject. At present, under the teaching of more experienced Professors, many students have successfully completed Bachelor of Science degree with good grades every year.

Lunglei Government College:

Lunglei Government College was opened in 1963. The Department of science education was introduced in the year 1973 (same with P.U.C). In the beginning, Physics, Chemistry, Botany, Zoology and Mathematics subject were studied. Students living in remote areas could receive education through this college. Every year, this college has been producing Bachelor of Science degree with good grades.

Table-2
Science Colleges in Mizoram after it attained statehood

Colleges	Opening	Introduction of Science
Zirtiri Residential Science College; Aizawl	1980	2000
Champhai Government College	1971	1997
Kolasib Government College	1977	1987
Serchhip Government College	1973	1998

-After statehood (1986- present)

As seen in table-2, after statehood (1986) and till today, there are six (6) colleges offering science as a subject in Mizoram. As mentioned, two (2) colleges offered science before statehood and after statehood, four (4) colleges offered science in the state of Mizoram. The following is a brief history of the four (4) colleges which offered science in Mizoram after statehood.

Zirtiri Residential Science College:

This college was opened in 1980. When Zirtiri college was opened, it was basically an Arts college. Due to the Government policy, Zirtiri college was made into a science college in the year 2000, therefore all the Arts teachers were transferred to other colleges, Meanwhile science teachers from other colleges were transferred to Zirtiri college. At present Zirtiri is the only college dedicated to the study of science education. In the beginning, Physics, Chemistry, Botany and Zoology were studied. In 2003, Biochemistry and Computer Science subjects were added. At present, they have a good infrastructure with dedicated staff working for the advancement of scientific knowledge through their many hardworking students.

Champhai Government College:

Champhai Government College was originally established by the Philanthropists of Champhai town and neighbouring villages as a private college in 1971. This college

started science education in the year 1997. The college founders aimed to provide collegiate education to the students living in remote hilly tribal areas near the international border of India with Myanmar. This college has made effective development with science education till today from the date of commencement.

Kolasib Government College:

Kolasib Government College was opened in 1977. Science education was introduced in 1987. Various fields like Physics, Chemistry, Botany and Zoology were offered from the time science was introduced. Every year they have sound progress in results through their hardworking staff and students.

Serchhip Government College:

Government Serchhip College was opened in 1973. Science education was introduced in 1998. Physics, Chemistry, Botany and Zoology was open for studying from the time science was introduced. This college produces many graduate students and good citizens of the state every year.

Objective-2: To find out the overall student enrolment in Colleges of Mizoram where Science is offered as a subject (2011-2018).

Table-3
Overall student enrolment where science is offered as a subject (2011-2018)

YEAR	SCIENCE	%	OTHERS	%	TOTAL
2011-12	1023	25	3072	75	4095
2012-13	1242	28.1	3177	71.9	4419
2013-14	1319	30.2	3050	69.8	4369
2014-15	No Data Available				
2015-16	1781	32.2	3756	67.8	5537
2016-17	1724	30.3	3970	69.7	5694
2017-18	1713	30	3988	70	5701
TOTAL	8612	28.9	21203	71.1	29815

Sources: P.U.C, Examination Department MZU, DHTE.
Others=Commerce and Arts subjects.

Table-3 shows the overall student enrolment. It was studied only for those colleges that offered science as a subject. It can be seen that:

- In the academic year 2011-2012, enrolment in science was 24.98% of the total enrolment in colleges offering science.
- In the academic year 2012-2013, enrolment in science was 28.10% of the total enrolment in colleges offering science.
- In the academic year 2013-14, enrolment in science was 30.18% of the total enrolment in colleges offering science.
- In the academic year 2015-16, enrolment in science was 32.16% of the total enrolment in colleges offering science.
- In the academic year 2016-17, enrolment in science was 30.27% of the total enrolment in colleges offering science.
- In the academic year 2017-18, enrolment in science was 30.04% of the total enrolment in colleges offering science.

Discussion: A deeper study of the table reveals that there has been a steady, if not consistent growth in the enrolment in science as one progresses from 2011-2012 session towards 2017-2018 session. While science stream made up only 24.90 percent of the total enrolment in the first session, the last academic session shows that they now make up 30.04 percent of the total enrolment. This is quite a healthy growth chart. It shows that there is a steady increase in interest in science subject. This may be due to the various incentives provided by schools, NGO's and Governmental Organization.

On the negative side, it may be mentioned that only those colleges offering science were considered in the present study. A study that includes all the colleges of Mizoram may show an entirely different picture. Throughout the years under study, Science students enrolment at college level was one-third and one-fourth whereas Other (Arts, Humanities and Commerce) streams enrolment was about two-third and three-fourth within the studied years 2011-2018. This is the record found from six colleges which have science stream in Mizoram and the percentages of enrolment will fall further down if the enrolment record of all colleges of Mizoram was taken.

Objective-3: To study the enrolment of students in Science stream in Colleges of Mizoram in various Districts of Mizoram (2011-2018).

In order to have a detailed account of each district, districts were separately studied as follows:

Table-4
Enrolment of students in Science Stream in Lunglei District (2011-2018)

YEAR	LUNGLEI DISTRICT		TOTAL
	Science	Other-Streams	
2011-12	97 (11.36%)	757 (88.64%)	854
2012-13	131 (14.77%)	756 (85.23%)	887
2013-14	138 (18.38%)	613 (81.62%)	751
2014-15	No Data Available		
2015-16	306 (35.5%)	556 (64.5%)	862
2016-17	183 (21.46%)	670 (78.54%)	853
2017-18	166 (21.45%)	608 (78.55%)	774
TOTAL	1021 (20.5%)	3960 (79.5%)	4981

Table-4 shows the overall student enrolment in colleges that offered science as a subject in Lunglei District. It can be seen that:

- In the academic year 2011-2012, enrolment in science was 11.36% of the total enrolment in colleges offering science.
- In the academic year 2012-2013, enrolment in science was 14.77% of the total enrolment in colleges offering science.
- In the academic year 2013-14, enrolment in science was 18.38% of the total enrolment in colleges offering science.
- In the academic year 2015-16, enrolment in science was 35.50% of the total enrolment in colleges offering science.
- In the academic year 2016-17, enrolment in science was 21.46% of the total enrolment in colleges offering science.
- In the academic year 2017-18, enrolment in science was 21.45% of the total enrolment in colleges offering science.

Table-5
Enrolment of students in Science Stream in Champhai District Colleges of Mizoram (2011-2018)

YEAR	CHAMPHAI DISTRICT		TOTAL
	Science	Other-Streams	
2011-12	31 (10.41%)	267 (89.59%)	298
2012-13	39 (7.77%)	463 (92.23%)	502
2013-14	57 (13.23%)	374 (86.77%)	431
2014-15	No Data Available		
2015-16	91 (15.69%)	489 (84.31%)	580
2016-17	83 (12.77%)	567 (87.23%)	650
2017-18	71 (10.75%)	590 (89.25%)	661

Table-5 shows the overall student enrolment in colleges that offered science as a subject in Champhai District. It can be seen that:

- In the academic year 2011-2012, enrolment in science was 10.41% of the total enrolment in colleges offering science.
- In the academic year 2012-2013, enrolment in science was 7.77% of the total enrolment in colleges offering science.
- In the academic year 2013-14, enrolment in science was 13.23% of the total enrolment in colleges offering science.
- In the academic year 2015-16, enrolment in science was 15.69% of the total enrolment in colleges offering science.
- In the academic year 2016-17, enrolment in science was 12.77% of the total enrolment in colleges offering science.
- In the academic year 2017-18, enrolment in science was 10.75% of the total enrolment in colleges offering science.

Table-6
Enrolment of students in Science Stream in Serchhip District Colleges of Mizoram (2011-2018)

YEAR	SERCHHIP DISTRICT		TOTAL
	Science	Other-Streams	
2011-12	25 (9.47%)	239 (90.53%)	264
2012-13	43 (16.11%)	224 (83.89%)	267
2013-14	58 (21.41%)	213 (78.59%)	271
2014-15	No Data Available		
2015-16	85 (20%)	340 (80%)	425
2016-17	90 (18.79%)	389 (81.21%)	479
2017-18	68 (16.39%)	347 (83.61%)	415

Table-6 discloses the overall student enrolment in colleges that offered science as a subject in Serchhip District. It can be seen that:

- In the academic year 2011-2012, enrolment in science was 9.47% of the total enrolment in colleges offering science.
- In the academic year 2012-2013, enrolment in science was 16.11% of the total enrolment in colleges offering science.
- In the academic year 2013-14, enrolment in science was 21.41% of the total enrolment in colleges offering science.
- In the academic year 2015-16, enrolment in science was 20% of the total enrolment in colleges offering science.
- In the academic year 2016-17, enrolment in science was 18.79% of the total enrolment in colleges offering science.
- In the academic year 2017-18, enrolment in science was 16.39% of the total enrolment in colleges offering science.

Table-7
Enrolment of students in Science Stream in Kolasib District Colleges of Mizoram (2011-2018)

YEAR	KOLASIB DISTRICT		TOTAL
	Science	Other-Streams	
2011-12	35 (10.27%)	306 (89.73%)	341
2012-13	28 (10.08%)	250 (89.92%)	278
2013-14	44 (12.33%)	313 (87.67%)	357
2014-15	No Data Available		
2015-16	62 (14.06%)	379 (85.94%)	441
2016-17	61 (12.48%)	428 (87.52%)	489
2017-18	46 (9.43%)	442 (90.57%)	488
TOTAL	214 (8.94%)	2180 (91.06%)	2394

Table-7, displays the overall student enrolment in colleges that offer science as a subject in Kolasib District. It can be seen that:

- In the academic year 2011-2012, enrolment in science was 10.27% of the total enrolment in colleges offering science.
- In the academic year 2012-2013, enrolment in science was 10.08% of the total enrolment in colleges offering science.
- In the academic year 2013-14, enrolment in science was 12.33% of the total enrolment in colleges offering science.
- In the academic year 2015-16, enrolment in science was 14.06% of the total enrolment in colleges offering science.
- In the academic year 2016-17, enrolment in science was 12.48% of the total enrolment in colleges offering science.
- In the academic year 2017-18, enrolment in science was 9.43% of the total enrolment in colleges offering science.

Table-8
Enrolment of students in Science Stream in Aizawl District (2011-2018)

YEAR	ZIRTIRI		P.U.C		TOTAL		GRAND
	Science	Other-Streams	Science	Other-Streams	SCIENCE	Other Streams	TOTAL
2011-12	331 (32.36%)	228 (7.42%)	504 (49.27%)	1275 (41.5%)	835 (35.72%)	1503 (64.28%)	2338
2012-13	368 (29.62%)	242 (7.62%)	633 (50.96%)	1242 (39.09%)	1001 (40.29%)	1484 (59.71%)	2485
2013-14	355 (26.91%)	218 (7.15%)	667 (50.56%)	1319 (43.25%)	1022 (39.94%)	1537 (60.06%)	2559
2014-15	No Data Available						
2015-16	422 (23.69%)	211 (5.62%)	815 (45.76%)	1781 (47.41%)	1237 (38.31%)	1992 (61.69%)	3229
2016-17	436 (25.29%)	192 (4.83%)	871 (50.52%)	1724 (43.43%)	1307 (40.56%)	1916 (59.44%)	3223
2017-18	460 (26.85%)	144 (3.61%)	902 (52.65%)	1857 (46.56%)	1362 (40.5%)	2001 (59.5%)	3363
TOTAL	2372 (27.54%)	1235 (5.83%)	4392 (50.99%)	9198 (43.38%)	6764 (39.34%)	10433 (60.66%)	17197

Table-8 displays the overall student enrolment in Colleges that offered science as a subject in Aizawl District. It can be seen that:

- In the academic year 2011-2012, enrolment in science was 35.72% of the total enrolment in colleges offering science.
- In the academic year 2012-2013, enrolment in science was 40.29% of the total enrolment in colleges offering science.
- In the academic year 2013-14, enrolment in science was 39.94% of the total enrolment in colleges offering science.
- In the academic year 2015-16, enrolment in science was 38.31% of the total enrolment in colleges offering science.
- In the academic year 2016-17, enrolment in science was 40.56% of the total enrolment in colleges offering science.
- In the academic year 2017-18, enrolment in science was 40.50% of the total enrolment in colleges offering science.

