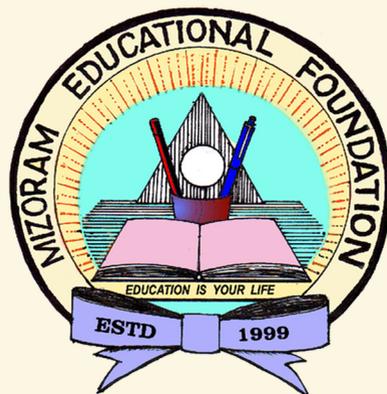


ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Bi-Annual Journal)



Vol. VI Issue 1, June, 2020

Patron : Dr. L.N. Tluanga, Eminent Educationist (Former Director, School Education Department, Government of Mizoram etc.)

Advisor : Prof. R.P. Vadhera, Pro Vice Chancellor, Mizoram University, Aizawl
(Former Director of CDC, Former Director of UGC-ASC & Former Dean, SEH, Mizoram University).

EDITORIAL BOARD

Chief Editor : Prof. Lalhmasai Chuaungo

Editors : Prof. H. Malsawmi
Dr. Lalhlimpuii

Chief Circulation Manager : Ms. Lalramthari

Circulation Managers : Dr. Zodinsanga
Dr. Vanlalruatfela Hlawndo
Dr. Francis L.R. Puia Tlau
Dr. F. Lalrinzuali

Ex-Officio Member : 1. President, Mizoram Educational Foundation
2. General Secretary, Mizoram Educational Foundation

NATIONAL ADVISORY BOARD

Prof. K.K.Sharma : Chairman, Council for Teacher Education, Haryana State Chapter, & Former Pro-Vice-Chancellor, NEHU, Shillong, Meghalaya
Kurukshetra, Haryana

Prof. Swarnalata Das : Former Professor of Education, Gauhati University, Guwahati, Assam.

Prof. M.D. Usha Devi : ICSSR Sr. Fellow, Institute for Social and Economic Change, Bangalore, & Former Professor & Head, Centre for Human Resource Development, Bangalore, Karnataka

Prof. R.P. Shukla : Professor, Department of Education, Banaras Hindu University, Varanasi, U.P.

Prof. Benudhar Chinara : Professor, Department of Education, Visva-Bharati University, Santiniketan, W.B.

Dr. Sunil Behari Mohanty : General Secretary, All India Association for Education Research (AIAER), & Editor, Journal of AIAER, Puduchery.

ISSN 2395-731X

Mizoram Educational Journal
(A National Refereed Bi-Annual Journal)

Chief Editor : Prof. Lalhmasai Chuaungo
Editor : Dr. Lalhlimpuii

Vol. VI Issue 1, June, 2020

Annual Subscription

Within India

Individuals ₹ 200 @ ₹ 100 per copy

Institutions ₹ 300 @ ₹ 150 per copy

Annual Subscription commences with January and ends with December every year.

Advertisement Tariff (For one issue)

Full page ₹ 1500

Half page ₹ 800

Mizoram Educational Journal, a national refereed bi-annual journal is a publication of Mizoram Educational Foundation (MEF), Mizoram, Aizawl. MEF is a body of professionals interested in promoting the cause of education for the overall development of Mizoram in particular and of the country in general. It was registered under Societies Registration Act, 1860 with registration no. S.R./MZ-64 of 2005-06 on 6th September, 2005. Apart from providing a forum by organizing seminars, conferences, symposia and other related academic activities on various educational matters, the Foundation disseminates educational materials, ideas, knowledge and experiences through its journal.

Views and opinions expressed in the articles are those of the contributors and do not necessarily reflect the policies of MEF.

Published by Prof. C. Lalremruata on behalf of the Mizoram Educational Foundation (MEF), Postal Add. : Ramhlun Venglai, Aizawl, Mizoram 796012; Contact No. 9436366369; Email : ruatachhangte@gmail.com

Printed at:



Lois Bet

Print & Publication

Chanmari, Aizawl

Ph : 2349250 / 2349970

CONTENTS

A Study of Group Test of Intelligence among Class IX students of Helen Lowry Higher Secondary School, Aizawl City Malsawmkimi & Dr. F. Lalrinzuali	1
Understanding the Relationship of General Intelligence with Academic Streams of College Students in Mizoram Gloria Lalchhahimi & R.P. Vadhera	12
Secondary School Text Book and Co-Curricular Activities Related to Healthy Adolescence Behavior in Mizoram Zothangpuii & B. B. Mishra	24
Environmental Activities of College Students in Mizoram: An analysis Lalmangaihzuali & Lynda Zohmingliani	35
Job Satisfaction Among Deficit Secondary School Teacher in Relation to Their Gender in Aizawl District Esther Lalringhet & Prof. Lallianzuali Fanai	42
Perception of High School Boys and Girls of Mizoram on Culture of Peace in the Schools Zodinsanga Sailo & B. B. Mishra	52
A Critical Study of Hindi Language Textbook for Class III in Mizoram Swati Dwivedi & Prof. Lalhmasai Chuaungo	62
Exploring Identity: A Study of Inter-racial Encounters in Selected Stories of Nadine Gordimer Lallianzuali Varte	77
Participation of Secondary School Teachers of Aizawl City in School Administration Lalringheta Kawlni & N. Pramod Kumar	85

A Study of Group Test of Intelligence among Class IX students of Helen Lowry Higher Secondary School, Aizawl City

Malsawmkimi*
Dr. F. Lalrinzuali**

Abstract

The main objectives of the study are to compare the level of intelligence between male and female students, to find out the level of students' intelligence, and to determine the distribution of the students' t-score obtained for age norms on group test of intelligence using skewness and kurtosis. Group Test of Intelligence (GGTI) developed by Dr. G.C. Ahuja was used. Data was collected from 46 students of Helen Lowry Higher Secondary School, Aizawl. A descriptive survey method has been used for this study. The collected data were analyzed using statistical techniques such as mean, standard deviation and t-test. To determine the level and distribution of the scores on intelligence, skewness and kurtosis were used. The findings revealed that there is no significant difference between male and female students on their scores in intelligence test. It also indicated that majority of the students' scores fall on the 'Average level of intelligence'. The skewness and kurtosis are found to be -0.08 and 0.61 respectively.

Keywords: *Group test of Intelligence, Higher Secondary School Students*

Introduction

Intelligence may be defined as a group of general mental abilities which can be observed in one's capacity to deal with a variety of different tasks. Intelligence is the capacity to meet the demands, needs or challenges in one's life. It is a cognitive activity. This differs from one individual to another. Psychologists have worked to know the growth, development and assessment of intelligence. Intelligence to some extent is innate and can also be defined as one's ability to respond to the situations effectively. The level of intelligence is determined in terms of intelligence-quotient (IQ). There are three different types of tests to know about one's IQ. They are verbal, non-verbal

*Malsawmkimi, Research Scholar, Department of Education, Mizoram University.

Email: meskay0825@gmail.com

** Dr. F. Lalrinzuali, Assistant Professor, Department of Education, Mizoram University.

Email: lalrinzualifanai@gmail.com

and performance tests. According to H. Gardner, “Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings”.

Intelligence tests come in many forms, and some tests use a single type of item or question. Most tests yield both an overall score and individual subtest scores. Regardless of design, all IQ tests attempt to measure the same general intelligence. Component tests are generally designed and selected because they are found to be predictive of later intellectual development, such as educational achievement. There are psychological tests that are designed to measure a variety of mental functions, such as reasoning, comprehension, and judgment. They are designed to give an intelligence quotient derived from a set of standardized test scores.

There are two major types of intelligence tests, those administered to individuals and those administered to groups. Individual intelligence tests are administered to individuals one by one. They are meant to test the intelligence of one individual at a time. Individual tests of intelligence are of two types: verbal and non-verbal tests. In verbal individual intelligence tests, adequate use of reading, writing and arithmetic (3Rs) is required. Here the instructions are given by word-of-mouth. Individuals are required to use language as well as paper and pencil for giving the responses.

Group-administered intelligence tests involve a series of different problems and are generally used in mass testing situations such as the military and schools. Examples of group tests are Multidimensional Aptitude Battery, The Cognitive Abilities test and Scholastic Assessment Tests. The advantages of group tests are that; it can be administered to very large numbers simultaneously, it simplifies examiner’s role, scoring is typically more objective, large representative samples are often used leading to better established norms and highly verbal group tests can have a higher validity coefficient than an individual test.

Group Test of Intelligence (GGTI) developed by Dr. G.C. Ahuja is devised to assess the general mental ability of children in the age group of 13-17 Years. This 261-item test consists of eight sub tests: following directions, Classification, Analogies, Arithmetic Reasoning, Vocabulary, Comprehension, Series, and Best Answers. Time required for whole administration is 32 minutes.

Rationale of the Study

Education in India has seen a tremendous growth in the past few decades. Schools as well as numbers of students are multiplying rapidly. At the same time, this expansion has somewhat affected the quality of education to a certain extent. Researchers have also found that the standards of education have been deteriorating as well. The responsibility of improving the quality of education largely lies on the educators and

educationists. It is crucial for educators to recognize the importance of individual differences among students. The gifted, the average, the normal, and the under achiever cannot all be treated in the same way. Thus, identifying students' mental capacity is always needed.

In order for educators to help improve their students' academic performance, it is of paramount importance to identify their strengths and weaknesses. Classification of students according to their abilities, identification of their capacities, diagnosis of their academic failures and identification of the gifted and low achiever is only possible by measuring their level of intelligence. This will help teachers and educators in diagnosing learning disability and to help develop appropriate educational strategies in and outside the classroom. Depending on the types of intelligence test, it will help teachers identify the students' areas of strengths and weaknesses.

The group-tests on intelligence can be administered to a large number of subjects at a time with clear cut direction regarding how to respond to the questions set in the tests. This test is also helpful for the students in the context of their fear of examinations and tension because it includes large numbers of students for the same. It is economic as well as time saving. Further, it is also useful for students in the selection of subjects, courses and careers and for providing educational, vocational and personal guidance.

This study is crucial for identification of students' level of intelligence as well as for teachers to enable them to employ suitable methods and strategies for better achievement of the learners. Used with care and compassion, as a tool towards understanding, such tests can prove invaluable in improving their academic performances and future career. Hence, it is the need of the hour to conduct this study and thus it has been taken up.

Statement of the Problem

The problem of the study has been stated as "A Study of Group Test of Intelligence among Class IX students of Helen Lowry Higher Secondary School, Aizawl City".

Research Question

Is there any difference in intelligence between male and female students of Helen Lowry Higher Secondary School?

Objectives of the Study

1. To compare the level of intelligence between male and female students.
2. To find out the level of students' intelligence using Group test of Intelligence.
3. To determine the distribution of the students' scores on group test of intelligence using skewness and kurtosis.
4. To determine the level and distribution of the students' t-scores obtained for age norms on group test of intelligence using skewness and kurtosis.

Hypothesis of the Study

1. There is no significant difference between the intelligence of male and female students.

Delimitation

Due to time constraint, the present study is confined to only 1 (one) deficit higher secondary school in Aizawl City.

Method of the Study

Population of the Study

The population of the study is Deficit Higher Secondary Schools in Aizawl City.

Sample of the Study

Data was collected from 23 male and 23 female with a total of 46 Class-IX students from Helen Lowry Higher Secondary School, Aizawl.

Tools

For the present study, the Group Test of Intelligence (GGTI) developed by Dr. G.C. Ahuja devised to assess the general mental ability of children in the age group of 13-17 years was used. There are 135 statements in total. This 261-item test consists of eight sub-tests: Following Directions, Classification, Analogies, Arithmetic Reasoning, Vocabulary, Comprehension, Series, and Best Answers.

Data Collection

The investigator personally visited the school and permission was taken from the Principal of the school to collect the required data. Confidentiality was assured.

Data Analysis

The collected data were analyzed using statistical techniques such as mean, standard deviation and t-test to find out the group test of intelligence among students. To determine the distribution of the scores, skewness and kurtosis were used.

Analysis and Interpretation of the Study

Table 1: Scores on Group test of intelligence of both male and female students of Helen Lowry Higher Secondary School, Aizawl.