Discussion: As can be seen from table-8, enrolment in science stream in Aizawl district colleges that offer science as a subject is quite different from other districts. Although they are not the majority, they form almost 50% of the total enrolment throughout the years under study. This could be because one of the colleges. i.e., Zirtiri Residential Science College is a college totally dedicated to science. Moreover, the capital district is comparatively richer in infrastructure, equipment and human resources. It would be interesting to see if other districts can follow this districts example when similar facilities are given.

However, in consideration of the fact that there is one college dedicated to science, the percentage of enrolment in science is still quite low. This may be because the aggregate marks required is higher than the requirement for other subjects at 55% (HSSLC marks). But 55% is not very high when the reality is that brilliance is much needed in the world of work by today's standards.

Objective-4: To study the enrolment of science students in terms of gender in the colleges offering science in Mizoram (2011-2018).

Table-9
Students Enrolment in Science in Lunglei district in terms of Gender during the years 2011-2018

YEAR	LUNGLEI DISTRICT		TOTAL
	M	F	
2011-12	59 (60.83%)	38 (39.17%)	97
2012-13	78 (59.55%)	53 (40.45%)	131
2013-14	86 (62.32%)	52 (37.68%)	138
2014-15	No Data Available		
2015-16	121 (39.55%)	185 (60.45%)	306
2016-17	121 (66.13%)	62 (33.87%)	183
2017-18	101 (60.85%)	65 (39.15%)	166
TOTAL	566 (55.44%)	455 (44.56%)	1021

Table-9 shows the overall student enrolment of Male and Female students in Lunglei District Colleges that offered science as a subject. It can be seen that:

- In the academic year 2011-2012, it can be seen that male students make up 60.83% of the enrolment in science whereas 39.17% were female.

- In the academic year 2012-2013, it can be seen that male students make up 59.55% of the enrolment in science whereas 40.45% were female.
- In the academic year 2013-14, it can be seen that male students make up 62.32% of the enrolment in science whereas 37.68% were female.
- In the academic year 2015-16, it can be seen that male students make up 39.55% of the enrolment in science whereas 60.45% were female.
- In the academic year 2016-17, it can be seen that male students make up 66.13% of the enrolment in science whereas 33.87% were female.
- In the academic year 2017-18, it can be seen that male students make up 60.85% of the enrolment in science whereas 39.15% were female.

Table-10
Students Enrolment in Science in Champhai district in terms of Gender during
the years
2011-2018

YEAR	CHAMPHAI DISTRICT		TOTAL
	M	F	
2011-12	19 (61.3%)	12 (38.7%)	31
2012-13	22 (56.42%)	17 (43.58%)	39
2013-14	32 (56.15%)	25 (43.85%)	57
2014-15	No Data Available		
2015-16	46 (50.55%)	45 (49.45%)	91
2016-17	45 (54.22%)	38 (45.78%)	83
2017-18	44 (61.98%)	27 (38.02%)	71

Table-10 discloses the overall student enrolment of Male and Female students in Lunglei District Colleges that offer science as a subject. It can be seen that:

- In the academic year 2011-2012, it can be seen that male students make up 61.30% of the enrolment in science whereas 38.70% were female.
- In the academic year 2012-2013, it can be seen that male students make up 56.42% of the enrolment in science whereas 43.58% were female.

- In the academic year 2013-14, it can be seen that male students make up 56.15% of the enrolment in science whereas 43.85% were female.
- In the academic year 2015-16, it can be seen that male students make up 50.55% of the enrolment in science whereas 49.45% were female.
- In the academic year 2016-17, it can be seen that male students make up 54.22% of the enrolment in science whereas 45.78% were female.
- In the academic year 2017-18, it can be seen that male students make up 61.98% of the enrolment in science whereas 38.02% were female.

Table-11
Students Enrolment in Science in Serchhip district in terms of Gender during the years 2011-2018

YEAR	SERCHHIP DISTRICT		TOTAL
	M	F	
2011-12	12 (48%)	13 (52%)	25
2012-13	22 (51.17%)	21 (48.83%)	43
2013-14	24 (41.38%)	34 (58.62%)	58
2014-15	No Data Available		
2015-16	45 (52.95%)	40 (47.05%)	85
2016-17	59 (65.56%)	31 (34.44%)	90
2017-18	40 (58.83%)	28 (41.17%)	68
TOTAL	202 (54.75%)	167 (45.25%)	369

Table -11 shows the overall student enrolment of Male and Female students in Serchhip District Colleges that offered science as a subject. It can be seen that:

- In the academic year 2011-2012, it can be seen that male students make up 48% of the enrolment in science whereas 52% were female.
- In the academic year 2012-2013, it can be seen that male students make up 51.17% of the enrolment in science whereas 48.83% were female.
- In the academic year 2013-14, it can be seen that male students make up 41.38% of the enrolment in science whereas 58.62% were female.

- In the academic year 2015-16, it can be seen that male students make up 52.95% of the enrolment in science whereas 47.05% were female.
- In the academic year 2016-17, it can be seen that male students make up 65.56% of the enrolment in science whereas 34.44% were female.
- In the academic year 2017-18, it can be seen that male students make up 58.83% of the enrolment in science whereas 41.17% were female.

Table-12
Students Enrolment in Science in Kolasib district in terms of Gender during the years 2011-2018

YEAR	KOLASIB DISTRICT		TOTAL
	M	F	
2011-12	18 (51.43%)	17 (48.57%)	35
2012-13	16 (57.15%)	12 (42.85%)	28
2013-14	25 (56.82%)	19 (43.18%)	44
2014-15	No Data Available		
2015-16	43 (69.36%)	19 (30.64%)	62
2016-17	39 (63.94%)	22 (36.06%)	61
2017-18	27 (58.7%)	19 (41.3%)	46
TOTAL	168 (60.87%)	108 (39.13%)	276

Table no.12 shows the overall student enrolment of Male and Female students in Kolasib District Colleges that offered science as a subject. It can be seen that:

- In the academic year 2011-2012, it can be seen that male students make up 51.43% of the enrolment in science whereas 48.57% were female.
- In the academic year 2012-2013, it can be seen that male students make up 57.15% of the enrolment in science whereas 42.85% were female.
- In the academic year 2013-14, it can be seen that male students make up 56.82% of the enrolment in science whereas 43.18% were female.
- In the academic year 2015-16, it can be seen that male students make up 69.36% of the enrolment in science whereas 30.64% were female.

- In the academic year 2016-17, it can be seen that male students make up 63.94% of the enrolment in science whereas 36.06% were female.
- In the academic year 2017-18, it can be seen that male students make up 58.70% of the enrolment in science whereas 41.30% were female.

Table-13
Students Enrolment in Science in Aizawl district in terms of Gender during the years 2011-2018

YEAR	ZIRTIRI		P.U.C		TOTAL		GRAND
	M	F	M	F	M	F	TOTAL
2011-12	189 (32.04%)	142 (32.8%)	293 (49.67%)	211 (48.73%)	482 (57.73%)	353 (42.27%)	835
2012-13	208 (28.54%)	160 (31.19%)	383 (52.54%)	250 (48.74%)	591 (59.05%)	410 (40.95%)	1001
2013-14	196 (25.86%)	159 (28.35%)	395 (52.12%)	272 (48.49%)	591 (57.83%)	431 (42.17%)	1022
2014-15	No Data Available						
2015-16	253 (26.61%)	169 (20.37%)	443 (46.59%)	372 (44.82%)	696 (56.27%)	541 (43.73%)	1237
2016-17	255 (25.51%)	181 (25.01%)	481 (48.11%)	390 (53.87%)	736 (56.32%)	571 (43.68%)	1307
2017-18	364 (34.51%)	240 (29.93%)	479 (45.41%)	423 (52.75%)	843 (55.98%)	663 (44.02%)	1506
TOTAL	1465 (28.83%)	1051 (27.21%)	2474 (48.68%)	1918 (49.66%)	3939 (57.03%)	2969 (42.97%)	6908

Table-13 displays the overall enrolment of Male and Female students in Aizawl District Colleges that offered science as a subject. It can be seen that:

- In the academic year 2011-2012, it can be seen that male students make up 57.73% of the enrolment in science whereas 42.27% were female.
- In the academic year 2012-2013, it can be seen that male students make up 59.05% of the enrolment in science whereas 40.95% were female.
- In the academic year 2013-14, it can be seen that male students make up 57.83% of the enrolment in science whereas 42.17% were female.
- In the academic year 2015-16, it can be seen that male students make up 56.27% of the enrolment in science whereas 43.73% were female.
- In the academic year 2016-17, it can be seen that male students make up 56.32% of the enrolment in science whereas 43.68% were female.

- In the academic year 2017-18, it can be seen that male students make up 55.98% of the enrolment in science whereas 44.02% were female.

A look at table-13 reveals that there is a comparatively balanced distribution of male and female enrolment in science stream during the years under study. There is one year i.e. 2012-2013 where male enrolment was quite high when compared with female enrolment. But other than this, female enrolment is almost equal to male enrolment in the colleges of Mizoram during the periods under study. This is a healthy ratio between male and female students and worth mentioning. The reason may be that Mizoram has an open society where the girl child is favoured just as the boy child.

However, a deeper study clearly shows that although the ratio is not large, male enrolment is continuously larger than female enrolment in science. Therefore, female students need to get a boost as far as their scientific aptitude is concerned.

Discussion: It was found that the male students had a higher enrolment in science subject than female students at Colleges level in Mizoram. The Investigator found out that, there are 56.81 percent male and 43.19 percent female from the overall enrolment of science students within the years 2011-2018. To solve this problem, the Investigator suggests that we need to give more encouragement programme for the higher enrolment in Science subject for female students at College level. Besides this, we also need to know that gender does not have a significant impact for studying science subject.

Conclusion:

At College level where science is such an important discipline, few students have selected this stream. From the calculation made through the study of enrolment from 2012-2018, science students have much less enrolment percentage than other subjects or streams. And within science subject, males have higher enrolment than female students. For this reason, we need to give more efforts for the development of science education. Moreover, female students need to be given more incentives to enrol themselves in science stream. In this way, the Investigator hopes that science education will get more recognition for its importance in society and for National growth.

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A Study on the Attitude of Higher Secondary School Students in Government Zemabawk Higher Secondary School, Aizawl towards Mathematics

R. Malsawmtluangi*
Eva Lalrampari**

Abstract

Mathematics refers to the fundamental science. It is part of science that utilises the numbers and symbols. And the numbers and symbols are arranged using precise mathematical rules. The objective of the present study is to find out the attitude of higher secondary school students towards mathematics. The sample consists of 100 higher secondary school students in Government Zemabawk Higher Secondary School in Aizawl city. Mathematics Attitude Scale (MAS) by Dr. S.C. Gakhar Rajni was used for data collection. It was found that majority of higher secondary school students have unfavourable attitude towards mathematics. It was also found that there is no significant difference in the attitude between boys and girls higher secondary school students towards mathematics. Measures for improving the attitude of higher secondary school students towards mathematics have also been suggested based on the findings.

Keywords: *Attitude; Mathematics; Higher Secondary School Students; Aizawl.*

Introduction

Mathematics refers to the fundamental science. It is part of science that utilises the numbers and symbols, and the numbers and symbols are arranged using precise mathematical rules. Mathematics may widely explain the science of shape, time, measurement, quantities, shapes and figures and their relationships with each other. The universe existed in space and time and constituted of units of matter.

Mathematics helps to calculate the extension or composition of matter in space and time and to compute the units that makes up the total mass of the material universe is the object of Mathematics. There are two kinds of Mathematics:

*R. Malsawmtluangi, Research Scholar, Department of Education, Mizoram University, Ph-8794704632, Email: sawmi31ralte@gmail.com

**Eva Lalrampari, Research Scholar, Department of Education, Mizoram University, Ph-7005829688, Email: eva.rampari@gmail.com

- 1. Pure Mathematics:** Pure Mathematics is a great idea, which is entirely based on the rules of Mathematics. Pure Mathematicians chiefly deal with establishing mathematical proofs. These concepts do not necessarily aimed at meeting the needs of the physical world.
- 2. Applied Mathematics:** Applied mathematics is that branch of Mathematics which is applied to other branches such as chemistry, physics etc. It relies on a problem solving approach.

Rationale of the study

Mathematics is one of the most important subjects in our life. No matter to which field or profession you belong to, its use is everywhere. That is why it is necessary to have a good understanding of the subject. Though the basics of mathematics start from school but its usage continues till we become adults and thus it can be said that maths has become an integral part of life. Imagining our lives without it is like a ship without a sail. We used mathematics everyday even without knowing it. From dialling numbers on phone to giving money for making the payments our world is surrounded by mathematics. Math helps us to have better problem solving skills. Math helps us think analytically and have better reasoning abilities. Analytical and reasoning skills are important because they help us solve problems and look for solutions.

Attitudes towards mathematics and the associated anxiety have been known to plague students with diverse socio-economic backgrounds. The purpose of this study is to investigate higher secondary school students' attitude towards mathematics and to explore sex differences in attitude towards mathematics among students in Government Zemabawk Higher Secondary School. The school environment, teachers' attitudes and beliefs, teaching styles and parental attitudes were identified as explanation factors that account for student's attitudes towards Mathematics. Teachers and other stakeholders in the education industry should organise seminars and workshops for students, parents, teachers and school administrators to enhance and promote positive attitude towards mathematics.

Objectives of the study

The objectives for the present study are:

1. To find out the attitude of higher secondary school students of Government Zemabawk Higher Secondary School, Aizawl towards Mathematics.
2. To compare the attitude between boys and girls of Government Zemabawk higher secondary school students, Aizawl towards Mathematics.

3. To suggest measures for improving the attitude of higher secondary school students towards mathematics.

Null hypothesis

For the present study the following null hypothesis has been formulated for objective no. 2:

1. There is no significant difference in the attitude of boys and girls of Government Zemabawk Higher Secondary School Students, Aizawl towards Mathematics.

Methodology

Descriptive survey method is used for the present study

Population and sample

The population of the present study consists of all higher secondary school students in Government Zemabawk Higher Secondary School, Aizawl. The sample selected consisted of 100 higher secondary school students randomly selected from Government Zemabawk Higher Secondary School, Aizawl.

Tools used for data collection

In the present study “Mathematics Attitude Scale (MAS)” by Dr. S.C.GakharRajni has been used for data collection.

Mode of data collection

The investigators personally went to Government Zemabawk Higher Secondary School, Aizawl to collect the necessary data.

Analysis of data

For analysing the collected data relevant statistical techniques such as mean, standard deviation and t-test have been used.

Analysis and interpretation

The findings of the present study and their interpretations are presented in the following tables.

Table-1

**Attitude of higher secondary school students in Government Zemabawk
Higher Secondary School, Aizawl towards Mathematics**

GROUP	N	RAW SCORES	MEAN	%
Favourable	100	15702	157.02	40
Unfavourable				60

As per the Table-1, the raw scores of all the students is 15702 with a mean of 157.02. It can be seen that 40% higher secondary school students have favourable attitude towards Mathematics while 60% higher secondary school students have unfavourable attitude towards Mathematics.

Table-2

**Comparison of the attitude between boys and girls of Government Zemabawk
Higher Secondary School Students, Aizawl towards Mathematics**

GROUP	N	RAW SCORES	MEAN	SD
Boys	50	15702	157.74	21.39
Girls	50		156.3	21.39

As per the Table-2, the Mean and SD for boys are 157.74 and 21.39 while the Mean and SD of girls are 156.3 and 21.39. The calculated t-value is 0.33 which is not significant both at 0.01 and 0.05 levels of significance.

Major findings

1. From the present study it has been found that majority i.e. 60% of Government Zemabawk Higher Secondary School students have an unfavourable attitude towards Mathematics while 40% higher secondary school students have a favourable attitude towards Mathematics. This indicated that majority of higher secondary students do not have a positive attitude towards mathematics subject.
2. It was also found that there is no significant difference between the attitude of boys and girls of Government Zemabawk Higher Secondary School Students, Aizawl towards Mathematics.

Suggestions

From the findings of the present study the following suggestions have been given:

1. Teacher should assist their students in order to improve their attitude towards mathematics and give awareness to the society on the use of Math with real life.
2. The teachers should motivate and support students to overcome those factors that negatively affect them in forming positive attitude towards mathematics.

Conclusion

From the above study it was found that higher secondary school students have the capacity and interest to learn meaningful mathematics. However, they still need enrichment on their knowledge of mathematics subject and its practical importance in life. With optimum teaching, training and practice on some of the basic and knowledge concepts related to Mathematics, students will be able to acquire the skill and ability to solve the problems related to Mathematics subject and this in turn will help them to achieve greater success in learning Mathematics. Learning such Mathematics will enrich their current intellectual and social experiences and lay the foundation for later achievements in life.

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A Study on Perceptions and Uses of E-Learning Technologies among the Students of Mizoram University

V. Vanlalruati*
K.K. Tripathi**

Abstract

The advent of technology alters the educational system in many parts of the world. Traditional systems of education like delivering a message to the students have been changed since then. Technology can be utilized to improve teaching – learning process. E-Learning is the van guard that is taking an important place in the technological era. So, the papers focused on the perception and usage of such technology. For this, the study was conducted among the students of Mizoram University in various courses. Stratified random sampling technique and a self-constructed questionnaire was used for conducting this study. In order to have a deeper sense of the students' perception and purposes of E-Learning technology, a comparison was made among various degree courses. It was found that majority of the students perceived E-Learning technology and make use of it.

Introduction:

Enormous developments have been made since the growth and development of science and technology has emerged from time to time. The new innovation has an effect and changes the education system by different means. An internet technology has become more readily available and accessible, in formal and informal contexts. E-learning is one such new technology that is gaining more and more importance in the present day. The National Policy on Education 1986, as modified in 1992, stressed the need to employ educational technology to improve the quality of education (Govt. of India, 1998). The significant role ICT can play in school education has also been highlighted in the National Curriculum Framework, 2005 (NCERT, 2005).

*V. Vanlalruati, Research Scholar, Department of Education, Mizoram University, ph 9862369187, Email: vanlalruativuite@gmail.com

**Dr. K.K. Tripathi, Assistant Professor, Department of Education, Mizoram University, Ph-9235766486, Email: kktbhu@gmail.com

E-learning refers to the use of advanced technology of information communication in the learning process where the advanced technology comprises of electronic media – audio, video, text, and images. E-learning is a unifying term used to describe the fields of online learning, web-based training and technology delivered instructions (Oye, Salleh&Iahad, 2010).

E-learning refers to the use of information and communication technology (ICT) to enhance and/or support learning in education. However, this encompasses an ample array of systems, from students using e-mail and accessing course materials online while the following a course on campus to programs delivered entirely online. E-learning can be different types, a campus-based institution may be offering courses, but using, E-learning tied to the internet or another online network (Lorraine M. 2007)

A separate room for accessing and downloading E-resources by the students with 15 computers is provided within the Central Library of Mizoram University. E-Resource Centre is maintained by Information Scientist. E-Resources have been provided in November 2013 by INFLIPNET through e-ShodhSindhu, Consortia for Higher Education E-Resources, where resources from 22 Publishers are available – 7,506 numbers of e-journals. IEEE All-Society Periodicals Package (ASPP) had been subscribed, providing access to the IEEE core collection of engineering, electronics, and computer science periodicals since 2015-16. The center has been made available in the machine-readable catalog since 2008; and the computerized bibliographic information, CD/DVD of the library holdings have also been available for users' searching throughout the campus through Local Area Network (intranet) using WebOPAC. Digitization of Mizoram University's own documents and publications had been pursued by setting up of an '**Institutional Repository**' and the same had been hosted on the intranet in May 2011. The repository provides free access to all types of institutional research outputs within the campus network (Intranet).

Information & Communication Technology (ICT) Centre, previously known as Computer Centre, in Mizoram University was set up in 2007 under UGC scheme "Establishment / Upgradation of Computer Centres in universities" for providing ICT related services to students, teaching and non-teaching staff of the University. The Centre has a server room housing five high-end servers which provide various services such as the Internet, file sharing, etc. for the users. The University has Internet Connection with 1Gbps bandwidth under NKN (National Knowledge Network) scheme is shared over the campus network.

The Centre is monitoring University Website (www.mzu.edu.in) and EDUSAT programme. One of the most important functions of ICT Centre is maintaining Campus Network, which has covered all existing Academic and Administrative buildings.

Presently, more than 700 nodes are connected by cable and a full Wi-Fi Connection has also been provided all over the campus. Currently, the Centre is monitoring the on-going e-Governance Project of the university.

The development in computer technology has resulted in e-learning practices. E-learning is considered a more effective way of teaching to a large group of students, thereby providing consistency in educational quality. Now the opportunities made available through e-learning are both significant and numerous. It is an Internet-enabled learning process whose components include delivery in multiple formats, management of the learning experience and a community of networked learners, contents developers and experts. E-Learning is the delivery of educational content via any electronic media including internet, intranets, satellite broadcast and computer-based training.

Need of the Study:

Increasingly, organizations are adopting online learning as the main delivery method to train employees. At the same time, educational institutions are moving toward the use of the Internet for delivery, both on campus and at a distance. However, for organizations and institutions to make this often expensive move, there must be a perception that using online learning provides major benefits.

For learners, online learning knows no time zones, and location and distance are not an issue. In asynchronous online learning, students can access the online materials at any time, while synchronous online learning allows for real-time interaction between students and the instructor. Learners can use the internet to access up-to-date and relevant learning materials and can communicate with experts in the field in which they are studying. Situated learning is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize learning.

For every student, learning/tutoring can be done at any time and from anywhere. Online materials can be updated, and learners are able to see the changes at once. When learners are able to access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs. If designed properly, online learning systems can be used to determine learners' needs and current level of expertise, and to assign appropriate materials for learners to select from to achieve the desired learning outcomes. In such a scenario a question is budding naturally, that is how students are effectively using such a cutting-edge infrastructure for their learning activities?

Objectives of the study:

The objectives of the study are:-

- (i) To find out the perception of students about e-learning.
- (ii) To compare the perception of students about e-learning with reference to their course of study.
- (iii) To find out how students use e-learning resources in MZU.
- (iv) To compare how students use e-learning resources with reference to their course of study.

Methods of the Study:

The study was descriptive survey type. Since the main objective of the study is to find the practices of E-learning so structured questionnaire was prepared and personal interview was conducted.

Population and Sample:

The population of the study comprised of all the students of Mizoram University. (U.G., P. G., M.Phil. and Ph.D. scholars)

Multi-phased sampling technique was used in this research. At first, all departments were selected automatically. At the second stage, proportionate numbers of students from each course were selected by using stratified random sampling and questionnaire was administered. After observing and finding the pattern of the data, the researcher conducted interviews with extreme cases or information-rich respondents only. Physical verification of e-learning resources was also done by observation schedule.

The sample of the study comprised of 20% of the total enrolment, both from Under-Graduate and Post-Graduate students and 20 scholars each from M.Phil and Ph.D.

Tools and techniques:

A self-constructed questionnaire and semi-structured interview were administered by the researcher herself. A statistical technique i.e. percentage technique was employed for analysis of data.

Delimitations:

- The study is delimited to the main campus of Mizoram University.
- The study includes the students admitted in Under-Graduate, Post-Graduate degree, M.Phil. scholars and Ph.D. scholars.
- The study is confined to the use of researcher developed questionnaire and interview schedule.