No. of Students	Male	Female
1	50	54
2	58	53
3	66	76
4	69	76

5	72	52
6	51	61
7	76	57
8	72	90
9	72	69
10	68	66
11	78	51
12	53	50
13	68	102
14	72	36
15	72	58
16	55	55
17	78	77
18	56	33
19	74	58
20	56	32
21	66	62
22	78	68
23	71	35

Table 2: Mean, SD, and t-value for male and female students on Group test of Intelligence

Group test of Intelligence	Gender	N	Mean	SD	t-value	Remark
	Male	23	66.56	9.15	1.68	Not significant
	Female	23	59.6	17.49		

Analysis of data vide table 2 indicates that the mean of male is 66.56 which is higher than the mean of female, i.e., 59.60. The study reveals that females' scores on the areas of analogy and arithmetic reasoning is lower than males'. It indicates that teachers need to include more activities to improve their vocabularies so as to instill comprehensive knowledge and grasp of the spoken and written language. Students can be helped to improve by engaging them in different activities such as reading more books, and newspapers, debates, quizzes and essays as well as activities to improve their critical thinking skills.

Further, the calculated t-value is 1.68 which is not significant at 0.05 level of significance. This shows that there is no significant difference between male and female students on their scores on intelligence test.

Table 3: Age, total score, and t-score obtained for age norms of all students on Group test of Intelligence

No. of Students	Gender	Age	Total Score	z-scores	T-Score Age
1	FEMALE	14	54	-0.64	43.62
2		15	53	-0.71	42.92
3		14	76	0.91	59.07
4		14	76	0.91	59.07
5		14	52	-0.78	42.22
6		15	61	-0.15	48.54
7		14	57	-0.43	45.73
8		15	90	1.89	68.9
9		15	69	0.42	54.16
10		15	66	0.21	52.05
11		14	51	-0.85	41.52
12		15	50	-0.92	40.81
13		14	102	2.73	77.33
14		14	36	-1.9	30.98
15		14	58	-0.36	46.43
16		14	55	-0.57	44.33
17		14	77	0.98	59.78
18		15	33	-2.11	28.88
19		15	58	-0.36	46.43
20		14	32	-2.18	28.17
21		15	62	-0.08	49.24
22		13	68	0.35	53.46
23		14	35	-1.97	30.28
24	MALE	14	50	-0.92	40.81
25		15	58	-0.36	46.43
26		15	66	0.21	52.05
27		14	69	0.42	54.16
28		14	72	0.63	56.26
29		16	51	-0.85	41.52
30		14	76	0.91	59.07
31		15	72	0.63	56.26
32		14	72	0.63	56.26
33		15	68	0.35	53.46
34		14	78	1.05	60.48
35		14	53	-0.71	42.92
36		14	68	0.35	53.46
37		14	72	0.63	56.26
38		15	72	0.63	56.26
39		15	55	-0.57	44.33

40		14	78	1.05	60.48
41		14	56	-0.5	45.03
42		15	74	0.77	57.67
43		14	56	-0.5	45.03
44		15	66	0.21	52.05
45		15	78	1.05	60.48
46		14	71	0.56	55.56

Table 4: Overall Mean, SD, Kurtosis and Skewness of the students' Group test of Intelligence

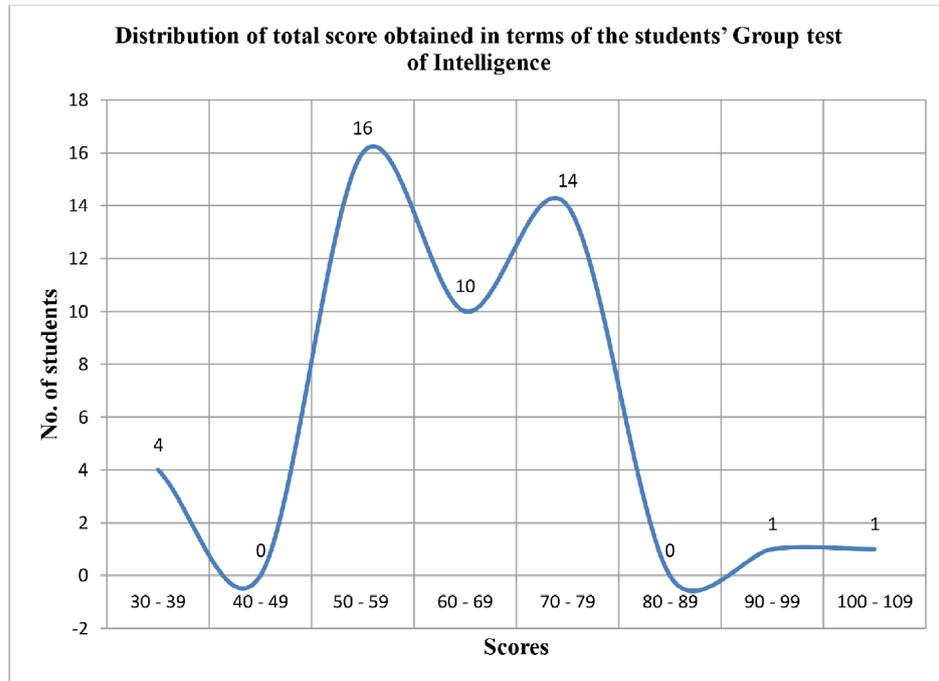
Group test of Intelligence	N	Mean	SD	Skewness	Kurtosis
	46	63.08	14.24	-0.081	0.618

As per table 3, the overall mean of all students is found to be 63.08, and standard deviation is found to be 14.24. The skewness and kurtosis are -0.08 and 0.61 respectively.

Table 5: Table for Skewness and Kurtosis graph of total score obtained in terms of the students' Group test of Intelligence

Sl. No.	C.I (total score)	F
1	30-39	4
2	40-49	10
3	50-49	16
4	60-69	10
5	70-79	14
6	80-89	0
7	90-99	1
8	100-109	1

Graph 1: Skewness and Kurtosis of total score obtained in terms of the students' Group test of Intelligence



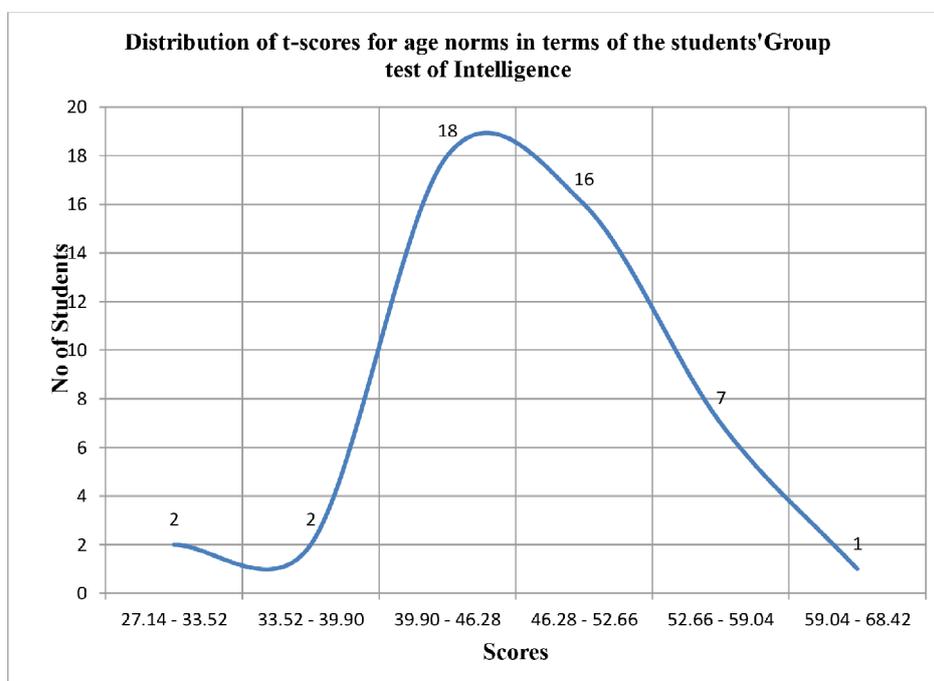
As per Graph 1, it can be seen that there are 4 (four) students whose intelligence scores fall between the ranges of 30-39. Majority of the scores, i.e. 16 (sixteen) students fall between the range 50-59 where there are 10 (ten) students on the scores between 60-69. It also denotes that there are 14 (fourteen) students whose scores fall between 70-79. There is 1 (one) student each on scores ranging between 90-99 and 100-109. There are no scores which fall on the ranges of 40-49 and 80-89.

Table6: Table for t-score (graph) for age norms in terms of the students' Group test of Intelligence denoting the results

Sl. No.	C.I (t-score)	F	Σ
1	27.14 – 33.52	2	-3
2	33.52 – 39.90	2	-2
3	39.90 – 46.28	18	-1
4	46.28 – 52.66	16	1
5	52.66 – 59.04	7	2
6	59.04 – 68.42	1	3

After the total scores obtained for intelligence are converted to z-scores, the t-scores for age norms are also obtained represented by skewness and kurtosis as given below.

Graph 2: Skewness and Kurtosis of t-score for age norms in terms of the students' Group test of Intelligence denoting the results



As per Graph 2, it is found that 2 students fall on 'low level of intelligence', 2 students on 'below average level of intelligence', 34 students on 'Average level of intelligence', 7 students on 'above average level of intelligence' and 1 student on 'high level of intelligence'.

Major Findings

The objective of the study was to compare the levels of intelligence between male and female students. Further, it aimed to find the levels of students' intelligence and determine the distribution of the students' scores and t-scores obtained for age norms on group test of intelligence using skewness and kurtosis.

1. To compare the levels of intelligence between male and female students, t-test was carried out. The calculated t-value is 1.68 which is not significant at 0.05 level of significance. This shows that there is no significant difference between male and female students on their scores in intelligence test.
2. The overall mean and standard deviation of all the students on their total scores obtained on intelligence is found to be 63.8 and 14.24 respectively.
3. It is found that 2 students fall on 'low level of intelligence', 2 students on 'below average level of intelligence', majority of students, i.e. 34 students on 'Average

level of intelligence', 7 students on 'above average level of intelligence' and 1 student on 'high level of intelligence'.

4. The skewness is found to be -0.08 which is negatively skewed as the value falls below 0 (zero). This shows that lesser number of students got low marks.
5. The kurtosis is found to be 0.61. This indicated that it is 'platykurtic' as it is less than 0.263. The curve shows that the scores are not normally distributed and the variation between the highest and the lowest score is more.

Recommendations

1. Trained professionals to carry out the tests should be given vital importance in the school.
2. Maintaining periodical cognitive profiles of students is necessary and will prove to be helpful to identify the students' areas of strengths and weaknesses.
3. Attempts should be made to give more opportunities to students lacking in the areas of analogies and arithmetic reasoning to improve their skills
4. As it is the responsibility of the school to help in the overall development of the students, awareness of their intelligence level may act as a guideline for the teachers, parents, and the students themselves as well.

Conclusion

From the above interpretation of the results, it is found that the calculated mean reveals the scores of males (66.56) is higher than females (59.60) on intelligence. This indicates that more focus is needed in the areas of analogy and arithmetic reasoning for female students. At the same time, from the calculated t-value, i.e., 1.68, it is found that there is no significant difference between males and females on their intelligence. Majority of the students', i.e. 34 students' scores fall on 'average level of intelligence'. There is 1 student's score which falls on 'high level of intelligence' while there are 2 students each which fall on 'low' and 'below average' level of intelligence. The skewness is found to be -0.08 which is negatively skewed indicating that lesser number of students got low marks. The kurtosis is found to be -0.61 which is 'platykurtic' indicating more variation between the highest and the lowest score. It is clear from this study that although the majority of the students' intelligence level is 'Average', the school plays an important role to help improve the students' skills and provide necessary help to their students to develop critical and analytical thinking skills apart from the usual classroom teaching and learning.

As students do not learn in the same way, they cannot be assessed in a uniform manner. Therefore, it is important that teachers develop intelligence profile for each student. Awareness of how each student learns, as well as their potential and capabilities

through different tests will allow teachers to make more informed decisions on what to teach, the activities to include, and how to disperse information. In conclusion, while there is no perfect assessment tool, it is important for teachers to consider various forms of measuring scales and instruments in order to give students the most authentic and accurate evaluations. Meanwhile, it may be noted that assessment tools should be a means rather than an end. Teachers should avoid “teaching” to “testing” alone as human intelligence and potentials are more than analytic abilities.