Findings of the Study

The data were analyzed and interpreted both qualitatively and quantitatively. Analysis Findings in accordance with the objectives of the study are presented below:-

Findings on the perceptions of students about E-Learning

1. Use of E-Learning increased students' understanding.
2. Training in E-Learning should be provided for all students.
3. The use of E-learning improved the quality of the work of the students (assignment/practical/test/exams).
4. The use of E-Learning helped the students to complete the work more quickly and smoothly than usual.
5. A large majority of the respondents found E-Learning interesting and useful.
6. A large majority of the respondents did not think themselves socially isolated when using E-Learning.
7. Students of Mizoram University did not have difficulty in handling E-learning.
8. Students of Mizoram University liked E-Learning because they could work according to their own space.
9. Students of Mizoram University did not find E-Learning cost effective.

Findings on comparison of the perceptions of students about e-learning with reference to their course of study

The comparison of perceptions about e-learning among the students of Mizoram University was made among undergraduate (UG) students, postgraduate (PG) students and M.Phil. & Ph. D. research scholars (RS) of Mizoram University.

1. All (100%) of Under-Graduate students, 92% of Post-Graduate students and 100% of Research Scholars agreed that the use of E-learning increased students' understanding while only 8% of Post-Graduate students did not agree with the statement.
2. A vast majority 96% of Under-Graduate respondents and all the respondents (100%) of Post-Graduate and Research Scholar agreed that training in e-learning should be provided for all the students while only 4% of Under-Graduate respondents did not agree with the statement.
3. All the respondents (100%) of Under-Graduate and 86% of Post-Graduate students and Research Scholars agreed that the use of e-learning improved the quality of the work of the students (assignment/practical/test/exams) while 14% of respondents from Post-Graduate and Research Scholars disagreed with the statement.
4. A vast majority (95%) of Under-Graduate respondents, 89% of Post-Graduate respondents and 78% of Research scholars-respondents agreed on the statement that the use of e-learning helped to complete the work more quickly and smoothly than usual while 5% of Under-Graduate respondents, 14% of Post-Graduate respondents and 22% of Research Scholar disagreed with the statement.
5. A large majority (89%) of Under-Graduate respondents, 78% of Post-Graduate respondents and all the respondents 100% of Research scholars found e-learning interesting and useful while 11% of Under-Graduate and 22% of Post – Graduate respondents disagreed with the statement.
6. Total 14% of Under-Graduate respondents, 26% of Post – Graduate respondents and 35% of Research scholars thought they were socially isolated when using e-learning while 86% of Under-Graduate respondents, 74% of Post-Graduate respondents and 65% of Research scholars opposed to the statement.
7. Total 12% of Under-Graduate respondents and 22% of Post-Graduate respondents considered e-learning as frustrating as they had difficulty in handling while 88% of Under-Graduate respondents, 78% of Post-Graduate respondents and all the respondents (100%) of Research Scholars did not have a problem in handling e-learning.
8. A vast majority (91%) of Under-Graduate respondents, 82% of Post-Graduate respondents and all the respondents (100%) of Research Scholars liked e-learning as they could work according to their space while 9% of Under-Graduate respondents and 18% of Post-Graduate respondents did not agree with the statement.

9. Half (50%) of Under-Graduate respondents and 13% of Post-Graduate respondents found e-learning cost-effective while 50% Under-Graduate of respondents, 87% of Post-Graduate respondents and all (100%) the respondents of Research Scholars found it costly.

Interpretations:

Looking at the comparison among the Under-Graduate, Post-Graduate and Research Scholar with regard to their perception of e-learning, we find that majority of the participants from Under-Graduate, Post-Graduate and Research Scholars felt e-learning had a significant effect on their academic performance. Comparatively opposed to the agreement of 100% UG students 14% of PG students and 14% of research scholars did not find any improvement in the quality of their work with e-learning tools. In case of research scholars, it can be interpreted that after the coursework examination they were not supposed to do regular assignments, tests, exams etc. The case of 14% PG students here seems a little surprising. Those students might be lacking in proper orientation on how to use such tools for quality work. On the same pattern more research scholars (22%) compared to PG students (11%) and UG students (5%) did not find such tools helping them to work quickly whereas, research scholars were supposed to get more help and be dependent to new technology.

Findings on how the students use e-learning resources in Mizoram University

1. Students of Mizoram University (68 %) used the Internet for self-study.
2. Majority of the students (67 %) of Mizoram University downloaded learning content from the Internet.
3. Most of the respondents (49 %) sometimes read an e-book.
4. A large majority (53 %) of the respondents downloaded pictures, diagrams, etc. for their projects.
5. A large number of respondents (45%) sometimes preferred to transfer material through e-mail to friends, teachers, etc.
6. A large number of the respondents (45%) found online comfortable sometimes only.
7. The majority of the respondents (51%) used different educational blogs and social media for academic interaction.
8. In general, 45% of the respondents felt satisfied when collecting learning materials from the Internet.

9. A greater number (46%) of the respondents sometimes understood course content in the e-book.
10. The majority (76%) of the respondents regularly visited the links and website related to their syllabus.
11. The content of their syllabi or courses available in Slide share or YouTube and other Websites were usually (42 %) liked by the students of Mizoram University.
12. On average (44%) of the respondents sometimes preferred to submit their assignment soft copy on e-mail.
13. The majority (78%) of the respondents kept tracking their assignments or courses online.
14. In general, 45% of the respondents sometimes felt satisfied with the quality of the courses or content available on the internet.
15. Generally, 42% of the respondents clarified that the variety of audio-video materials sometimes held their attention to the course.

Findings on comparison of how the students use e-learning resources in Mizoram University with reference to their course of study

1. Majority of the respondents i.e. 57% of Under-Graduate, 73% of Post-Graduate students and 62% of Research Scholars always used the Internet for self-study. 37% of Under-Graduate and 27% of Post-Graduate students and 33% of Research scholars used internet sometimes for self-study, while only 6% of Under-Graduate students and 5% of Research Scholars never used the Internet for self-study.
2. Most of the participants i.e. 60% of Under-Graduate, 69% of Post-Graduate students and 73% of Research Scholars used to download learning content from the Internet. 31% of Under-Graduate, 29% of Post-Graduate and 23% Research scholars downloaded sometimes, while 9% of Under-Graduate, 2% of Post-Graduate and 5% of Research Scholars never downloaded any learning content from the Internet.
3. There were 37% of Under-Graduate and 40% of Post-Graduate students and 15% of Research Scholars who preferred to read e-books. 39% of Under-Graduate, 49% of Post-Graduate and 75% of Research scholars sometimes preferred to read an e-book while 24% of Under-Graduate, 11% of Post-Graduate and 10% of Research Scholars never read an e-book. Generally, Research Scholar preferred to read an e-book.

4. Total 63% of Under-Graduate, 56% of Post-Graduate and only 3% of Research Scholars downloaded pictures, diagrams, etc. for the project. 30% of Under-Graduate, 37% of Post-Graduate and 35% of Research Scholar downloaded sometimes, while 4% of Under-Graduate, 7% of Post-Graduate and a big number 63% of Research Scholars never downloaded pictures, diagrams, etc. for the project. Under-Graduate students made use of pictures, diagrams, etc. for their project. So, they were more in number who downloaded pictures, diagrams, etc. from the Internet. Research scholars were the least user of Internet in terms of downloading pictures, diagrams, etc. for their project.
5. Through item no. 5, it is revealed that 37% each from Under-Graduate students and Research Scholars and 35% of Post-Graduate students preferred to transfer material through e-mail to their friends, teachers, etc. 43% each of Research Scholars and of Under-Graduate, and 45% of Post-Graduate students did it sometimes only, while 20% of each from Under-Graduate, Post-Graduate and Research Scholars groups never preferred to transfer material through e-mail to friends, teachers etc.
6. Only 36% of Under-Graduate and 29% of Post- Graduate students and 23% of Research Scholars found online learning comfortable, 44% of each from Under-Graduate and Post-Graduate, and 50% of Research scholars found it comfortable sometimes, while 20% of Under-Graduate, 27% of each from Post- Graduate and Research Scholars never found online learning comfortable.
7. Only 35% of Under-Graduate, 18% of Post-Graduate and 40% of Research scholars used different educational blogs and social media for academic interaction. 40% of Under-Graduate, 57% of Post-Graduate and 45% of Research scholar used different educational blogs and social media for academic interaction sometimes only, while 25% of each from Under-Graduate and Post-Graduate and 15% of Research scholar never used educational blogs and social media for academic interaction.
8. Most of the participants were satisfied when they collected learning materials from the Internet. 44% of Under-Graduate, 43% of Post-Graduate and 60% of Research Scholars felt satisfied when collecting learning materials from Internet, 37% of Under-Graduate, 47% of Post-Graduate and 33% of Research scholar felt satisfied sometimes, while 19% of Under-Graduate, 10% of Post-Graduate and 8% of Research Scholar were never satisfied when collecting learning materials from Internet. *It seems that most of the learning materials or contents available in the links/website that they accessed were difficult to make out and understand.*

9. It is visible that 34% of Under-Graduate, 28% of Post- Graduate and 45% of Research Scholars could understand course content in the e-book. 47% of Under-Graduate, 48% of Post-Graduate and 30% of Research scholars understood sometimes only. *It was quite astonishing to find out that there were some Under-Graduate (19%), Post-Graduate (23%) and Research Scholars (25%) who never understood course content in the e-books.*
10. Majority of the participants regularly visited the links/websites related to their syllabus, i.e. 64% of Under-Graduate, 82% of Post-Graduate and 77% of Research scholars regularly visited the links and website related to their syllabi. Whereas, 30% of Under-Graduate, 17% of Post-Graduate and 19% of Research Scholar visited sometimes, while 5% of Under-Graduate, 1% of Post-Graduate and 4% of Research Scholar never visited the links and website related to their syllabi.
11. 40% of Under-Graduate and 45% of Post-Graduate students and 30% of Research Scholars liked the content of their syllabi or course available on Slideshare or YouTube or other websites. 44% of Under-Graduate, 41% of Post-Graduate and 43% of Research Scholars liked sometimes the content of their syllabi or course available on Slideshare or YouTube and other websites; while 16% of Under-Graduate, 14% of Post-Graduate and 27% of Research scholar never liked the content of their syllabi or course available on Slideshare or YouTube and other websites.
12. Only 27% of Under-Graduate, 35% each from Post-Graduate students and Research Scholars preferred online submission of assignment or softcopy on e-mail; 49% of Under-Graduate, 43% of Post-Graduate and 40% of Research Scholar preferred it sometimes only, while 24% of Under-Graduate, 22% of Post-Graduate and 25% of Research Scholar never preferred online submission of assignment or softcopy on e-mail.
13. Majority of the participants kept tracking their assignment/course online i.e., 70% of Under-Graduate, 84% of Post-Graduate and 65% of Research Scholars kept tracking of their assignment or course online. 26% of Under-Graduate, 15% of Post-Graduate and 30% of Research Scholar tracked sometimes, while 4% of Under-Graduate, 2% of Post-Graduate and 5% of Research Scholar never tracked it.
14. 37% of Under-Graduate, 34% of Post-Graduate and 43% of Research Scholars were satisfied with the quality of the course or content available on the Internet. 50% of Under-Graduate, 46% of Post-Graduate and 25% of Research scholars were satisfied sometimes only; while 12% of Under-Graduate, 20% of Post-Graduate and 33% of Research scholar were never satisfied.

15. 39% of Under-Graduate and 38% of Post-Graduate students and 43% of Research Scholars stated the variety of audio-video material hold their attention to the course; 44% of Under-Graduate, 42% of Post-Graduate and 40% of Research scholar stated the variety of audio-video material held their attention sometimes only, while 17% of Under-Graduate, 20% of Post-Graduate and 17% of Research Scholar stated that the variety of audio-video material never held their attention to the course.

Interpretations:

Comparatively research scholars seemed to be using more purposefully in terms of absolute responses (always) at many statements. At the same time on other few items, UG and PG students were higher. It is quite surprising to observe that there were some Research Scholars who never used internet for self-study. It is a big question on their knowledge global literature in their field. Generally, all the participants from each group i.e. Under-Graduate, Post-Graduate and Research scholars had the same response with regard to transferring of material through e-mail to their friends and teachers.

Conclusions:

The study attempted to obtain the perceptions of students of Mizoram University on e-learning. The results show that the perceptions of students on e-learning have a significant effect on their academic performance, which helped them in completing their work quickly and smoother than usual. It also helped them in improving the quality of their work (assignment / practical / test/exams). Even though the respondents did not face any difficulty in handling e-learning, still it was found that training on e-learning should be provided for all students.

Having comparison among students of different courses i.e. Under-Graduate students, Post-Graduate students and Research Scholars, Under-Graduate students' responses revealed that they made use of e-learning services more positively. E-Learning services helped them in having a good quality of learning material and their work/assignment/test./exam became better, easier and smoother than before. There were a few reserch scholars who were not visiting websites related to their subject. They reported absolutely negative. Though this number was not higher than 5% to 14%, the investigator think it is a very negative finding from the university. As per the present scenario, even a research on local topic can not be important without having connection with global scenario. Therefore even if few researchers are not net-savvy, it is very gloomy.

With the advent of information technology, the system of education had been introduced with such new innovations and the method of teaching and learning process has also been upgraded involving that new technology. Different schemes and policies have been made by the Government of India for the upliftment of various institutions. Keeping in view of the advancement of the technology, the study had also been conducted. The study reveals that most students used the Internet for academic purposes. But practical use of e-resources is not worthy enough in comparison to investments made in acquiring these resources. Infrastructure and training programs should also be revised as per requirements. It is observed that the availability of e-resources on the campus was almost sufficient for all the existing disciplines but the infrastructure to use these resources was not adequate and could hinder the ability to meet the requirements of users.

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Comparison of Human Rights Values among Government and Private High School Students in Mizoram

Zodinsanga Sailo*
B.B.Mishra**

Abstract

Schools and education are one of the most sensitive and important issues for the transmission of cultural knowledge and development of attitudes towards one's own and other groups, as well as towards civil society, human rights and public life in general. Historically, school and family have been used to promote dominant values, beliefs and ways of life. In this way, education for civil society and human rights can and should be taught continuously through school life and not only through specific curriculum. Education for civil society and human rights is therefore an essential element which should be interwoven into all areas of learning and life. The aim of this study is to examine the attitudes and opinions of primary and high school students and their teachers towards civic education at school, family environment and local community. Mizoram is a small state, which is situated, in the northeastern corner of India. This study aimed at assessing the human rights values among high school students of Mizoram. In the present study, the awareness of human rights values of 400 government high school students and 400 private high school students, was assessed. The study revealed that there was high level of awareness of civic, political, economic, social and cultural values among the high school students of Mizoram.

Key words: Peaceful Coexistence, Human Rights Values- Civic, Political, Economic, Social and Cultural

Introduction

The rapid changes in the developed world have not only led to changes in organizational thinking and working environments, but also in human rights values,

* Zodinsanga Sailo, Research Scholar, Department of education, Mizoram University, Aizawl. Ph-9862265188 Email-oliasnid@gmail.com

**Prof. B.B.Mishra, Professor, Department of education, Mizoram University, Aizawl. Ph-7978111141 Email- bana.mishra55@gmail.com

beliefs and behaviours that guide the thoughts and actions of billions of people throughout the world. The field of education, like all other sectors of society, is presently being profoundly challenged by a rapidly changing global connections, interactions and dependencies. What is emerging is a world of intense cultural exchanges in which both democratic advancement and transition are possible if based on the recognition of, adherence to and active promotion of human rights, the diversity of cultures and the rule of law, all of which becomes essential for contemporary citizenship.

Today, numbers of classrooms in schools have a great variety of pupils who come from different backgrounds and have different needs. They may, as well, experience school in different ways. What is essential for these pupils to know and to be able to do when they leave school? What kind of education or training do they need as persons and citizens? If we agree that one of the most important functions of education is to promote the culture of democracy and human rights, then the primary objectives of schools programme should be to establish a high level of awareness of how to share fundamental values in order to develop a free, tolerant and just society. Understanding and assisting democratic development means acquiring basic skills, including ability to think critically, communicate effectively and resolve problems without violence. Negotiating with others cooperatively, open-minded discourses and communicative processes are the competencies that need to become the basic personality characteristics of democratic citizens. This leads us to think of the necessity to promoting democratic citizenship which is interlinked with human rights education, peace education and intercultural education.

One of the great achievements of the United Nations is the creation of a comprehensive body of human rights law known as The Universal Declaration of Human Rights (UDHR). It was adopted by the United Nations on 10th December, 1948 with 30 articles that specify a set of rights and freedom for survival of mankind. It defined specific rights like civil, political economic, social and cultural with equality and freedom from discrimination as a principle. The Universal Declaration of Human Rights (UDHR), 1948 proclaim that *recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.* It is in this context that the concept of human rights arises. The concept of human rights emphasizes the worth of the individual and to recognize his or her rights. The Universal Declaration of Human Rights states: *All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.* This basic concept needs to be understood, appreciated and practiced by all people irrespective of any kind of diversity - age, sex, race, religion, nationality and the like. Every human being should be aware of the basic rights and responsibilities that each

individual possesses which will lead to develop a culture of prevention of human abuses and peaceful coexistence.

Human Rights Education in India

Indian civilization has adopted the concept of “VasudhaivaKutumbakam” since time immemorial. At the time when the Indian constitution was being drafted coincidentally the UN adopted and proclaimed the UDHR on 10th December, 1948. Our constitution framers had taken note of it and had incorporated many provisions in the constitution. The preamble of the constitution of India, the fundamental rights and duties, directive principles of state policy as has been enshrined in the constitution reflect the steps taken by our nation towards the realization of human rights.

In 1980 the University Grants Commission (UGC) appointed a committee on Human Rights Education (HRE) under the chairmanship of Justice S.M. Sikiri to consider different ways of promoting Human Rights Education (HRE) in India. The report of this committee, entitled ‘Human Rights Education at All levels’ suggested different approaches at different levels of education. In India, the National Human Rights Commission (NHRC) was set up in 1993. The functions of the commission have been outlined in section 12 (h) of the Protection of Human Rights Act, 1993. The Human Rights Commission has been entrusted with the responsibility *to spread human rights literacy among various sections of society and promote awareness of safeguards available for the protection of these rights through publications, the media, seminar and other available means*. The commission has been continuously coordinating for this purpose with the Human Resource Development Ministry, the National Council for Educational Research and Training (NCERT), National Council for Teacher Education (NCTE) and State Council for Educational Research and Training (SCERT) and Universities to introduce human rights education programmes in their courses. The commission has taken initiatives to generate awareness towards human rights education by integrating it with curriculum at different stages of education and teacher education curriculum by active collaboration with NCERT and NCTE. All these national organizations are putting their efforts to make human rights education in our country successful.

Human Rights in Mizoram

Mizoram is a small state and is situated in the north-eastern corner of India having a total area of 21,081 sq. km. Administratively, it has 8 districts and has a population of 10,97,206 (2011 census). Mizoram is one among the peaceful states of our country. Mizoram is one among the few states of the country, which yet not have set up State

Human Rights Commission (SHRC) as the government has not felt the need for establishing such commission. From the very childhood both boys and girls are involved in various social activities such as church and other voluntary social organizations which promote religious and social values. However, in recent years, it is being observed that there is a change in the scenario. It is being found that crime rate of different kinds is growing over periods of time.

Need of the Study

India needs creation of a strong and pro-active human rights community having strong inclination for peace and it can be achieved through a well thought-out programme of education. Education is an instrument for development of human rights related values among the future citizens. High school stage is an important stage of education and at this stage the values that the students acquire become relatively stable. The school environment has great impact in inculcation of human rights values among the students. There are reports from different parts of the country relating to violation of human rights in the schools such as corporal punishment, sexual abuse, imperfect relations, murders, and violent conflicts in all types of schools, primary to high school. Mizoram may not be an exception to it. Such situations in schools break the human rights values in the schools and deter the promotion of human rights values among the students. But such cases are not being reported by the victims to the administration and parents/ guardians. It is not that human rights education is only imparted at the high schools; such types of education are imparted starting from primary level of education. The high school students have exposures of both primary and high schools. In this context, the following broad research questions are raised:

- I. Are the primary and high schools in Mizoram able to inculcate human rights values among the students?
- II. Is there any variation in human rights values of the high school students in Mizoram with reference to their school status?

Objectives of the study

1. To assess the human rights values of high school students in Mizoram.
2. To compare human rights values of high school students in Mizoram with reference to their school status (Government and Private).

Hypotheses of the study

In relation to the objectives 2, the following Null hypotheses were formulated:

1. There is no significant difference in the human rights values of government high school students and private high school students of Mizoram.

Methodology

Population and Sample:

The target population of the study was the secondary school students of Mizoram. As such, all students, both boys and girls, pursuing their studies in the government and privateschool in the state of Mizoram constituted the population of the study. To have a representative sample of students both from government and private, multistage stratified cluster random sampling technique was used. Initially, out of 8 districts of Mizoram, 4 districts were selected randomly. At the 2nd stage, schools from rural and urban areas were randomly selected. From the selected schools, all the students present on the day of visit of the researchers were included in the sample. The total sample comprised of 400government and 400private high school students.

Tools used:

For assessment of Human Rights Values, the English Version of *ManavadhikarMoolyaVikashPrashnawali* (Human Rights Value Development Questionnaire) standardized by Paramanand Singh and Lal Dhari Yadav was used. This questionnaire was standardized in 2010 with students belonging to the age range 11to 18 years and assesses five types of values – Civic, Political, Economic, Social, and Cultural with 9, 13, 8, 12, and 6 questions for these values respectively. The maximum possible scores on these five components are 18, 26, 16, 24, and 12. For easy comprehension of the high school students,the testwas translated into Mizo language and finally the questionnaire became bilingual (English and Mizo). Data were collected through personal visits to the selected schools by the researchers.

Analysis of Data:

The data were analyzed quantitatively using descriptive statistics like frequency, percentage, mean and standard deviations. Further, 't' test was used for the purpose of comparison between different groups of high school students. The mean and standard deviation of different groups on various components of human rights values (Civic, Political, Economic, Social, and Cultural) are given in Table – 1. The 't' values on comparison of different groups are given in Table – 2.

Table -1: Mean Scores of Different Groups on Various Components of Human Rights Values among Government and Private Secondary School Students in Mizoram

GROUPS	N	Components of Human Rights Values									
		CIVIC (9)		POLITICAL (13)		ECONOMIC (8)		SOCIAL (12)		CULTURAL (6)	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
GOVT.	400	12.37 (68.73)	2.3	19.6 (75.38)	3.3	10.45 (65.32)	2.2	16.56 (69.01)	3	7.49 (62.43)	1.8
PRIVATE	400	12.32 (68.48)	2.1	20.04 (77.1)	2.9	10.11 (63.18)	2.1	17.04 (71.02)	2.9	7.73 (64.41)	1.8
AVERAGE SCORES	800	12.34 (68.6)	2.2	19.82 (76.24)	3.1	10.28 (64.25)	2.2	16.8 (70.01)	2.9	7.61 (63.42)	1.8

Table -2: t-value for different groups compared on Five components of Human Rights Values

GROUPS	N	Components of Human Rights Values				
		CIVIC	POLITICAL	ECONOMIC	SOCIAL	CULTURAL
GOVERNMENT Vs. PRIVATE	800	0.32	2.2*	2.42*	2.4*	1.88

**Significant at .05 level, **Significant at .01 level*

Findings

- On the civic component of human rights values the average performance is converted to percentage of government and private school students. Therefore, the average performance converted to percentage are 68.73% and 68.48 %which shows that government school students are found better, the result indicated that both government and private school students have a high civic valueon human rights.
- On the political components of human rights values, as revealed in table1, the average performance converted to percentage among government and private students are 75.38% and 77.10% which shows that private students are much better than government students but the result indicates that both are having high political values on human rights.