Reference

- Ahuja, G. C. (1976). *Hand book for group test of intelligence (13 to 17+ Year)*. Agra: National Psychological Corporation.
- Intelligence Tests*. Retrieved from https://www.psychologistanywhereanytime.com/psychological_tests_intelligence_IQ.htm on 5th October, 2019.
- Psychology Wiki* Group intelligence https://psychology.wikia.org/wiki/Group_intelligence Retrieved on 15.2.2020
- Intelligence Test: Types and Uses | Individual* <https://www.psychologydiscussion.net/psychology/intelligence-psychology/intelligence-test-types-and-uses-individual/2583> Retrieved on 15th February, 2020.
- Intelligence Test in School | Education* <https://www.yourarticlelibrary.com/education/intelligence-test-in-school-education/90042> Retrieved on 15th February, 2020.
- Intelligence Tests*. https://www.psychologistanywhereanytime.com/tests_psychological/psychological_tests_intelligence_IQ.htm Retrieved on 15th February, 2020.

Understanding the Relationship of General Intelligence with Academic Streams of College Students in Mizoram

Gloria Lalchhahimi*
R.P. Vadhera**

Abstract

General intelligence has often been linked to improvements in educational performance. The GI differs in every person or student, especially in terms of the academic stream they choose. The sample of the study consists of 575 (235 male and 340 female) collegiate students of Mizoram. The study aims to find the level of general intelligence (GI) of the college students and to see the differences among the students with respect to the academic streams they belong to. A survey method was adopted for this study. Percentage analysis and t-test were employed for analysis of data. It was found that a major number of students have average general intelligence and only a scant of them have Low GI. A significant difference between Arts and Science was found in relation to their general intelligence. No significant difference was found between Science and Commerce students in relation to their general intelligence. The study also found significant differences between Arts and Commerce students in relation to their general intelligence.

Keywords: General Intelligence, Academic Streams.

Introduction

A person's level of intelligence is considered to be the vital factor for his success in any endeavor, especially in examinations passed and on his overall academic performances since intelligence is greatly related to skills such as problem-solving ability, spatial manipulation, and language acquisition. The perception of 'g' (or general intelligence) predominates as the primary label by which a person's ability to deal with cognitive complexity is measured. It was Charles Spearman who first described the idea in the early Twentieth Century. All aspects of intelligence are driven by the g factor said Linda Gottfredson (1998). This notion has been repeatedly tested and found

*Gloria, Research Scholar, Department of Education, Mizoram University, Aizawl, Mizoram. Email: sgloria444@gmail.com

**Prof. R.P.Vadhera, Pro-Vice Chancellor (and Professor, Department of Education, Mizoram University, Aizawl, Mizoram. Email : rpvadhera55@gmail.com

to line up with diverse features of the brain, from relative size to processing speed and to defy cultural and species variance. The most remarkable cognitive variance comes from a variation in *g*.

But whilst the *g* factor as an indicator of intelligence is accepted, finding it in the brain is more difficult. Where is *g* in the brain and how do we get it? This is not certain but most likely, *g* comes from the actions of hundreds of genetic variants and environments which result in the brain's overall efficiency. Higher *g* is useful for complex cognitive tasks such as school and for being associated with lower levels of damaging behaviour such as substance abuse, chronic illness, and even premature death. It seems higher *g* is a real advantage; however, it is not an indicator of emotional well-being, happiness, or conscientiousness (Gottfredson, 1998).

Intelligence is a very general mental capability, that, among other things, involves the ability of a person to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. General intelligence is a construct that includes problem-solving abilities, spatial manipulation, and language acquisition. Intelligence occupies a very important place in education as well as in the learning process, affecting the life of every individual, and our society considered academic achievement as a key criterion to judge a person's potential, determining his status in the society. Chandra & Azimmudin, (2013) have stated that a bright child will get high marks and will show good performance. An average IQ child will be a better learner in comparison to a slow learner. The GI of students can differ immensely according to their heredity and environment. The education they receive also play a very important role. When students finish secondary school, they are given a choice of choosing a line of career. This decision leads them to a massive turn, thus affecting their intelligence according to the stream they study, studies have found that science students obtained a significantly higher average IQ than Arts students. Women had greater invariance than men (Al-Shahomee & Lynn 2010). The intelligence of the students have a positive effect on their academic achievement. The more intelligent the student is, the better his/her performance is (Dandagal & Yarriswami, 2017). Furthermore, a study revealed that verbal abilities are related to readiness to learn while nonverbal abilities are related to the potential to learn (Kaya, Juntune & Stough, 2015). At the same time, a particular study has shown that science and humanities group students, graduate, and postgraduate students showed no difference in their general intelligence (Dhammi and Choubey, 2014). Higher mean intelligence score of science students was significantly higher than that of arts students (Sinha, 1967; Singh, 1982 & Mittal, 2017).

Rationale of the Study

Man is equipped with the greatest gift, the ability to reason. Intelligence is the product of different factors, it could be the upbringing of a person's family, the society he belongs to, peer group influence, the parents' academic qualification, his school, and a countless number of factors. Intelligence to a great extent affects learning outcomes; this impacting process starts as early as the child starts schooling. Students with a greater inclination for intelligence go on to complete more education, or a longer education increases intelligence (Ritchie & Tucker-Drob, 2018). In Mizoram, the study courses are broadly divided into three groups or streams, namely- Arts, Science, and Commerce. The syllabi are quite different from each other and this to a great stretch may influence their cognitive ability. Questions such as "Do students with low intelligence opt for what seems to be considered as less competitive streams when they finish their matriculation?", or "Does the academic stream they belong to influence their general intelligence", or "Is there any real difference in their levels of intelligence in relation to their stream of studies?" and so forth. Considering these, the objective of the study has been formulated.

Objectives of the Study:

1. To study the level of general intelligence of college students in Arts, Science and Commerce.
2. To examine the differences among the academic streams in relation to their general intelligence.

Research Hypotheses

For the study, the following research hypotheses were formulated for the present study

1. There is significant difference between general intelligence of college students in Arts and Science stream.
2. There is significant difference between general intelligence of college students in Arts and Commerce stream.
3. There is significant difference between general intelligence of college students in Commerce and Science stream.

However, for statistical testing purposes, the research hypotheses were converted to null form, as follows:

Null Hypotheses

1. There is no significant difference between general intelligence of college students in Arts and Science stream.

2. There is no significant difference between general intelligence of college students in Arts and Commerce stream.
3. There is no significant difference between general intelligence of college students in Commerce and Science stream.

Method of the Study

A descriptive survey approach was used to conduct the present study.

Population and Sample of the Study

(a) *Population*: The target population of the study was all undergraduate students of different colleges affiliated to Mizoram University offering arts, science and commerce courses.

(b) *Sample*: The sample of the present study consisted of 675 under-graduate students of the 6th semester from 13 colleges from 5 districts in Mizoram, namely- Aizawl, Lunglei, Champhai, Kolasib, and Serchhip Districts.

Distribution of Sample

The sample of the present study consists of 575 under-graduate students. The following table shows the details of the sample.

Table –1
Details of the sample

SI No.	Streams	No. of		Total
		Male students	Female students	
1	Arts	123	178	301
2	Science	68	90	158
3	Commerce	44	72	116
	Total	235	340	575

Sources of Data

The study has used primary sources of data for the attainment of its objectives. Primary data relating to the level of students' general intelligence were personally collected by visiting all colleges in the five districts- Aizawl, Lunglei, Champhai, Kolasib, and Serchhip districts.

Tools of Data Collection

For the present study, the data on GI of the college students were collected by using "Test of General Intelligence" by K.S. Misra and S.K. Pal (2012). The test has 60 items, consisting of six sub-tests, viz. Word meaning, Analogy, Classification, Number Series, Code Transformation, and Syllogism. For establishing reliability, split half and test-retest were used and for validity, criterion-related validity was employed.

Analysis of Data

The data was analyzed on the basis of general intelligence and academic stream using descriptive as well as inferential statistics. The data was analyzed to compare the means of Arts, Science, and Commerce students for comparative study of general intelligence.

Descriptive analysis

The students and their general intelligence were categorized by the norms provided in the manual of the test and presented in the following tables.

Table-2
Frequency Distribution of Arts, Science and Commerce Students' Levels of General Intelligence

Levels of GI	Arts		Science		Commerce		Total	
	No.	%	No.	%	No	%	No	%
Very Superior	1	0.30%	1	0.60%	0	0%	2	0.35%
Superior	2	0.70%	7	4%	3	2.50%	12	2.09%
High Average	14	5%	30	19.40%	31	27%	75	13.04%
Average	155	51%	107	68%	73	63%	335	58.26%
Low Average	77	26%	13	8%	7	6%	97	16.87%
Borderline	52	17%	0	0%	2	1.50%	54	9.39%
Total	301	100%	158	100.00%	116	100%	575	100%

As per Table-2, majority of the Arts students, i.e. 51% of them have average IQ, of which 26% have Low Average IQ, less than a percent of student among the Arts stream have 'very superior' IQ and 0.70% of the students have superior IQ. A percentage of 17 among the art students belong to the Borderline.

From the same table (Table-2) it can be seen that majority of the Science students, i.e. 68% of them have average IQ. One student among the stream has 'very superior' IQ and 4% of the students are in the category of Superior. In the case of Science students, there are no students who are at the level of Borderline.

Table-2 also reveals that majority of the Commerce students, i.e., 63% have an average IQ. There is no student with Very Superior intelligence, 3% of the students have superior IQ. 1.50% of the students are at the Borderline.

Table-3

Dimensions wise descriptive analysis of the General Intelligence of Arts, Science, and Commerce.

Dimensions/Sub-test	Academic Streams	Mean	MD	SE	SD
Word Meaning	Arts	3.26	3	0.08	1.46
	Science	3.73	3	0.12	1.52
	Commerce	3.68	3	0.14	1.52
Analogy	Arts	4.31	4	0.09	1.54
	Science	5.57	6	0.12	1.55
	Commerce	6.04	7	0.13	1.43
Classification	Arts	4.02	4	0.09	1.49
	Science	4.81	5	0.15	1.94
	Commerce	4.05	3	0.16	1.73
Number Series	Arts	5.36	5	0.09	1.59
	Science	7.19	7	0.11	1.43
	Commerce	7.49	8	0.1	1.13
Code Transformation	Arts	5.77	6	0.11	1.87
	Science	7.2	7	0.11	1.41
	Commerce	7.24	8	0.14	1.55
Syllogism	Arts	4.02	4	0.08	1.45
	Science	4.42	4	0.12	1.5
	Commerce	5.3	6	0.13	1.41

****The maximum possible score is 60 and each of the six dimensions has a maximum possible score of 10***

Word Meaning

The subtest- *Word Meaning* measures ‘Verbal Facility Ability’ of the respondent and table-3 depicts the value of mean scores of General Intelligence of students from degree colleges of Arts, Science, and Commerce streams. The calculated mean score for Arts students is 3.26; 3.73 for Science and 3.68 for Commerce. This shows that there is not much of a difference among the means. At the same time, a closer look at the table reveals that Science students are better in their verbal ability than the other two streams. The table also draws out that Arts has the lowest mean.

Analogy

The calculated mean score for Arts students is 4.31, 5.57 for Science, and 6.04 for Commerce. Analogy test measures the Analytical Thinking Ability of the respondent and a closer look at the table reveals that Commerce has the highest mean which means that they are to a great extent better in their analytical thinking than Science and Arts.

Classification

Table-3 reveals the calculated mean score of the three streams on their classification ability, the mean score of Arts was 4.02, 4.81 for Science, and 4.05 for Commerce. This also shows that there is not much of a difference among the means. At the same time, a closer look at the table reveals that the mean score of Science is the highest and that Arts has the lowest mean.

Number Series

The calculated mean score for Arts students in relation to their numerical reasoning ability is 5.36, 7.19 for Science, and 7.49 for Commerce. It can be seen that the mean score of Commerce is the highest among them, with Science quite close to it and the mean of Arts is the lowest, revealing that Arts students are weak in this area as compared to Commerce and Science students.

Code Transformation

The fifth subtest code transformation measured the symbolic transformation ability. The calculated mean score for Arts students is 5.77, 7.20 for Science, and 7.24 for Commerce. This shows that Commerce has the highest mean in this area as well, Science is again quite close to it and Arts has the lowest mean.

Syllogism

This subtest measures the syllogistic reasoning ability of the students and the calculated mean score of Arts students was 4.02, 4.42 for Science, and 5.30 for Commerce(see Table-3). This shows that there is not much of a difference among the means. At the same time, a closer look at the table reveals that Commerce has the highest mean, showing that they are better in deductive reasoning than Arts and Science.