- On the economic components of human rights values the average performance converted to percentage of government students and private students are 65.32% and 63.18% respectively. Though government students are better but both government and private students are having high economic values on human rights.
- On the social components of human rights values the average performance converted to percentage of government and private students are 69.01% and 71.02% respectively. Though private students are found better than government students, the result indicates that both government and private are having high social values on human rights.
- On the cultural components of human rights, the average performance converted to percentage of government and private students are 62.43% and 64.41% respectively. Though private students have better average scores than government students, the result indicates that both government and private students have a high cultural value on human rights.
- Comparison exclusively between government and private secondary school students on the five components and the composite scores of human rights values reveals that, except political, economic and social both the groups are more or less equal. On the political and social components private secondary school students are better than government secondary school students whereas on economic components government secondary school students are better than private secondary school students.

Conclusion

Today, more than ever before, adolescents need to understand how democracy works and how they can help to keep and improve it. Unfortunately, human rights education is still considered as the appendix to school life. In school system, reading, writing and mathematics are seen as the most important subjects in the curriculum. No one argues that these subjects have become less important than before but, in our opinion, the core of learning has to be broadened. It should include knowledge and skills needed to support civic understanding and engagement from elementary school to the university level. It is important to systematically promote education for democratic citizens from the very beginning of school life and adopt new interactive teaching strategies in the curriculum, developing pupils' sense of their rights and responsibilities. Equally important issue is the training of teachers to convey democratic citizenship messages and to provide a democratic citizenship climate in their schools. Finally, good education for democratic citizenship and human rights must assist every young person in acquiring

knowledge, understanding and skills pertinent to efficient functioning as an individual and as a citizen in a local setting, national society and the world community.

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Guidance and Counseling for Quality Education at School Level in Mizoram

H.Malsawmi*
Lalmuanzuali**
Mikael L.Chuaungo***

Abstract

Educators around the world have always considered guidance and counselling to be an essential part of school education. However, not every school implement this in a systematic manner, owing to various difficulties. In Mizoram, implementing guidance and counseling services has its own challenges. It is important to understand the status of guidance and counselling services in Mizoram before steps can be taken by concerned agencies to bring improvement and better implementation of these services. This article reveals how an agency such as SCERT implements its guidance and counselling services, the problems faced by the secondary schools in this regards and what measures can be taken to improve the current system.

Key words: *Guidance and counselling, quality education, SCERT, Mizoram*

For attaining quality education, the school must make itself responsible for equipping its students adequately with civic as well as vocational efficiency and the qualities of character that go with it – so that the students may be able to play their part worthily and competently in the improvement of social life. In order to ensure this, proper guidance and counselling programme must be made essential for a school. The quality of education and the growth and development of the child depended on the school's organized guidance service. Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general “life skills training programme” for the student who,

*Prof. H.Malsawmi, Professor, Department of Education, Mizoram University, Ph-9436360683, Email: drmalsawmi@yahoo.co.in

**Dr. Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Ph-8014336220, Email: lalnui_f@rediffmail.com

***Mikael L.Chuaungo, Assistant Professor, Govt. J.Buana College, Lunglei, Ph-9862898320 Email: mike.messiah@gmail.com

though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986). Hence, the Role of Guidance and Counselling in Effective Teaching and Learning in Schools for the Child Future Success. Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general “life skills training programme” for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986). Hence, the Role of Guidance and Counselling in Effective Teaching and Learning in Schools for the Child Future Success.

Egbo (2013) stated that “the total development of a child can only take place in an environment conducive for teaching and learning”. It is in the realization of the above that educational planners give all educational services which can promote teaching and learning in schools prominent attention. Counselling services are among the school educational services. Guidance and counselling services in the school develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce the cost for the children.

Counselling and guidance can provide a sound basis for broader education for life. Even though being non-medical and non-psychiatric, it is used as therapy for individuals with specific personal problems. It can also be the foundation of a more general “life skills training programme” for the student who, though not suffering from any particular problem, should be assisted in building up his/her resources in order to cope effectively with their future lives.

In order to tap the talents of students, identify their interest and develop them on proper lines, a massive programme of educational and vocational guidance seems to be imperative. Sometimes there are low achieving students with high aspirations and high achieving students with low ambitions and aspirations. For such type of students, a proper guidance programme in the school will help in restoring the balance between the two variables.

The secret of good education consists in enabling the students to realize what his talents and abilities are and in what manner and to what extent he can best develop them to achieve proper social adjustment and seek appropriate types of employment. A great deal of inefficiency in work may be attributed to persons having taken up courses not related to their interest and abilities. If guidance can be provided to students to take up courses and careers suited to their aptitudes, capabilities and interests; efficiency and production can be increased to a great extent. Our society is in a state of

rapid transformation. Economic, social and cultural changes are taking place in the country. Successful guidance and counselling has a great deal to do with social stability and academic efficiency and therefore, with economic growth as well. Moreover, many students who have shown excellent performance at the school-leaving examination failed to maintain consistency of academic records at the degree examination. The reasons for this fall in the academic standard maybe because of the wrong choice of subjects due to lack of proper educational guidance.

Emotional aspects of the child's personality are also essential for his overall adjustment. Healthy emotional development in the formative years is a lifetime investment, while instability in this area is known to have adverse effects. In the present system of education, it seems to be nobody's interest if a child develops a timid and withdrawn personality, or if he grows up to be a highly aggressive and dominating individual. Similarly, it seems to be nobody's concern if the child grows up into adulthood without acquiring specific employability or gets into jobs for which he is not interested and had never undergone training. The emotional development of the child should not be left just to nature and the environment. They should also have the benefit of proper guidance and counselling in the school. Therefore, one of the functions of a good school is to provide adequate educational, vocational, personal and social guidance to help students to bridge the gap between his and post-school life. From this point of view, guidance and counselling have an essential place in the qualitative development of our educational institutions.

Guidance and Counselling in Mizoram:

In Mizoram, the Educational and Vocational Guidance and Counselling unit of SCERT Aizawl, which was set up in the year 1981 took the initiative of starting the school guidance and counselling programme. This unit aims at providing educational and vocational guidance to the secondary school students and also tries to impart to them information for their educational and professional careers. At present, it covers all the secondary schools within Mizoram.

The primary function of this unit is the creation of awareness to students about various professions and giving training to teachers, that is Guidance of Secondary Schools and formulating the activities and programmes for the school guidance services.

The Educational and Vocational Guidance unit in SCERT organizes, supervises and coordinates the guidance activities of the schools coordinating their work, guiding them in planning guidance activities and supervising their work. They also inspect the work done by schools, thus providing administrative and consultative services to the guidance services in schools. Research has also been conducted on study habits, and

interests of pupils by this unit and the findings have been published and distributed to different schools. To ensure quality education at the school level, a lot has been done in the area of guidance and counselling in Mizoram. Several programmes and activities are carried out in collaboration with different schools and different NGO agencies in the following forms:

Career Conferences and Exhibitions: These are organized from time to time with different schools in different districts of Mizoram. Its main objective is to disseminate the knowledge and information of different careers to students and the community. It also makes teachers, parents and community in general aware of the guidance programme existing in the schools. Experts and specialists in different fields of work are invited to speak in the career conferences where they speak about information regarding the training facilities, requirement for admission, nature of courses and nature of the work, salary, promotion benefits etc. to students. Career exhibitions where occupational information materials are exhibited proved to be an effective method of imparting information to students. Exhibitions are especially useful to course student's interest and to motivate and orient them to the need for guidance. The students themselves are made to take part in this career exhibitions, and a large number of students attended these conferences and exhibitions.

Workshops and Seminars: Workshops, Refresher course, Seminars, Orientation and Training programme on Administration of Psychological Tests, Educational and Vocational Guidance and Counselling, use of Pupil's Cumulative Record Cards etc. have been organized for teachers, career masters, counsellors and Headmasters and concluded with due success at different districts of Mizoram. Different schools have started using pupil's cumulative record cards and teachers also administer psychological tests to students to secure accurate and reliable information about their abilities, interests, and adjustment problems in order to give them guidance and counselling.

Assisting Aids and Materials: Several leaflets on occupational information, materials on psychological tests and books on educational and vocational guidance are being published as well as purchased for disbursement to different schools for different purposes. Some of the said materials are translated in Mizo. These guidance aids and materials give information about guidance services in general, about courses and careers available, and about dealing with one's personal-social adjustment problems. The schools distributed these materials to the students, teachers, parents etc.

SCERT also conducts aptitude tests in schools. While conducting vocational guidance programmes in schools, eminent personalities of relevant vocations are invited to interact with students.

Activities which are undertaken by the Guidance and Counselling Cell, SCERT in 2019

1. Career Exhibition for four selected Schools at Synod Conference Hall on 23rd Aug 2019
2. 4 Day Training on Guidance and Counselling for Secondary School Teachers of Kolasib, Mamit and Champhai District on 24-27th Sep 2019
3. Organising of Career Awareness Campaign with parents of students of selected Model School of Govt. Thenzawl High School on 9th Oct 2019
4. Organising of a career day for neighbouring schools (5 schools) of adopted school (Govt Thenzawl High School) on 10th Oct 2019
5. Conduct of Psychological test for neighbouring schools of Mamawii Girls School on 22nd Nov 2019

Problems of Guidance and Counselling in the Schools:

The biggest issue prevalent in Mizo schools about guidance and counselling is the lack of dedicated experts or guidance counsellors. Schools rely on their senior teachers or teachers who have undergone training under SCERT, to provide the needful. It occurs due to lack of funds for the employment of full-time guidance counsellors, and the lack of trained specialists. Unlike foreign countries, guidance and counselling are not given the needed importance here in Mizoram, which is reflected by the lack of interest exhibited by educators, administrators, policymakers and the community. So far, schools rely on senior teachers and teachers who have undergone short term training programmes, which is not ideal and should not be seen as a tourniquet to this issue.

Regarding the tools and equipment for guidance, it is seen that it is insubstantial and inadequate in every government schools. Occupational and guidance literature is not available in enough quantity, nor are they in the latest and attractive form. It dampens the enthusiasm of the students and teachers in charge of providing guidance.

There is a lack of enough funds to carry on the programme effectively, and there is also a lack of clear-cut policy in sanctioning grants to educational institutions for guidance services. The funds provided for career corner is too meagre for enough guidance work.

Some headmasters and some teachers have attitudes that are not in favour of guidance. The guidance worker cannot work under management where there is a little provision in the timetable for guidance programme at the school level. SCERT takes feedback from trained teachers, and most of their problems concerning the application

of their newly acquired skills and training are the lack of interest shown by their superiors. Principals/Headmaster do not set aside time and space for counselling sessions. Though SCERT summons school principals to undertake training, most often if not all the time, these principals send their junior teachers to attend the training programmes on their behalf.

Some necessary physical facilities for running a guidance programme such as rooms, cupboards are not available in some schools, which negates the possibility of guidance and counselling sessions to take place, even if the school authorities are interested. It is not very easy for headmasters to provide room for guidance when there is not enough room for regular classrooms. The heads of institutions have their own set of priorities, which precedes guidance and counselling in terms of importance.

Suggestions:

The poor state of guidance and counselling in Mizoram schools narrows down to two factors: Funds and Awareness

Enough funds need to be provided for the smooth functioning of the guidance services at the school levels, without which the functions of the schools cannot be completed and concluded adequately.

The guidance unit at the SCERT should be equipped with sufficient staff so that training, orientation, seminars and workshops can be organized more frequently for guidance workers and headmasters in the schools, as the success of the guidance services depends upon their sincerity and dedication.

Seminars, career exhibitions, and career conferences should be organized more frequently so that students would be able to make proper decisions concerning their choice of courses and careers for their future. The public, in general, should also be inculcated with the awareness of the importance of guidance work.

Psychological tests should be administered to all students in the schools in order to know their aptitudes, interests, and intelligence so that proper guidance and counselling can be provided to them. Although SCERT engages in this activity, the school teachers should be trained to conduct these tests on their own.

The govt. should create additional posts in schools for guidance counsellors, specialising in various areas of guidance. It is necessary to have experts on site and available to serve the students during school hours. For residential schools, at least one guidance counsellor specialising in emotional and behavioural problems should be appointed and be available to the residential students 24/7. However, financial

constraints may reduce the possibility of creating additional govt. posts for guidance counsellors. In this case, existing experts in various fields can be hired on contractual basis to visit schools in fixed intervals.

We may conclude that an active programme of guidance and counseling is a must in order to ensure quality education at the school level.

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A Study of Test Anxiety among Higher Secondary School Students in Government Mizo Higher Secondary School, Aizawl

Ignes R. Lalmuanpuii*
Eva Lalrampari**

Abstract

The objective of the present study is to find out the anxiety level of higher secondary school students. The sample consists of 100 higher secondary school students in Government Mizo Higher Secondary School in Aizawl city. Test Anxiety Scale (TAS) developed by Dr. V.P Sharma was used for data collection which consists of 25 items. It was found that majority of higher secondary school students have favourable test anxiety level. It was also found that the test anxiety level between boys and girls higher secondary school students differ significantly. Measures for reducing test anxiety have also been suggested.

Keywords: *Test Anxiety; Higher Secondary School Students; Government Mizo Higher Secondary School; Aizawl.*

Introduction

Anxiety is a salient and complex phenomenon in the field of language teaching. Test anxiety as an aspect of anxiety happens when an individual experiences a feeling of apprehension and uneasiness during, before, and after a certain exam. This basic human emotion can have both facilitating and debilitating effects on the process of learning. While learners can benefit from an average level of anxiety, the performance of students will deteriorate if they are overwhelmed by this feeling. People can benefit from a moderate level of anxiety to keep themselves hardworking and responsible of what they have to do, and consequently have a more sustainable and prosperous life. Psychologists believe that too much anxiety may hurt the way people perform, as

*Ignes R. Lalmuanpuii, Research Scholar, Department of Education, Mizoram University, Ph-7627907707, Email: ignesjo@gmail.com

**Eva Lalrampari, Research Scholar, Department of Education, Mizoram University, Ph-7005829688, Email: eva.rampari@gmail.com

when test anxiety interferes with some students' ability to remember what they have studied. Students whose over-arousal impairs their ability to perform well in a certain testing situation are said to suffer from test anxiety. It seems that there is a relationship between the extents of test anxiety the learners experience and the scores they receive in a specific test. On the other hand, some scholars believe that there is little, if any, relationship between test anxiety and the learners' performance.

Since test scores are so important for academic and career development, students are naturally under tremendous pressure to achieve high test scores; thus, test anxiety has become a universal experience in contemporary society. Test anxiety could be referred to as a link which relates cognitive abilities to the subfield of motivation and emotion. Self-actualization is at the peak of what Maslow has named "hierarchy of needs". According to this model people cannot be motivated by higher-level goals (e.g. self-actualization) until needs at the lowest level (physiological needs and safety) of the hierarchy are at least partially satisfied. The assumption is that the traditional tests trigger a negative test anxiety due to their characteristics. Therefore, by the use of ongoing assessment we may reduce the amount of this overwhelming anxiety. If there happens to be a negative relationship between self-actualization and test anxiety, it seems apt for the teachers to apply techniques and procedures in order to help students boost their level of self-actualization in order to enable them to control their test anxiety.

Rationale of the study

The emerging of millennium with alarming scientific achievements, challenging technological advancements and revolutionized communicative excellence prescribe high order need for achievement in the work of competition. 'Test Anxiety' seems to be essential demand characteristics of the emerging 21st century. Anxiety for success-oriented achievements not only in educational deliberations, but also in other fields of life and work, has become the primary requirement of the individuals.

Warding off 'Fear of Failure' and promoting 'Hopes of success' have become the need of the day and a proven success depends upon the results on any Test Anxiety Scale Examinations for assessing educational attainments, no doubt, provide test situation in particular, but various critical conditions of life in different perspectives in general, pose test situations. Application of 'Test Anxiety Scale' functions as a Predictive Measure highlighting the probability of success or failure of the individual. As such, the test situation is experienced by almost all members of our society; however, it is more so and greatly affected academicians who are frequently influenced by their test performance for we are living in a 'Test Taking and Test Conscious' culture.

In order to understand the situation of test related stress and anxiety among the youth the following research questions need to be answered:

1. Are the students of Government Mizo Higher Secondary School suffering from test anxiety?
2. What proportion of Government Mizo Higher Secondary School students suffer from test anxiety?
3. Is there a difference in the level of test anxiety between the boys and girls of Government Mizo Higher Secondary School?

Objectives of the study

1. To find out the test anxiety level of higher secondary school students in Government Mizo Higher Secondary School, Aizawl.
2. To compare the test anxiety level of boys and girls higher secondary school students in Government Mizo Higher Secondary School, Aizawl.
3. To suggest measures for reducing text anxiety among higher secondary school students.

Null hypothesis of the study

For the present study the following null hypothesis has been formulated for objective no. 2:

1. There is no difference in the test anxiety level of boys and girls higher secondary school students in Government Mizo Higher Secondary School, Aizawl.

Methodology

Descriptive survey method is used for the present study

Population and sample

The population for the present study consists of all higher secondary school students in Government Mizo Higher Secondary School, Aizawl. The sample selected consisted of 100 higher secondary school students randomly selected from Government Mizo Higher Secondary School, Aizawl.

Tools used for data collection

For the present study, Test Anxiety Scale (TAS) developed by Dr. V.P Sharma was used for data collection which consists of 25 items.

Mode of data collection

The investigators personally went to Government Mizo Higher Secondary School, Aizawl to collect the necessary data.

Analysis of data

For analysing the collected data relevant statistical techniques such as mean, standard deviation and t-test have been used.

Analysis and interpretation

The findings of the present study and their interpretations are presented in the following tables.

Table-1
Anxiety level of higher secondary school students in Government Mizo Higher Secondary School, Aizawl

ANXIETY LEVEL	N	RAW SCORES	MEAN	%
High Test Anxiety	100	6803	68.03	47%
Low Test Anxiety				53%

As per Table-1, the raw score is 6803 with mean 68.03. There were 47% higher secondary school students who are having highest anxiety level while 53% higher secondary school students are having lowest anxiety level.

Table-2
Comparison between the the anxiety level of boys and girls higher secondary school students in Government Mizo Higher Secondary School, Aizawl

GROUP	Mean	SD	MD	SED	t-value
Boys	64.42	9.677	7.22	1.901	3.798
Girls	71.64	9.33			

Significant at .01 level

Analysis of Table-2 revealed that the mean and SD for boys are 64.42 and 9.677 while the mean and SD for girls are 71.64 and 9.330. The t-value is 3.798 which is significant both at 0.01 and 0.05 levels of significance. It indicated that there is a

significant difference between the test anxiety levels of boys and girls higher secondary school students. Hence, the null hypothesis stating that there is no significant difference between the test anxiety levels between boys and girls higher secondary school students in Government Mizo Higher Secondary School, Aizawl has been rejected.

Major findings

1. The findings of the study indicated that majority of higher secondary school students i.e. 53% in Government Mizo Higher Secondary School, Aizawl have low test anxiety level while 47% have highest anxiety level.
2. The study also revealed that there is a significant difference between the test anxiety levels of boys and girls higher secondary school students in Government Mizo Higher Secondary School, Aizawl. This further showed that the null hypothesis stating that there is no significant difference between the test anxiety levels between boys and girls higher secondary school students in Government Mizo Higher Secondary School, Aizawl has been proved wrong and rejected.

Suggestions

1. Students may be provided with institutional help through various stress reduction programmes to help students in reducing test anxiety which in turn will help to increase their academic achievements.
2. Teachers may arrange counseling sessions for students to assess their test anxiety and increase their test taking skills and confidence.
3. Further research studies are needed which take consideration of other factors such as culture, family background, institutional facilities, parental educational, peer pressure, parental expectations and test administration and how it affects the text anxiety level of higher secondary school students.

Conclusion

The present study revealed that there are gender differences among secondary school students in terms of test anxiety level. It was also found that female students experience higher level of test anxiety than male students. It is a known fact that women have a higher incidence of depression, post-traumatic stress disorder, and other anxiety disorders. This may be elevated among young women of today due to the kind of stress they experience at a young age in school.

Nevertheless, stress relieving activities must be encouraged and enforced in public and private institutions. Emphasis on physical education, music, arts and crafts can help alleviate the stress and tension felt by students due to their studies, and more so with tests and exams.

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Perception of Students about the Use of ICT in Teaching-Learning Process of Government Colleges in Aizawl City

Vanlalruati*
Lalhmasai Chuaungo**

Abstract

The present study is an attempt to find out the use of ICT by teachers in teaching-learning process of government colleges in Aizawl city based on perception of the students. All the 8 government colleges offering general under-graduate courses such as arts, science and commerce were covered in the study. Students of 5th semester from these 8 colleges were firstly selected purposively as students at this stage were experienced enough to give proper judgment on whether their teachers properly used ICT in teaching-learning process or not. After that, a sample of 180 students comprising of 60 each from arts, science and commerce streams was selected by following random sampling method. The finding reveals that students who perceived some teachers only as using ICT resources and facilities in teaching-learning process constituted the highest percentage. While this was so, highest percentage of students perceived most teachers as using powerpoint presentation. Whatsapp messenger was the most popular online tools used by the teachers for communicating with the students.

Keywords: Perception, ICT, Teaching-learning process, Government colleges, Aizawl city.

Introduction

With the rapid pace of technological and scientific advancement, educational technology has transformed significantly as an important educational tool. The teaching-learning has been upgraded and innovated with the help of computers in many ways from traditional methods to modern techniques. Teaching-learning has been conducted

*Vanlalruati, Research Scholar, Department of Education, Mizoram University, Aizawl. Email: vlalruati@gmail.com

**Prof. Lalhmasai Chuaungo, Professor, Department of Education, Mizoram University, Aizawl & Director, UGC-HRDC, Mizoram University. Email: lalhmasai.c@gmail.com

through e-learning, mobile-learning, web-based learning, multi-media learning, etc. Professional courses require such modern techniques to make the learning meaningful and fruitful to meet the need for diversity of the learners. The growth of information and communication technology (ICT) has brought in rapid changes because of its appropriateness, applicability, and versatility in use for classroom teaching (Gnanam, Vetrivel, & Raju, 2016).

The role of ICT in education is becoming more and more important and will continue to grow and develop in the 21st century (Richard, 2015). The use of ICT in education has brought about student-centered learning settings in our educational system. As the world is moving rapidly into digital media and information, ICT is gaining more and more popularity and importance in modern education.

Review of Related Studies

Padmavathi (2013) had a survey on secondary school teachers' perceptions, competency and use of computers carried out among secondary school teachers working in Puducherry, India. Teachers' perception towards use of computer was found to be favorable. Age, gender, training in computers, teaching subject did not show significant difference in the teachers' perception on use of computers.

Miima, Ondigi and Masivi (2013) studied teachers' perception about integration of ICT in teaching and learning of Kiswahili language in secondary schools in Kenya. It was found that most Kiswahili teachers understood the benefit of integrating ICT in teaching and learning of Kiswahili language but they were not willing to adopt it due to various challenges.

Makura (2014) conducted a study on 'Students' perceptions of the use of ICT in a higher education teaching and learning context: The case of a South African university'. Results showed that students perceived 'technology for learning' to mean a computer. They were satisfied with its use and functionality since commencing their studies. Students also reported that most lecturers did not use ICT for teaching.

Gebremedhin and Fenta (2015) assessed teachers' perception about integrating ICT in teaching learning process of Adwa College. The study reported that Adwa College teachers had strong positive perception to use of ICT in teaching-learning process. The teachers' perception towards ICT integration into teaching-learning process increased when ICT usage was encouraged and vice versa.