Overall General Intelligence of Arts, Science, and Commerce

Table-4

Descriptive Statistics Relating to the Overall General Intelligence of College Students from Arts, Science and Commerce Streams

	Academic Streams		
	Arts	Science	Commerce
Mean	91.6	103	104
Median	90	101	107
Mode	90	101	107
SD	10.56	9.88	9.18
Range	(137-76)=61	(132-83)=49	(125-78)=47
Sk	0.81	0.347	-0.677
Ku	0.79	-0.022	0.843
SE	0.609	0.78	0.85
N	301	158	116

Table-4 represents the descriptive statistics of the general intelligence scores of the College Students from Arts, Science, and Commerce streams. After the raw scores were converted into a normalized standard score IQ (as provided in the tool package), and the possible range of scores on general intelligence is 0-143. It is found that mean scores of Commerce stream is highest among all the three streams (Co.₁₀₄ > Sc.₁₀₃ > Ar._{91.6}) and Standard deviation is least in the Commerce stream (Co._{9.18} < Sc._{9.88} < Ar._{10.56}). This means that the variation of scores is more in Commerce in comparison to the other two streams.

(a) General Intelligence of Arts Students

It can be seen from the table-4 that the least obtained score among the Arts students was that of 76 and the maximum obtained score was that of 137, the possible range of score on GI is 0-143 (after normalization of score). The mean value of the scores obtained from the sample population is 91.6 with a median of 90 and the mode value is 90. The range and SD values are 61 and 10.56 respectively with a standard error of 0.609. The skewness value is 0.81 and the kurtosis value is 0.79.

(b) General Intelligence of Science Students

As presented in Table-4, the least obtained score among the Arts students was 83 and the maximum obtained score was 132. The mean value of the scores obtained

from the sample population is 103 with a median of 101 and the mode value is 101. The range and SD values are 49 and 9.88 respectively with a standard error of 0.78. The skewness value is 0.347 and the kurtosis value is -0.022.

(c) General Intelligence of Commerce Students

Table-4 reveals that the least obtained score among the Commerce students was 78 and the maximum obtained score was 125. The mean value of the scores obtained from the sample population is 104 with a median of 107 and the mode value is 107. The range and SD values are 47 and 9.18 respectively with a standard error of 0.85. The skewness value is -0.677 and the value of kurtosis is 0.843.

Inferential Analysis

Table-5
Inferential Statistics Relating to General Intelligence of College Students from Arts, Science and Commerce Streams

Comparison of academic streams	SED	t-Value	Df	Significance	Null Hypothesis
Arts vs. Science	0.99	11.48	457	Significant at 0.01 level	Rejected
Arts vs. Commerce	1.05	11.584	415	Significant at 0.01 level	Rejected
Commerce vs. Science	1.16	0.863	273	Not significant at both levels	Accepted

Table-5 gives a clear picture of inferential statistics on the mean differences between the streams of Arts, Science, and Commerce in relation to their general intelligence.

The first column in this section depicts the significance of mean difference of Arts and Science emotional intelligence. The table (table-5) shows that the calculated t-value 11.480 with df 457 is higher than the required t value of 2.58 for 0.01 level of significance. This is clear evidence of the fact there is a significant difference between the Arts and Science students with respect to their general intelligence. Hence, the null hypothesis which states, “there is no significant difference between general intelligence of college students in Arts and Science stream” was rejected. A closer examination of the means of both streams indicates that the said significant difference is in favour of the Science stream as their mean (103) is relatively higher than the mean (91.6) of Arts stream.

Table-5 also shows the calculated t-value between Arts and Commerce general intelligence i.e. 11.584 with df 415, which is just higher than the required t value of 2.58 for 0.01 level of significance. This shows that there is a significant difference between the Arts and Commerce students with respect to their general intelligence. Hence, the null hypothesis which states, “there is no significant difference between

general intelligence of college students in Arts and Commerce stream” was rejected. A closer examination of the means of both streams indicates that the said significant difference is in favour of the Commerce stream as their mean (104) is relatively higher than the mean (91.6) of Arts stream.

Table-5 also shows the calculated t-value between Commerce and Science general intelligence i.e. 0.863 with df 273, which is lesser than the required t value of 1.97 for 0.05 level of significance. This shows that there is no significant difference between Commerce and Science students with respect to their general intelligence. Hence, the null hypothesis which states, “there is no significant difference between general intelligence of college students in Commerce and Science stream” was accepted.

Findings and Implications of the Study

Based on the findings, a few conclusions can be drawn to answer the research questions of this study. Firstly, the collegiate students of Mizoram have been found to possess an average level of general intelligence. It was found that majority of the students (Arts, Science, and Commerce) i.e. 58.26% are in the Average level of GI. A very few numbers of them (0.35%) are in the level of Very Superior and approximately 9% of them are in the Borderline.

Secondly, the dimension-wise study of GI or the sub-test of GI Test has shown that the students of Commerce stream are better in their Analogy, Number Series, Code Transformation, and Syllogism ability than their counterpart. Science students are better than the students of Arts and Commerce in Word Meaning and Classification ability. It was also found that Arts students do not have any lead in the dimensions of general intelligence.

Thirdly, it is found that the mean scores of Commerce stream is highest among all three the streams followed by Science and Arts stream. The mean score of Science is quite close to the mean score of Commerce.

Lastly, there is a significant difference between the students of Arts and Science and between the students of Commerce and Arts in relation to their general intelligence, at the same time, no significant difference was found between the students of Commerce and Science stream in relation to their GI.

The findings of the study do confirm the main governing hypothesis that states that there is a difference in the general intelligence of students in relation to the course they chose. It implies that for the present context of Mizoram collegiate students, the level of intelligence is unparalleled. The syllabus of Science and Commerce stream has a lot of problem-solving activities, this could be the reason that they are better in their GI, since the study found that there is a difference in their GI among Arts and

Science students and a difference among the Arts and Commerce but there is no difference among the students of Science and Commerce students in their level of GI, it shows that students from Science and Commerce streams have a better GI level as compared to the Arts students.

Conclusion

The findings of this study imply that even though most of the college students in Mizoram have a decent level of general intelligence, yet there are differences between the three academic streams. Students of Commerce and Science streams were found to have higher GI than the students of Arts stream. This shows that general intelligence played an important role in the students' path to the different academic streams. Students with lower GI could have been opting for less challenging streams and student having good GI could have been opting for courses what are conventionally considered to be more challenging. At the same time it is also important to consider that the causation can be vice versa, because, it is of no surprise that cognitive abilities such as numerical, vocabulary, deductive logic, classification, etc. have been contributing to the students' general intelligence as well as their academic performance. The building and exercising of these cognitive abilities are not what the students of arts streams are privileged to experience during their college education, subsequently affecting their general intelligence. Considering the curriculum and the syllabus of both Commerce and Science streams, most of the paper content could have been contributing incredibly to the development of the said abilities, leading to a higher level of general intelligence. Curriculum framers play a crucial role in creating a more comprehensive curriculum that could increase the general intelligence of all students in all levels of education.

References

- Al-Shahomee, A. A., & Lynn, R. (2010). IQs of men and women and of Arts and Science students in Libya. *Mankind Quarterly*, 51(2), 154.
- Chandra, R., & Azimmudin, S. (2013). Influence of intelligence and gender on academic achievement of secondary school students of Lucknow City. *IOSR Journal Of Humanities And Social Science*, 17(5), 9-14.
- Dhammi, S. A. (2014). Study of Emotional Intelligence is a Correlate of General Intelligence and style of Learning and Thinking. *Journal of Education and Practice*. 5(10).
- Dandagal, S. N., & Yarriswami, M. C. (2017). A Study of Family Climate in Relation to Academic Achievement of Secondary School Students. *International Journal of Advanced Research in Education and Technology*, 4 (3).

- Gottfredson, L. S. (1998). *The general intelligence factor*. Scientific American, 9, 23-29.
- Kaya, F., Juntune, J., & Stough, L. (2015). *Intelligence and its relationship to achievement*. Ikogretim Online, 14(3), <http://doi.org/10.17051/io.2015.25436>
- Misra, K.S. & Pal, S.K. (2012). *Test of General Intelligence*. National Psychological Corporation, Agra.
- Ritchie, S. J., & Tucker-Drob, E. M. (2018). How much does education improve intelligence? A meta-analysis. *Psychological Science*, 29(8), 1358-1369.
- Sinha, N. C. P. (1967). A study of intelligence and some personality factors in relation to academic achievement of school students (Doctoral dissertation, Ph. D.(psychology), Magadh University. In MB Buch (Ed.), *Second survey of research in education*. (1972-78), NCERT, New Delhi).

Secondary School Text Book and Co-Curricular Activities Related to Healthy Adolescence Behavior in Mizoram

Zothangpuii*
B. B. Mishra**

Abstract

School curriculum refers to a particular set of courses that a school or governing body designates, but may also refer to a variety of activities designed to foster education and meet the needs of a learning community. Adolescents spend a large portion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader; also encompassing their physical and mental health, safety, civic engagement, and social development. Further, its effects on all these outcomes are produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis. School-based health-promoting interventions show promising results in improving various health outcomes of adolescents. Unfortunately, much is still unknown about the relations between health behaviors and school performances, while improving these would give schools a stronger incentive to invest in healthy behaviour development. This paper evaluates secondary school text books and co-curricular activities, and whether or not it is related to healthy adolescent behavior.

Keys words: Secondary School, Textbook, Co-Curricular, Healthy Adolescence Behavior.

Introduction:

Adolescence is the most critical and vital stage in the life of any individual. It is the stage which begins at the end of childhood and ends at the beginning of adulthood (maturity). The chronological age range from 10–19 years has been generally accepted as a rough indicator of adolescent period (WHO, 1995). Adolescence is commonly

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

**B.B.Mishra, Professor, Department of Education, Mizoram University, Aizawl, Mizoram.
Email: bana.mishra55@gmail.com

associated with physical and psychological changes occurring with the progression from appearance of secondary sexual characteristics (puberty) to sexual and reproductive maturity.

Adolescents go through changes to fit in a larger society as responsible members and to shoulder different responsibilities in the family and in the society. This implies that adolescents have to be given special attention and they need to be handled with special care and understanding and should never be ignored. As the future of any nation depends upon the quality of its human resources, investing time and resources for adolescents is very essential. Investments on adolescents not only reflect socio-economic growth of the nation but also the concerns of the society like community harmony, gender integrity, public stabilization and humanizing the value of life. They are required to help themselves and to be helped to do it with available types of facilities required for harmonious development of their personality.

Adolescents have often been wrongly perceived to characterize a group of people with problems, troubles and insurgencies. On the other hand, the truth is rather contradictory. Where positive and conducive environment have been provided, it is generally found that adolescents have grown with time and have achieved wonderfully, making all concerned proud. Recently, the role of the adolescents towards the efforts for cleaning the surroundings, literacy campaign and campaigns against plastic bags and fire crackers are immense and these are only the tip of the iceberg. However, where the right environment has not been provided, they are easily swayed towards violence prompting them to indulge in irrelevant and serious crimes. Thus, it is the responsibility of the nation to critically reflect and consider about providing proper facilities, right motivation, role models and right feeling for adolescents and mould them to make them more valuable assets for better nation building. As adolescents are bestowed with potentialities and zeal, it is the right time to give them space and opportunities to exhibit their capabilities.

Secondary school days are usually the time when children enter their adolescence period and are in the stage where they want to prove themselves and want to make their own decisions. Many adolescents progress to maturity with comparatively less difficulty, experiencing outstanding physical health and potency and not being engaged in behaviors that place themselves or others in danger. On the other hand, there are also many unfortunates who indulge in many sorts of harmful risky behaviours such as use of narcotic substances and undesirable sexual activities and also in many illegal activities leading to emotional sufferings, mental health disorders, the consequences of which can later become very serious. Instead of becoming productive citizens, they become liabilities to the family, society and nation. Due to such practices, many

individuals have later had lifelong health problems and become vulnerable to greater injury and death.

The problems of adolescents may vary in different societies as the practices of upbringing the children are different and very much culture specific. Mizo society is, in many ways, different from the other societies of the country. Firstly, it adopts the western culture and parents and guardians usually give more freedom to children, unlike other societies. As a result, it has been observed that many adolescents are involved in risky behaviors, which is detrimental to the ideals of the society. This has become a serious problem of the Mizo society which needs to be tackled.