Chuaungo (2017) in her study on use of ICT for education among B.Ed students and teachers in Mizoram reported that 50 per cent of B.Ed students considered their teachers as using power point presentation very often in teaching while 27 per cent of the students reported that their teachers were not comfortable or confident in using the ICT. Majority (71 %) of B.Ed students reported that they were able to demonstrate their ICT skills during practicum and 58 per cent of B.Ed students claimed that they were able to embed ICTs in their lessons to their satisfaction.

Vanlalruati (2018) in a study on e-learning practices among the students of Mizoram University found that the students found e-learning useful and interesting as they could work according to their own time and space. They also felt that e-learning improved the quality of their work – assignment, test, exam, practical, etc. and their work also became easier and smoother when compared with that of learning in traditional style.

Brief review of related studies given above indicates that few studies relating to ICT in education have been conducted in different countries. Some studies reviewed are focused on teachers' perception about integrating ICT in teaching learning process and use of ICT in education. There are studies focusing on perception of teachers about integration of ICT in teaching learning. However, studies on students' perception about the use of ICT in teaching-learning process are hardly to be found. As this particular area has not been properly covered, an attempt has been made to fill this research gap by undertaking the present study.

Objectives of the Study

- 1) To study the perception of students about the use of ICT in teaching-learning process of government colleges in Aizawl city
- 2) To suggest some measures for improvement in the use of ICT in teaching –learning process of government colleges in Aizawl city

Operational Definitions of Key Terms Used

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

- 1) **Perception:** The term 'perception' in the present study means the way in which a thing is regarded, understood or interpreted.

2) **ICT:** In the present study, ICT stands for Information and Communication Technology and refers to technological tools and resources used to create, store, manage, disseminate and communicate information to the learners and that are used in teaching – learning process.

3) **Teaching-Learning Process:** The term ‘teaching - learning process’ in the present study implies a process of delivery and dissemination of information to the learners in an educational setting to bring about desired changes in the students.

4) **Government Colleges in Aizawl City:** The term ‘government colleges in Aizawl city’ refers to colleges run and managed by Government of Mizoram located in Aizawl City, the capital of Mizoram and offering general undergraduate courses of studies such as Arts, Science and Commerce.

Methodology of the Study

Research Approach: The present study adopted a descriptive research approach. For analysis of data collected for the present study, both qualitative and quantitative approaches were followed.

Population and Sample of Students: Population of students for the present study comprised of all the students of government colleges in Aizawl city. In the first stage, purposive sampling technique was followed and that selection of sample students was restricted to 5th Semester as students at this stage were experienced enough to give proper judgment on whether their teachers properly use ICT in teaching-learning process or not. Thus, out of 2188 students of 5th Semester, a sample of 180 students comprising of 60 each from arts, science and commerce streams was selected by following random sampling method.

Tool Used: The tool used for the present study was a questionnaire for students for studying their perception about the use of ICT by teachers in teaching – learning process.

Statistical Treatment of Data: For quantitative analysis, simple statistical techniques such as frequencies and percentages were applied.

Analysis and Interpretation of Data

Data presented in the following tables have been analyzed and interpreted as given below:

Table – 1: Perception of College Students about the Utilization of ICT Resources of Colleges by the Teachers in Teaching - Learning Process

Sl. No	Perception	Total N=180	Arts students N=60	Science students N=60	Commerce students N=60
1	All teachers utilize ICT resources of the college	19 (10.56)	3 (5)	8 (13.33)	8 (13.33)
2	Most teachers utilize ICT resources of the college	65 (36.11)	15 (25)	27 (45)	23 (38.34)
3	Some teachers utilize ICT resources of the college	78 (43.33)	28 (46.67)	23 (38.34)	27 (45)
4	Few teachers utilize ICT resources of the college	18 (10)	14 (23.33)	2 (3.33)	2 (3.33)
5	None of the teachers utilize ICT resources of the college	0	0	0	0

Figures in parentheses indicate percentages

Table - 1 reveals the following:

- a) Many students of government colleges in Aizawl city i.e. 43.33 per cent perceive that some teachers utilize ICT resources of the college. The perception that all teachers utilize ICT resources of the college is held by only 10.56 per cent whereas 36.11 and 10 per cent find that most and few teachers utilize ICT resources of the college. There is not a single student who perceives that none of the teachers utilize ICT resources of the college.
- b) The highest percentage of arts and commerce students (46.67% and 45% respectively) perceive some teachers as utilizing ICT resources of the college in teaching-learning process. While this was so, the highest percentage (45%) of science students perceives most teachers as utilizing ICT resources of the college in teaching-learning process.

Table – 2: Perception of College Students about the Use of Powerpoint Presentation by the Teachers for Classroom Teaching

Sl. No	Perception	Total N=180	Arts students N=60	Science students N=60	Commerce students N=60
1	All teachers use powerpoint presentation for classroom teaching	56 (31.11)	10 (16.66)	29 (48.33)	17 (28.33)
2	Most teachers use powerpoint presentation for classroom teaching	83 (46.11)	25 (41.67)	15 (25)	43 (71.67)
3	Some teachers use powerpoint presentation for classroom teaching	41 (22.78)	25 (41.67)	16 (26.67)	0
4	Few teachers use powerpoint presentation for classroom teaching	0	0	0	0
5	None of the teachers use powerpoint presentation for classroom teaching	0	0	0	0

Figures in the parentheses indicate percentages

Table - 2 shows that:

- a) There are 46.11 per cent of students of government colleges in Aizawl city who perceive that most teachers use powerpoint presentation for classroom teaching. The perception that ‘all teachers use powerpoint presentation’ is held by only 31.11 per cent and ‘some teachers use powerpoint presentation for classroom teaching’ by 22.78 per cent. There is not a single student who perceives that few and none of the teachers use powerpoint presentation.
- b) While 41.67 per cent of arts students hold the perception that most teachers use powerpoint presentation for classroom teaching, another 41.67 per cent of them perceive some teachers as using powerpoint presentation in classroom teaching.
- c) Among science students, the percentage of them who perceive that all teachers use powerpoint presentation in classroom teaching is highest which constitutes 48.33 per cent.
- d) Majority of commerce students i.e. 71.67 per cent find that most teachers use powerpoint presentation for classroom teaching.

Table – 3: Perception of College Students about the Benefits of Powerpoint Presentation Done by the Teachers for Classroom Teaching

Sl. No	Perception	Total N=180	Arts students N=60	Science students N=60	Commerce students N=60
1	Powerpoint presentation helps a lot in the teaching-learning process	143 (79.44)	43 (71.67)	50 (83.33)	50 (83.33)
2	Powerpoint presentation is of little help in the teaching-learning process	37 (20.56)	17 (28.33)	10 (16.67)	10 (16.67)
3	Powerpoint presentation does not help in the teaching-learning process	0	0	0	0

Figures in the parentheses indicate percentages

Table - 3 reveals that:

- a) Majority of students of government colleges in Aizawl city which constitutes 79.44 per cent perceive that powerpoint presentation helps a lot in the teaching-learning process.
- b) The percentage of them who perceive that powerpoint presentation is of little help in the teaching-learning is only 20.56 per cent.
- c) There is not a single student who perceives that powerpoint presentation does not help in the teaching-learning process.
- d) The percentages of arts, science and commerce students who perceive powerpoint presentation as helping a lot in the teaching-learning process are as high as 71.67, 83.33 and 83.33 respectively.

Table – 4: Perception of College Students about Online Tools Most Popularly Used by College Teachers for Communicating with the Students for Educational Purpose

Sl. No	Perception of college students about the use of online tools	Total N=180	Arts students N=60	Science students N=60	Commerce students N=60
1	Electronic Mail (E-Mail)	12 (6.67)	3 (5)	9 (15)	0
2	Facebook	0	0	0	0
3	Whatsapp Messenger	168 (93.33)	57 (95)	51 (85)	60 (100)
4	Instagram	0	0	0	0
5	Telegram	0	0	0	0

Figures in parentheses indicate percentages

Table - 4 reveals that:

- 1.a) Large majority of students of government colleges in Aizawl city which constitutes 93.33 per cent perceive that whatsapp messenger is the most popular online tools used by the teachers for communicating with them. The percentage of students who perceive the teachers as using electronic mail (e-mail) for that purpose is only 6.67. There is not a single student who perceives that teachers use online tools i.e. facebook, instagram and telegram for communicating with the students.
- b) The percentage of students who perceive whatsapp messenger as the most popular online tool used by their teachers for communicating with them is highest (100%) among commerce students, second highest among arts students (95%) and third highest (85%) among science students.

Major Findings and Conclusions

1. Perception of College Students about the Utilization of ICT Resources of Colleges by the Teachers in Teaching - Learning Process
 - a) According to the generalized perception of the students, only some teachers of government colleges in Aizawl city utilized ICT resources of the colleges in teaching-learning process.
 - b) Based on perception of the students, science teachers are better than arts and commerce teachers in utilizing ICT resources of the college for teaching-learning process and that most of them utilized the resources.

- c) There was no student who held the perception that none of the teachers utilized ICT resources of the college in teaching-learning process. This implies that in every college and in every stream of studies, at least some teachers utilized the resources.
2. Perception of College Students about the Use of Powerpoint Presentation Done by the Teachers for Classroom Teaching
 - a) The perception that most teachers used powerpoint presentation for classroom teaching was held by the highest percentage of students in general (46.11%).
 - b) There was not a single student who perceived that few or none of the teachers used powerpoint presentation.
 - c) The percentages of arts students who held the perception that most teachers or some teachers used powerpoint presentation in classroom teaching were equal.
 - d) Among science students, the percentage of them who perceived that all teachers used powerpoint presentation in classroom teaching was highest which constituted 48.33 per cent.
 - e) Majority of commerce students i.e. 71.67 per cent found that most teachers used powerpoint presentation for classroom teaching.
 - f) It may thus be concluded that in general, most teachers of government colleges in Aizawl city used powerpoint presentation for classroom teaching. Science teachers are best users of powerpoint presentation followed by commerce teachers and then by arts teachers.
 3. Perception of College Students about the Benefits of Powerpoint Presentation by the Teachers for Classroom Teaching
 - a) Majority of students of government colleges in Aizawl city pursuing arts, science and commerce streams of studies perceived that powerpoint presentation helped a lot in the teaching-learning process.
 - b) There was not a single student who perceived that powerpoint presentation did not help in the teaching-learning process.
 4. Perception of College Students about Online Tools Most Popularly Used by College Teachers for Communicating with the Students for Educational Purpose
 - a) As per the perception of large majority (93.33%) of students of government colleges in Aizawl city, whatsapp messenger was the most popular online tools used by the teachers for communicating with them. Electronic mail (e-mail),

facebook, instagram and telegram were hardly used by the teachers for communicating with the students. Commerce teachers were best users of whatsapp messenger for communicating with the students followed by arts teachers and then by science teachers.

Suggestions for Improvement of ICT in Teaching- Learning Process of Government Colleges in Aizawl City

As the highest percentage of students of government colleges in Aizawl city perceive that some teachers only utilize ICT resources of the college in teaching-learning process, the following measures are put forward for implementation:

- 1) All the teachers should be made aware of the importance of employing ICT in their teaching and should be trained and enabled to make use of ICT resources and facilities in teaching-learning process. Emphasis should be given to arts teachers as they are found to be the least users of ICT.
- 2) All the teachers should be required to use powerpoint presentation and other ICT facilities for imparting knowledge and communicating with the students.
- 3) Teachers should be encouraged to utilize online tools such as whatsapp messenger, electronic mail (e-mail), facebook, instagram and telegram and others for communicating with the students for educational purpose.

Conclusion

Teaching-learning process in educational institutions particularly at higher education stage nowadays is incomplete without information and communication technology (ICT). Therefore, integration and utilization of ICT in educational process is a must for having effective and successful education system. While that is so, the position of colleges run and managed by government of Mizoram is still not satisfactory. The government has to take some more steps to reach the satisfactory or the desired stage. As everyday's life of everybody nowadays is incomplete without ICT, college teachers and students are considered to be able to catch up easily everything related to the use of ICT for teaching and learning. Thus, the colleges in Mizoram would be able to reach the desired stage with little more efforts from the government, administrators and teachers.

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