Mizoram is a small state having a total population of 10,97,206 with female population of 5,41,867 and male population of 5,55,339 according to 2011 Census of Mizoram. The literacy rate of the state stood at 91.33%. In the year 2015-2016 there were 614 high schools in all the eight district of the state. As mentioned in the Statistical Handbook Mizoram 2016, there were 41,534 students in secondary schools (classes IX and X) with the gross enrolment ratio were 103.79 for boys and 107.23 for girls. This indicates that Mizoram has a better structure of secondary education in comparison to other states of India. However, the state has serious health problems which are mostly due to the adoption of risky behavior at the adolescent stage. It has been noticed that the secondary school students, who are at adolescent stage, consume tobacco, alcohol and drugs, and indulge in sexuality. Such activity at this stage makes them vulnerable to HIV/AIDS at a later stage.

Rationale of the study

Adolescence period is considered to be the most difficult stage of human development. It is the distinctive stage of transition from childhood to adulthood. It is a period of rapid growth and this is apparent from the prevalence of new factors, new capacities being faced with new situations, new types of behavior, all of which not only signify opportunities for growth and development, but also risks to health and well-being.

Adolescents; due to changes in physique, psychology, social associations, family, school and other social environment; become the victims of their undesired habits and practices. High voltage advertisements in the electronic media along with online Facebook chatting, Instagram, Twitter, WhatsApp etc. tempt the adolescents to satisfy their curiosity and temptations about tobacco, alcohol, drugs and sex etc. for which at times they become vulnerable to many serious health problems. These negative behaviors of the adolescents are perceived to be risk behaviors. In this context, the following broad research questions are raised.

- I) Are there adequate components related to healthy adolescent behaviour in the text books of Standards IX and X prescribed by Mizoram Board of School Education?
- II) Are there adequate co-curricular activities designed for transaction of healthy adolescent behaviour for Standards IX and X prescribed by Mizoram Board of School Education?

Objectives of the Study:

1. To analyse the adequacy of the components related to healthy adolescent behaviour in the text books of Standards IX and X prescribed by Mizoram Board of School Education.
2. To analyse the adequacy of the co-curricular activities designed for promotion of healthy adolescent behaviour for Standards IX and X prescribed by Mizoram Board of School Education.

Hypotheses of the Study:

In relation to the above stated objectives, the following hypotheses are formulated:

1. There are adequate components related to healthy adolescent behaviour in the text books of Standards IX and X prescribed by Mizoram Board of School Education.
2. There are adequate co-curricular activities designed for promotion of healthy adolescent behaviour for Standards IX and X prescribed by Mizoram Board of School Education

Methodology Adopted

Population and sample of the Study:

The target population of the study was the secondary school of Mizoram. To have a representative sample of schools, multistage stratified cluster random sampling technique was used. Initially, out of 8 districts of Mizoram, 2 districts were selected randomly. At the 2nd stage, schools from rural and urban areas were randomly selected. The total sample comprised of 16 urban and 16 rural Secondary schools.

Data collection:

Data were collected through personal visits to the selected schools affiliated to Mizoram Board of Secondary School Education with the permission of the authority.

Analysis of data

The data were analyzed qualitatively through Content Analysis, Observation, Interview and Face Validity. The first objective of the study was to find out the

components in the text books of standard IX and X related to healthy adolescence behaviour in Mizoram. There are two types of secondary schools in Mizoram following Mizo and English as mediums of instructions. To realise this objective, Content Analysis of the text books in English medium for classes IX and X prescribed by Mizoram Board of School Education for the academic session 2017 – 2018 was done.

The second objectives was to judge the adequacy of the co-curricular activities designed for transaction of healthy adolescent behaviour for standards IX and X in the text books prescribed by Mizoram Board of School Education. To fulfil this objective, Face Validity was established alongwith observation and interview regarding information relating to co-curricular activities in the schools which were collected from teachers: the findings of which are presented below-

Table 1: Lessons in the Mizo Text Books of Standards IX and X Prescribed by MBSE

Lessons in Standard IX Text Books	Lessons in Standard X Text Books
<i>Then Khatna : Hla (Poetry)</i>	<i>Then Khatna : Hla (Poetry)</i>
1. A saw raltiangtlangah	1. Aw lalpa, Davidaleh a thlaharsi
2. Hrinhniang an liamna thlafam khua chu e	2. Kumsul liam hnu
3. Kapien ka seilenna ram	3. Chhulkhat kual
4. Kan Zoram nuam	4. Zofate inpumkhatna
5. Lam angka lo let leh ta e	5. Zobawmtu chhawkhelei par
6. Min then lulsuh	6. Zirtu kawng
7. Buannel	7. Mahriak ten a rang kawai e Parte
8. Sems em dam dam	8. Awmhar niin ka chuan ang
9. Luahloh run	9. Chhingkhuallemawi
10. Hmangaih lenrual dar ang	10. Hmangaihna
<i>Then Hnihna: Thu (Prose)</i>	<i>Then Hnihna: Thu (Prose)</i>
11. A lem leh a tak	11. Nun kawng
12. Mihring dikna leh chanvo	12. Thalaite khawvel
13. Tlawmngaihna leh aia upa zah	13. Mizo thufing
14. Hruaina	14. Kan zoramnuam
15. Rilru Puitling	15. Zawlbuk
16. Incheina	16. Kei kapianna Mizoram
17. Mahni inhneh	17. Peihna
18. Sumdawna	18. Nihna

19. Chhianthathni	19. Mizote leh an nihna
20. Nungcha leh Zofate	20. Tih dantha
21. Lungawina	21. Tlemte ka chhiar a, ka pass tho
<i>Then Thumna: Mizo Grammer</i>	<i>Then Thumna: Mizo Grammer</i>
22. Noun	22. Parts of speech thenkhat
23. Pronoun	23. Mizo tawng hman dik loh thinte
24. Gender	24. Mizo tawng thenkhat ziah zawmhun leh zawm loh hun awmchite
25. Number	25. TawngUpa
26. Chhinchhiahna	<i>Then Lina: Lemchan(Drama)</i>
27. Mizo tawng ziah dan	26. Sual man thihna
28. TawngUpa	<i>Then Ngana: ThawnthuTawi (Short Story)</i>
<i>Then Lina: Lemchan(Drama)</i>	27. Tualtevaglai leh Khawnglung Run
29. Lungrem a chim	
<i>Then Ngana: ThawnthuTawi (Short Story)</i>	
30. Pathian samsuih leh IrrawadyLui Kamah	

Table 2: Lessons in the Social Science Text Books of Standards IX and X Prescribed by MBSE

Lessons in Standard IX Text Books	Lessons in Standard X Text Books
<i>History: India and the Contemporary World-I</i>	<i>History: India and the Contemporary World-II</i>
1. The French Revolution	1. Nationalism in Europe
2. The Russian Revolution	2. Nationalism in India
3. Rise of Nazism	3. Age of Industrialization
4. Pastoralism in the Modern World	4. Making of a Global World
5. Forest Society and Colonialism	5. Print Culture and the Modern World
6. Peasants and Farmers	<i>Geography: India-Resources and Their Development</i>
7. Sports and Politics: The story of Cricket	1. Resources and their Development
8. Clothes and Culture	2. Forest and Wildlife Resources
<i>Geography: India – Land and the People</i>	3. Water Resources
1. India- Size and Location	4. Agriculture
2. India- Physical Features	5. Minerals and Power Resources
3. Drainage	6. Manufacturing Industries
4. Climate of India	7. Transport, Communication and Trade
5. Vegetation and Wildlife in India	<i>Political Science: Democratic Politics-II</i>
6. Population	1. Working and Democracy

<i>Political Science: Democratic Politics-I</i>	2. Power-Sharing
1. Democracy: Significance and Relevance	3. Competition and Contestation in Democracy
2. Designing of Democracy in India	4. Outcomes of Democracy
3. Electoral politics in India	5. Challenges to Democracy
4. Institutions of Parliamentary Democracy	<i>Economic: Understanding Economic Development-II</i>
5. Rights in a Democracy	1. The story of Development
<i>Economic: Understanding Economic Development-I</i>	2. Role of the Service Sector in Indian Economy
1. The story of Village Economy	3. Money and Financial System
2. Human Resource	4. Globalization and the Indian Economy
3. Poverty as a Challenge Facing India	5. Consumer Awareness
4. Food Security in India: Sources of Food grains	<i>Disaster Management</i>
<i>Disaster Management</i>	1. Disaster Management
1. Disaster Management	2. Survival Skills
2. Road Safety	3. Alternative Communication Systems

Table 3: Lessons in the English Text Books of Standards IX and X Prescribed by MBSE

Lessons in Standard IX Text Books	Lessons in Standard X Text Books
<i>English Essential : Course Book</i>	<i>English Essential : Course Book</i>
1. Tsunami: The Killer Waves; Poem: Life	1. David's Story; Poem: The Brook
2. A Lesson for Tyler	2. Don't Die, Graham! ;Poem: The Poplar Field
3. Sound Sensation Poem: Eldorado	3. Wangari Maathai; Poem: Be the Best
4. Mysterious Phenomena	4. The lap of Honour
5. Blind Date Poem: Neighbors	5. A Face on the Wall ;Poem: The Hero
6. The Mahatma's Mark sheets	6. Two Gentlemen of Verona ;Poem: Money
7. Tangerine the Wasp Poem: A Tiger in the zoo	7. The Day of an American Journalist in 2889 Poem: Written in the Fields
8. Operation Indian Ocean	8. Adventures in Antarctica
9. Yang the Youngest Poem: On the Grasshopper and the Cricket	<i>English Essential : Reader</i>
10. Mother Teresa	1. The Merchant of Venive
<i>English Essential : Reader</i>	2. The Story of My Life
1. The Night We Won the Buick	3. The Paper Plague
2. Let's Go Home	4. The Corner Shop
3. Pip's Adventure	5. The Stalled Ox

4. A Bond with the Wild	6. Science is my Best Friend
5. The Surgeon	7. The Adventure of the Three Students
6. Rimenhawih	Poem : The Louse and the Mosquito
7. Michael	Poem : The Land of Beyond
8. Guilty	English Essential : Workbook
Poem: In the Bazaars of Hyderabad	1. Worksheet 1: David's Story
Poem: The Listeners	1. The story of Development
English Essential : Workbook	2. Worksheet 2: Don't Die, Graham! Don't Die!
1. Worksheet 1: Tsunami : The Killer Waves	3. Worksheet 3: Wangari Maathai
2. Worksheet 2: A Lesson for Tyler	4. Worksheet 4: The lap of Honour
3. Worksheet 3: Sound Sensation from Evelyn Glennie	5. Worksheet 5: A Face on the Wall
4. Worksheet 4: Mysterious Phenomena	6. Worksheet 6: Two Gentlemen of Verona
5. Worksheet 5: Blind Date	7. Worksheet 7: The Day of an American Journalist in 1889
6. Worksheet 6 : The Mahatma's Mark sheets	8. Worksheet 8: Adventures in Antarctica
7. Worksheet 7: Tangerine the Wasp	
8. Worksheet 8: Operation Indian Ocean	
9. Worksheet 9: Yang the Youngest	
10. Worksheet 1: Mother Teresa	

Findings on adequacy of components related to Healthy Adolescence Behavior in the Text Books of Standard IX and X Prescribed by Mizoram Board of School Education

Mizo Text Books:

- No component related to healthy adolescent behavior was found in the text books related to grammar, short stories, drama and poems of both the classes i.e. IX and X.
- Only one lesson was found related to healthy adolescence behavior in the prose section of class IX i.e. *Rilru Puitling* meaning Mental Maturity.
- Lesson No.15 – Rilru Puitling (Mental Maturity)*: This lesson describes the importance of mental growth, deals with how people at a very young age become addicted to drugs and alcohol and become handicapped mentally and physically and even lose their lives. It also highlights, that despite the ill effects of these unhealthy habits, the number of people getting addicted shows no sign of slowing down which is very alarming. The lesson also discusses the impacts of these

practices on the society as a whole and how the common people should treat the people caught up in this ugly trap as victims rather than as nuisance to the society and the need to lend out a helping hand.

Social Science Text Books

- ❑ Analysis of the contents of the two social science text books revealed that there are five units in both the text books having different lessons. Though the lessons are intended to develop proper knowledge on responsible citizenship which is the aim of social science, only one lesson was found related to healthy adolescence behavior in the text book of class IX i.e. *Population* in the Geography section.
- ❑ *Lesson No.6 - Population (India-Land and the People)*: This lesson discusses the age group of adolescents. It focuses on the need of guiding and assisting them with sensitivity and utmost care as it is a critical stage of life. It highlights on channelizing the aim of adolescents in a fruitful and productive manner, for ensuring their proper health. It also points out how India is still lagging behind in these areas. Further, it has made a mention of the National Population Policy which was introduced in 2000 to check these grey areas where it focused mainly on protection against unwanted pregnancies, infection of STDs, awareness about the risk of unprotected sex and making contraceptive materials affordable.

English Text Books

- ❑ No component related to healthy adolescent behavior was found in the text books related to English Essential: Reader and English Essential: Workbook of both the classes i.e. IX and X.
- ❑ Only one lesson was found related to healthy adolescence behavior in the English Essential: Course Book of class X i.e. *David's Story*.
- ❑ *Lesson No.1- David's Story*: *David's Story* is a factual inferential, one that narrates about a boy named David who was found HIV positive. He was infected through intercourse during his adolescence which eventually led to his demise. This story highlights the fatality of the disease and the absence of any curable treatment and preventives for the disease at present. This clearly shows that HIV does not differentiate anyone on the basis of their vulnerability or age; whether they are young, middle or old. The character clearly and seriously conveys the message for us to be careful with the lifestyle we lead and not take it for granted, and that having a good time and enjoying life does not necessarily mean putting one's life at risks.

Findings on adequacy of co-curricular Activities in the Secondary Schools of Mizoram for Promotion of Healthy Adolescence Behaviour

- ❑ There are two types of secondary schools in Mizoram; Government and Private schools. MBSE has not designed any co-curricular activities to be followed by the secondary schools. The school committees manage the co-curricular activities for the schools and they have the freedom to design healthy adolescence behavior related activities.
- ❑ Only few schools organize one or two activities for their students' sensitization. These programmes are mainly initiated and carried out by the State Government and NGOs.
- ❑ It was found that no serious attention has been paid to organize co-curricular activities to sensitize the high school adolescents on risky behaviours. Only few schools organize one or two activities for their students' sensitization in Mizoram.
- ❑ The major activities undertaken by those government and private schools include awareness about malaria, HIV/AIDS, mental health, tobacco, child protection, career guidance, disaster management, human trafficking, healthy lifestyle, life skill development, drugs abuse, alcohol, cleanliness drive, sexual abuse and cultural identity. The activities include debate and quiz competitions. In some urban and rural schools, wildlife awareness, self-defense (for Adolescence girls) and crime prevention were additionally included. Occasionally the school administration invites resource persons like Doctors, Lecturers, and Alumni of the schools, Health Workers, Engineers, Civil Service officers and Gospel Speakers to give speeches, share their experiences and to motivate the students.
- ❑ Major initiatives taken by government and non government organizations in such issues is reported by the school authorities. Besides the Health and Welfare Department, other departments like SCERT, RMSA, Social Welfare, Anti-Tobacco Squad, State Police and Army from the Government sector play a pivotal role in this campaign. The NGOs like MSACS, YMA, MSU, MZP, MSW also play an active role in the form of counseling and providing basic guidelines to society development.
- ❑ The above findings indicate that not much co-curricular activities are being taken up at school level. Only sporadic activities have been taken by some schools. Hence, there is need for undertaking more serious activities by the schools.

Conclusion:

The study reveals that there is no systematic component on healthy adolescence behaviour in the textbooks of classes IX and X but there are some components related to healthy adolescence behaviour in the text books of classes IX and X in Mizoram. It has also been revealed that there is no systematic design for co-curricular activities for promotions of healthy adolescence behaviour. The MBSE does not prescribe or make mandatory any co-curricular activities to be followed by the schools in Mizoram. The schools have their own freedom to carry out co-curricular activities of their choice; but since the implementation is not uniform in nature, there are certain limitations. Systematic components highlight about the importance of mental maturity and the best that can be brought out of a person which in turn can benefit the society as a whole. It implies that lack of mental maturity can lead to risky behaviours at adolescence stage. It also focuses on how the population needs to be cared and fostered with sensitivity, the wants of adolescents and also how India as a nation is still lagging behind in carrying out systematic awareness concerned with healthy adolescence behaviour.

The immediate need at present is that the State School Boards have to give a comprehensive study and revision to our curriculum and take necessary measures to inculcate more topics and chapters which deal directly about healthy adolescence behaviour.

References:

- Directorate of Economic & Statistics Mizoram: Aizawl. (2016). *Statistical Handbook Mizoram*.
- Ministry of Child and Family Welfare, India. (1998). *Country paper Prepared for United Nations Population Fund Sponsored South Asia Conference on the Adolescents*, New Delhi: Government of India.
- World Health Organization. (1995). *Life Skills in Education in Schools, Division of Mental Health and Prevention of Substance Abuse*, Geneva, WHO.
- World Health Organization, (1998). *Strategies for Adolescent health and development in South-East Asia Region*, New Delhi: Regional Office for South-East Asia.

Environmental Activities of College Students in Mizoram: An Analysis

Lalmangaihzuali*
Lynda Zohmingliani**

Abstract

Human beings, supposedly the stewards of the environment, are ironically responsible for majority of environmental disasters. Although natural calamities are responsible in a small way, they come nowhere close to the devastation caused by man. Therefore, environmental activities are urgently called for in today's time of environmental degradation. The right kind of environmental activities at the individual level can go a long way in saving our environment from further deterioration. For proper inculcation of right activities, environmental education has been included in the curriculum of Indian Education system for a number of decades. However, to what extent does environmental education affect the activity of the students is one serious question. The present study focuses on the environmental activities of college students of Mizoram in three different fields- home, college and social activities. A sample of 50 college students was taken for this purpose using cluster sampling technique. By employing various statistical techniques, it was found that there were no significant differences between the environmental activities of urban and rural college students and between male and female students.

Introduction:

Rapid advancements in science and technology have brought about developments in various spheres of life. However, these have somehow led to the degradation of the environment. There is a possibility that the earth may not be able to support life for very long if man continues to exploit its natural resources. Various conferences and conventions have been held worldwide to stop environmental exploitation and to encourage eco-friendly lifestyle. These international forums may be effective in some cases but they, however, cannot reach out to every human being in the world. Education,

*Lalmangaihzuali. Research scholar, department of education.

Email: lalmangaihzualichhangte@gmail.com. Phone: 9862121904

**Lynda Zohmingliani, Associate Professor, Department of Education, Mizoram University.

Email: lynda.zohmingliani@gmail.com Phone: 9436145408

as an agent of socialization, is one of the most effective tools to disseminate the need to conserve our environment and the activities needed to be undertaken.

In a developing country like India, people in remote areas are hardly acquainted with the necessary skills regarding environmental activities especially in our state, Mizoram. Even in urban areas there is no efficient waste management and drainage system which often leads to disastrous results. It is imperative to know the kind of environmental activities that are being practised today, in order to find out the kind of activities needed to be imparted to the masses.

Review of Related Literature:

Budvytyte (2010) in his study- “Environmental Education at Secondary School System in Lithuania” analyzed environmental education from two perspectives: practical and institutional. He also studied possibilities for environmental education to improve its feasibility for inclusion in the curriculums, schools and pedagogical practices. Empirical results show that environmental education has been gradually integrated into Lithuania’s national curriculum and teaching practices during the recent years, but is not fully applied. This is caused because environmental education in Lithuania is marginalised by general education discourse, and this part which is partially applied is limited by structural barriers, even though; environmental education at secondary schools in Lithuania has the potential to influence pupils to behave pro-environmentally.

Grimmette (2014) prepared an article in which she attempted to identify the effects of environmental education programs on youths, including creating environmental awareness, building a connection to the environment, and changing the perceptions youths have on the environment. The study examines environmental education program, Science Camp Explore, hosted at the Cedar Point Biological Station and Lake Mc Conaughy Water Interpretive Centre in Ogallala, Nebraska. The camp emphasized two main themes- soil and water. In order to measure the awareness of the pre and post programming, camp themes were integrated into both the questionnaires and cognitive mapping. Results showed a significant positive effect in the three areas associated with camp curriculum: Human’s effect on the water cycle, the importance of animals to humans, and spending time to fix problems in nature.

Sivamoorthy, Nalini and Kumar (2013) have conducted a study to measure the level of environmental awareness and habitual practices towards environment among the under graduate regular students with special reference to Arts and Science colleges in Dingidul district, Tamil Nadu. The study describes the environmental awareness and environmental practices among the college students. It also provides brief description of the various material practices among the students towards environment.

The researchers started their research work to find out answers for questions whether the college students are aware of environmental issues or not. Eventually the researchers came up with answers with support of primary data collected from the respondents. It shows that gender does not influence environmental awareness which means the result indicates that irrespective of gender, college students are aware of environmental issues. However, gender is influencing the practice of the students since the environmental practice among girls is much higher than boys in the study area. The result of the study also shows that there is no significant correlation between environmental awareness and environmental practice among the students.

Hmangaihzuali (2015) conducted a study on Environmental Ethics among secondary school students in Aizawl City, Mizoram. She used Environmental Ethics Scale developed by Dr. Haseen Taj (2001) and an opinionaire on issues related to environmental ethics developed by the investigator herself. She found that majority of the secondary school students in Aizawl have high level environmental ethics and that female students have significantly higher environmental ethics. Amongst the different environmental pollution related issues majority of secondary school students most wanted to solve the problem of air pollution.

Objectives of the Study:

1. To find out the level of environmental activities of college students in Mizoram
2. To find out the difference between the environmental activities of male and female college students of Mizoram.
3. To find out the difference between the environmental activities of college students of rural and urban backgrounds in Mizoram.

Operational Definition of the Key term used:

Environmental Activities: Activities of college students related to environmental protection and conservation.

Delimitation of the study:

Due to limited resources and time, the present study was delimited within Aizawl City.

Hypotheses:

1. There is no significant difference between male and female college students with regards to environmental activities.
2. There is no significant difference between students with rural and urban backgrounds with regards to environmental activities.

Methodology: The study was largely descriptive in its approach and quantitative in nature.

Population: The population of the study included all the college students of Mizoram

Sample: Sampling was done on the basis of cluster sampling technique. The sample consisted of 50 college students from Education, History and Political Science Departments in Aizawl city.

Tool: A self-constructed questionnaire was used to access knowledge about the environmental activities of college students. The questionnaire was divided into three parts i.e., Home activities, College activities and Social Activities. The questionnaire contained 41 questions and the maximum point the respondent could score was 82. The researcher prepared the questionnaire in a Likert style three points scale which were “Always”, “Sometimes” and “Never” and was scored in such a way that in the positive questions, responses were arranged as Always=2 points, Sometimes= 1 point and Never=0 and vice versa in the negative questions.

Data collection and analysis:

The questionnaire was administered after taking the consent of the respective college teachers and sample students. Careful instruction was given before the administration of the questionnaire.

Data was analysed using inferential statistical techniques like Mean, Standard Deviation and t-test.

Data interpretation and discussion:

Objective 1: To find out the level of environmental activities of college students in Mizoram:

In order to find out the level of environmental activities of college students in Mizoram, the researcher calculated the Mean of the total number of sample as Standard Deviation of each sample. The researcher then decided that those students who scored **1s and above** would be considered to be at Above Average level of Environmental Activity; those who scored **-1s and below** would be considered to have Below Average level of Environmental Activities. Those students who scored between **-1s and 1s** were considered to have Average Level of Environmental Activities.

Table No. 1: Level of environmental activities of college students in Mizoram

N	1 σ and Below (Below Average)	-1 σ to 1 σ (Average)	1 σ and Above (Above Average)
50	6 (12%)	37 (74%)	7 (14%)

As seen from Table No. 1, 74% of college students of Mizoram had average environmental activities during the time this study was undertaken. Moreover, 14% of them had above average interest in environmental activities. Another 12% had below average level of environmental activities.

Discussion: It was not surprising to find that a huge majority of the sample college students had an average environmental activity. However, in consideration of the massive persuasive powers of non-governmental organisations of which college students are active members, this average activity has the potential to be improved a great deal. In order to achieve this, campaigns targeting college students may have to be launched.

Objective 2. To find out the difference between the Environmental Activities of male and female college students of Mizoram.

Table No. 2: Difference between the environmental activities of male and female college students of Mizoram

Gender	N	Mean	Standard Deviation	df	't' value	Significance (at 0.05 and 0.01 levels of significance)
Male	35	49.68	7.24	48	0.24	Not Significant at 0.05 and 0.01 levels of significance
Female	15	49.2	6.002			

Table No. 2 shows that the Mean score of male students is 49.68 and Standard Deviation is 7.24. The Mean score of the female students is 49.20 and Standard Deviation is 6.002. The t value is 0.24, which is less than the critical t value at both 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which states, *'there is no significant difference between male and female college students with regards to environmental activities'* cannot be rejected as there is no significant difference between the environmental activities of male and female college students in Mizoram.

Discussion: It was interesting to note that gender did not affect the environmental activities of college students in the state of Mizoram. In fact, the findings of the present study disagreed with most of the findings of other states within the country and elsewhere too. But a few studies also corroborate the findings of the present study. This could be because children of both gender are treated in almost the same way and no preference is given to either gender in particular in various aspects of life. This could be the reason why male and female students were almost equally active for the environment.

Objective 3: To find out the difference between the environmental activities of rural and urban college students of Mizoram.

Table No. 3: Difference between the environmental activities of college students of rural and urban origin in Mizoram

Background	N	Mean Value	Standard Deviation	df	't' value	Significance (at 0.05 and 0.01 levels of significance)
Rural	24	48.17	7.36	48	1.37	Not Significant at 0.05 and 0.01 levels of significance
Urban	26	50.81	6.18			

Table No. 3 shows that the Mean score of the students hailing from rural areas is 48.17 and Standard Deviation is 7.36. The Mean score of the students residing in urban areas is 50.81 and Standard Deviation is 6.18. The t value is 1.37, which is less than the critical t value at both 0.05 and 0.01 levels of significance. Therefore, the null hypothesis which states, *there is no significant difference between students with rural and urban backgrounds with regards to environmental activities* cannot be rejected as there is no significant difference between the environmental activities of rural and urban college students in Mizoram.

Discussion of findings:

In a state like Mizoram where there is minimum activities that have negative effect on the environment, it is rather disappointing to find that only a small percentage of the college students had above average understanding of the environment and thus have healthier environmental activities when compared with students from urban background. However, it is interesting to note from the findings that there are no significant differences between the two groups. At the same time, while female students may have been assumed to be more careful in their environmental activities when compared with males, the present research has clearly indicated that both genders have the same level of participation in environmental activities, as was concluded by Sivamoorthy et.al in their study.

Discussion: Although it was a bit of a surprise to find that there was no significant difference between students from rural and urban backgrounds, on closer examination, it could be seen that there was not a huge gap between rural life and urban life in this rather isolated state, especially in comparison with the gap between urban and rural life in other places.

Conclusion:

In a state like Mizoram where there are minimum activities that have negative effect on the environment, it was rather disappointing to find that only a small percentage of the college students had above average environmental activities. Moreover, it was

easy to assume that students from rural areas would have a better understanding of the environment and thus have healthier environmental activities when compared with students from urban background. However, it was interesting to note from the findings that there were no significant differences between the two groups. At the same time, while female students may have been assumed to be more careful in their environmental activities when compared with males, the present research has clearly indicated that both genders have the same level of participation in environmental activities, as had been discovered by Sivamoorthy et.al in their study.

Environmental education is a matter of great concern, especially in light of current environmental problems. The embarrassing but undeniable positive effect of the lockdown of human activities on the environment is a clear indicator of man's effect on the environment. If present time students are expected to be our future leaders, it is imperative that they learn how to be environmentally friendly and adopt friendly environmental activities. This is possible only through a sound understanding and appreciation of our environment. This understanding and appreciation can only be won with a sound environmental education programme in colleges. Therefore, the need of the hour is to give more importance to this subject that has the power to alter our very lives and that of our progeny.

References:

- Hmangaihzuai, Christina V.L (2015) *Environmental Ethics among Secondary School Students in Aizawl City, Mizoram*. A dissertation for M. Phil Degree in Mizoram University, Unpublished
- Sharma, R. A., Maisnam, P. & Lenka, S.K. (2008) *Environmental Education- Ecological Challenges and Educational Programme*. Vinay Rakheja C/o Lall Book Depot, Meerut-250 001 (U.P.)
- Internet Sources:
- Budvytyte, A (2011) Environmental Education at Secondary School System in Lithuania. Retrieved from <http://lup.lub.lu.se/student-papers/record/1961765/file/1961769.pdf>. Accessed on 25/03/2017
- Hmangaihzuai, C.V.L (2015) *Environmental Ethics among Secondary School Students in Aizawl City, Mizoram*. A dissertation for M. Phil Degree in Mizoram University, Unpublished.
- Grimmette, K.A. (2014) *The Impact of Environmental Education on Youth and their Environmental Awareness*. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1134&context=envstudtheses> .Accessed on 24/3/2017
- Sivamoorthy, M. et al (2013) Environmental Awareness and Practices among College students. Retrieved from [http://www.ijhssi.org/papers/v2\(8\)/Version-3/CO283011015.pdf](http://www.ijhssi.org/papers/v2(8)/Version-3/CO283011015.pdf). Accessed on 27/04/2017

Job Satisfaction Among Deficit Secondary School Teachers in Relation to Their Gender in Aizawl District

Esther Lalrinngheti*
Lallianzuali Fanai**

Abstract

One of the most important factors influencing the quality of education is the quality and competences of the teachers. Hence, the importance of providing them with the best professional training and satisfactory working condition is mandatory for achieving desirable educational outcomes. The present study focuses on the influence of gender on job satisfaction of deficit secondary school teachers within Aizawl District. The sample of the study consists of 66 secondary school teachers who were randomly selected from the Deficit Schools within Aizawl District. The investigator used Job Satisfaction Scale (JSS) prepared by Meera Dixit (Lucknow) for primary and secondary school teachers consisting of 52 questions. The study revealed that most of the teachers have extremely high and high satisfaction in their job and also that there was no significant difference in the level of job satisfaction between the male and female teachers. The study also incorporate the comparison of the level of satisfaction on the factors of job satisfaction which were intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker among the male and female deficit secondary school teachers.

Keywords: Job satisfaction, Secondary school teachers, Deficit secondary schools.

Introduction:

Teachers can be considered to occupy the topmost hierarchy in the professional pyramid as they mould the future generation. The whole process of education is shaped and moulded by teachers who play a pivotal role in any education system. They have the potential to mould the minds of young children so that they become good human

*Esther Lalrinngheti, Research Scholar, Institute of Advanced Studies in Education (IASE). Republic Veng, Aizawl, Mizoram. Email id: essiepachuu@gmail.com

**LallianzualiFanai, Professor, Institute of Advanced Studies in Education(IASE). Republic Veng, Aizawl, Mizoram. Email id : dr.zuali@gmail.com

beings. The satisfaction of teachers in their job is a primary requisite for any successful education system. Khan (cited in Sam & Kumari, 2015) stated that a professionally satisfied teacher portrayed a warm attitude and better enthusiasm and a higher value system. A well satisfied teacher has the capability to offer more for improving the well-being of the students. Adequately satisfied teachers in their job are capable of fulfilling the objectives and national goals of education.

Job satisfaction is an individual's feeling related to his profession and it is as widely accepted as the effective functioning of psychological aspect of one's profession. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; and an effective reaction to one's job; and an attitude towards one's job. Job satisfaction is one's subjective perception and views of an employee towards their work. It can also be defined as an individual emotional reaction towards various aspect of their profession (Kreitner and Kinieki, 1998). It expresses the conformity of employees' expectation of the job and the benefits that the job provide. Sam and Kumari (2015) have simply stated that job satisfaction refers to people's perceptions about their job in general and the different aspects of their job. It is the extent to which people discern their jobs in a positive or negative way. Job Satisfaction is one's affective appraisal of one's job that results from the person's comparison of actual benefit received from the job with those desired and anticipated outcome. Job satisfaction is an attitudinal perspective of one's own job. According to Blum (cited in Sam & Kumari, 2015), job satisfaction is the result of various attitudes a person holds towards his job with all the different aspects of job factor and life in general.

Gender plays an important role in identifying which factors attract and satisfy female workers in their jobs and what factors satisfy male workers in their jobs. Males perform better under stress but females' performances deteriorate under stress. Females agree to work on less salary and they do not compete with males directly. Females prefer personal life over professional life and leave the job for family sometimes (Hall, 2008).

Rationale of the Study

Job satisfaction differs in men and women. Job satisfaction is not only the job, instead it depends on working environment, supervision, interpersonal relation of co-workers, salary, and organizational culture. Job satisfaction also depends on the nature of job an employee is assigned. Female teachers are unusually not satisfied with their job due to unattractive working environment and low salaries but female teachers are mostly in the teaching profession because they like this profession and the teaching job also satisfies their intrinsic need. Job responsibilities make them satisfied (Tasnim, 2006). People think that job satisfaction is dissimilarity between what is expected and

what is achieved. An individual will be happy and contented with his job when he or she gets what he or she is expecting. Females have lower expectations from their jobs than men do and this leads them to be more satisfied in their jobs. Kinman (1998) explores that gender has a crucial role in determining job satisfaction and men have lower job satisfaction compared to women on the same jobs (Oshagbemi, 2000).

Female teachers were more satisfied with their jobs as compared to males in Bangladesh because teaching is considered a conventional career for females due to several reasons. (Rehman&Parveen, 2008). Anuradha, K. & Kalapriya, C. (2015) found that job satisfaction of secondary school teachers differ significantly with regard to their gender with male teachers having higher level of satisfaction in Kerela. Kumar and Bhatia (2011) mentioned that the level of Job Satisfaction and attitude of the teachers towards teaching was least affected by the gender in their study. Lalthansangi (2014) found that female teachers were more satisfied than the male teachers among Government Secondary School teachers in Aizawl City. The influence of gender on job satisfaction among the secondary school teachers differ greatly depending upon the demographic area and the type of management system which indicates the present study inevitable.

Statement of the Problem

Keeping in view the above rationale, the study has been titled ‘Study of Job Satisfaction of the Deficit Secondary School in relation to their gender in Aizawl District.’

Objectives of the Study:

The objectives for the study were –

1. To find out the different levels of job satisfaction among deficit secondary school teachers.
2. To study the difference between male and female deficit school teachers their level of job satisfaction.
3. To study the difference in the level of satisfaction on the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker with regard to their gender among the teachers of deficit secondary school teachers.

Hypothesis

The following hypotheses were formulated from the given objectives for the study –

1. There is no significant difference in the level of job satisfaction among male and female Deficit Secondary School teachers.
2. There are no significant differences in the level of satisfaction on the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker with regard to their gender among the teachers of Deficit Secondary School teachers.

Research Design

Descriptive survey type of research was used for this study.

Population and Sample:

The population for the test consisted of all the teachers of Deficit Secondary Schools within Aizawl District. There are five deficit schools in Aizawl District. The total number of teachers in the six deficit school is 80. The sample consists of 66 secondary school teachers randomly selected from the Deficit School teachers of Aizawl District which amount to 82.50% of the total population.

Tools Used:

For collection of data, the investigator used standardized Job Satisfaction Scale (*JSS*) prepared by Meera Dixit (Lucknow) for primary and secondary school teachers consisting of 52 questions and the record of District Education Office (DEO), Aizawl District of Deficit School Teachers as the secondary source.

Procedure for Data Collection:

For the purpose of collecting data, good rapport was established with the Deficit Secondary School teachers. The data were collected by personally administering the selected tool for the present study.

Procedure for Data Analysis:

For the purpose of analysis of the collected data, the responses obtained from the subjects were scored following the standard procedure. The scores on job satisfaction scale were entered following the column designed for the selected variable, i.e., male and female, intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker. For analyzing the data, the investigator used percentage to describe the level of job satisfaction among the teachers and mean, standard deviation, standard error and t-test to compare the level of satisfaction on the different factors of job satisfaction between male and female teachers.

Analysis and Interpretation

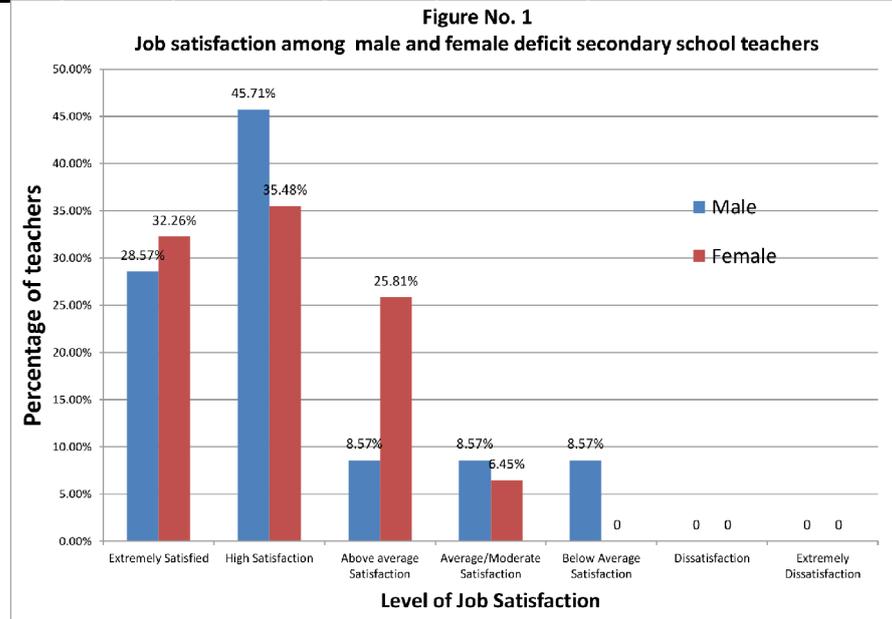
Analysis of the present study was done in accordance with the objectives of the study.

Objective no 1: *To find out the different level of Job Satisfaction among Deficit Secondary School teachers.*

The following table (table no. 1) and figure no. 1 shows the number and percentage of 35 male teachers and 31 female teachers who are teaching in Deficit secondary school within Aizawl District along with their level of job satisfaction.

Table - 1
Job Satisfaction Among Deficit Secondary School Teachers

Score	Male (N=35)		Female (N=31)		Level of satisfaction
	Number	Percentage	Number	Percentage	
Above 204	10	28.57%	10	32.26%	Extremely High satisfied
190 – 203	16	45.71%	11	35.48%	High Satisfaction
178 – 189	3	8.57%	8	25.81%	Above average Satisfaction
161 – 177	3	8.57%	2	6.45%	Average/Moderate Satisfaction
148 – 160	3	8.57%	0	0	Below Average Satisfaction
135 – 147	0	0	0	0	Dis satsifaction
Below 135	0	0	0	0	Extremely Dis satsifaction



The above table and figure reveals that out of 35 male and 31 female teachers of Deficit Secondary School teachers, 28.57% male and 32.26% female deficit school teachers were extremely satisfied with their job, 45.71% of male and 35.48% of female teachers were found to have high satisfaction in their job, 8.57% male and 25.81% female teachers were identified as having above average satisfaction in their profession, 8.57% of male and 6.45% of female teachers have an average or moderate satisfaction in their job and 8.57% male teachers were found to have below average satisfaction in their job. There were no male Deficit Secondary School teachers whose levels of job satisfaction were dissatisfaction and extremely dissatisfaction. Among female teachers, there were no teachers who have below average satisfaction, dissatisfaction and extremely dissatisfaction.

Objective no. 2 - *To study the difference between male and female Deficit school teachers their level of job satisfaction.*

The scores of male and female teachers on Job Satisfaction are computed and compared on the sample of 35 male and 31 female teachers. The mean, standard deviation (SD), Standard Error (SE) and t-values are computed for the comparison of the mean scores on job satisfaction which is shown in Table No. 2

Table No. 2
Gender

Gender	Mean	SD	SMED	t-value	Remark
Male (N=35)	193.8	16.79	2.39	1.773	Not Significant
Female (N=31)	198.1	15.65			

A perusal of the result vide Table No. 2 reveals that the ‘t’ values for the significance of difference between the mean job satisfaction scores of male and female teachers of Deficit Schools. Since the calculated t-value is less than the criterion t-value, therefore, it was concluded that there was no significant difference between the male and female Deficit Schools teachers within Aizawl District with regard to their Job Satisfaction. Therefore, the null hypothesis that assumes, “*there is no significant difference in the level of job satisfaction among male and female Deficit Secondary School teachers within Aizawl District*” was accepted.

Objective no.3 - *To study the difference in the level of satisfaction on the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker with regard to their gender among the teachers of Deficit Secondary School teachers.*

The following table no.3 shows the mean, standard deviation, standard error and t-value on the factors of job satisfaction, i.e., the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker for comparing the score of male and female teachers of Deficit Secondary School teachers.

Table - 3
Level of Satisfaction on the Factors of Job Satisfaction

Sl. No	Gender	Mean	SD	SMED	t-value	Remark
1	Intrinsic aspect of the job					
	Male	26.29	2.95	1	0.06	Not Significant
	Female	26.35	2.71			
2	Salary, service conditions and promotional avenues					
	Male	26.26	4.27	1.12	1.4	Not Significant
	Female	27.84	2.9			
3	Physical facilities					
	Male	34.26	6	1	0.29	Not Significant
	Female	34.55	4.55			
4	Institutional plans and policies					
	Male	22.23	2.31	1	0.12	Not Significant
	Female	22.35	2.15			
5	Satisfaction with authorities					
	Male	21.43	2.88	1	1.47	Not Significant
	Female	22.9	2.9			
6	Social status and family welfare					
	Male	19.77	2.36	1	0.13	Not Significant
	Female	19.9	2.26			
7	Rapport with students					
	Male	24.17	2.08	1	0.26	Not Significant
	Female	23.9	2.12			
8	Relation with co-worker					
	Male	19.4	1.71	1	0.82	Not Significant
	Female	20.23	1.75			

The above table reveals the difference in the level of satisfaction of male and female Deficit School teachers on the different factors of job satisfaction. It is observed that the calculated t-value of all the factors of job satisfaction i.e., the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker were

lower than the criterion t-value which indicates that the differences were not statistically significant. Thus, the null hypothesis that assumes, “*there is no significant difference in the level of satisfaction on the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker with regard to their gender among the teachers of Deficit Secondary School teachers*” was accepted.

Conclusion Discussion

Job satisfaction is a broad feeling about the job and related set of attitudes about various aspects of feature of one’s job. The facet approach is used to find out satisfying or dissatisfying aspects of job. Robbins and others (1994) had indicated that the important favourable factors of job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees, work also fulfills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992).

In the present study, both male and female teachers who were working under Deficit management system have a relatively high level of job satisfaction and the mean score of both male and female teachers falls in the category of high satisfaction which reveals that the school management system in general provide good working condition for its teachers. Deficit secondary schools are those schools which receive Grand-in-Aid from the consolidated fund under Mizoram Aided School (non-recurring and recurring Grant-in-Aid) from the Government of India and their teachers enjoy full pay and allowances as that of Government teachers. This indicates that they receive the same type of physical infrastructural development as Government schools with similar pays; except for pension provision which ensures good working conditions. Besides this, all the Deficit Secondary Schools within Aizawl were found to have good reputation with regards to the quality of education and educational outcomes making the teaching job in these schools a prestigious means of occupation which may account for the high level of satisfaction.

The present study also revealed that there is no significant difference between male and female Deficit secondary school teachers as female teachers have slightly higher levels of job satisfaction when their mean scores were compared. Teaching is considered to be more appropriate for female teachers as the working conditions and stability it provides them is found satisfying by women. On the other hand, it is less challenging for male teachers as it is very static and the chances of promotion and career advancement is limited in teaching jobs which make it less appealing for them. All the deficit schools in Aizawl District are centrally located within the City area and

are easily accessible and approachable for all the teachers working under the management system which accounts for one of the most favourable working conditions for female workforce. Variation in the level of job satisfaction among the male teachers was higher compared to the female teachers, which resulted in lower levels of mean score of job satisfaction. These conditions together may account for the higher job satisfaction among female teachers in comparison to male teachers.

The factors of job satisfaction under investigation were the factors which were found to be significant factors influencing the satisfaction of Indian primary and secondary school teachers by Meera Dixit (1993). Looking at the different factors of job satisfaction, males and females do not show much difference in their level of satisfaction. The mean scores of male and female teachers of Deficit secondary school for the factors of job satisfaction, i.e., the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-worker reveals that they were not significantly different. The mean score of female teachers were slightly higher than the mean score of male teachers on the intrinsic aspect of the job, salary, service conditions and promotional avenues, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare and relationship with co-worker except in rapport with students where the male teachers mean score was higher even though they were not significant.

The investigator noticed that schools with better reputation have teachers with higher level of satisfaction among the Deficit secondary school teachers. The level of infrastructural development also differs among the Schools which results in variation of satisfaction. The Deficit mission secondary schools not only receives financial grant from the government for infrastructural development but also from their parent churches and additionally gives support to the teachers as well as students in their spiritual, moral and physical well-being. As a whole, the working conditions and environment in the Deficit secondary schools are ideal for its teachers.

Reference

- Anuradha, K. & Kalapriya, C. (2015).** 'Job satisfaction of secondary school teachers', *Edutracks*. 14(8), 36-39.
- Bhatia, L. (2011).** Teacher and their attitude towards teaching: Asia Pacific. *Journals of Research in Business Management*. 2(9), 67-77
- Dixit, M. (1993).** *Job satisfaction scale*. Agra: National Psychological Corporation.
- Hall, J. (2008).** Changing the face of leadership from within: Gender differences in leadership styles. *The International Consortium for Public Safety Leadership*, July 15th, 2008, Tallahassee, Florida, USA
- Kinman, G. (1998).** 'Pressure points: a survey into the causes and consequences of occupational stress in UK academic and related staff'. *Association of University Teachers, London*.
- Kreitner R and Kinicki A. (1998).** *Organisational behaviour*. New York: McGraw Hill.
- Lalthansangi (2014).** *A study on the job satisfaction of government secondary school teachers in Aizawl city* (unpublished master's dissertation). Mizoram University.
- Oshagbemi, T. (2000).** 'Gender differences in the job satisfaction of university teachers', *Women in Management Review*, 15, 331 – 343
- Rehman, M., & Parveen, R. (2008).** 'Job satisfaction: A study among public and private university teachers of bangladesh'. *Journal of the Institute of Cost and Management Accountants of Bangladesh*, 34, 73-90
- Sam & Kumari (2015).** 'Job satisfaction of teacher-educators'. *Edutracks*. 12(7), 41-43.
- Tasnim, S. (2006).** Job satisfaction among female teachers: A study on primary schools in Bangladesh, Retrieved from <https://bora.uib.no/bitstream/1956/1474/1/Masteroppgave-tasnim.pdf>

Perception of High School Boys and Girls of Mizoram on Culture of Peace in the Schools

Zodinsanga Sailo*

B. B. Mishra**

Abstract

Peace education is fundamentally a process of engaging people in developing awareness of the causes of conflicts and ways to resolve these in daily life. The highest form of objective for any education is inculcating peace and it is an essential value to be cherished by every individual. The main purpose of peace education is to encourage students to develop different strategies that would provide social justice, not only in their countries, but also around the world. This paper highlights about the perceptions of parents and teachers about the concept of peace education and how to implement peace Education in secondary schools. Most of the human traits get relatively stable during late adolescent period. At this stage, individuals' learning, experiences and exposures along with ambitions and aspirations get consolidated in the form of personality. This is why adolescent period is recognized as a most critical stage of life. High school students are at an age that co-incides with adolescent stage. This study aimed at assessing the prevalence of culture of peace among high school students of Mizoram, a small state, which is situated, in the northeastern corner of India. In the present study, prevalence of culture of peace of 400 high school boys and 400 girls, both from rural and urban areas, was assessed. The study revealed that there was high prevalence of peace culture among the high school students of Mizoram.

Key words: Peace Education, Perception and Culture

Introduction

Peace education, as education in general, is socially directed and has its roots in some social intent. Peace education is aimed at teaching individuals the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships. There

*Zodinsanga Sailo, Assistant Professor, Department of Education, Govt. Aizawl West College

Email : oliasnid@gmail.com

**B.B.Mishra, Professor, Department of Education, Mizoram University, Aizawl, Mizoram.

Email: bana.mishra55@gmail.com

are many approaches to peace education, many of which are based on ideology, practical experience, and good intentions. It is absolutely necessary to remain conscious of the social purposes we want peace education to serve, the central one being peaceful resolutions of violence in its different forms. Beginning from the value-base of peace, human rights, and democracy, we need to identify the social problems we wish to address and then determine the relevant educational goals. In other words, who is to learn what for the society to overcome the problems identified? Peace education has been defined as a process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youths and adults to prevent conflicts and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Peace Educators hope to create in the human consciousness a commitment to the ways of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education learn how to solve problems caused by violence. Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts non-violently and by creating a desire to seek peaceful resolutions of conflict. Peace education pedagogy is interactive, with the use of dialogue, deliberation and critical learning. Formal and informal collaboration with other groups and cultures in the community is encouraged. Peace education curricula offers diverse content, form, structure, skills and attitudes that address the needs of alternative perspectives.

Baldo and Fumiss (1998) argue that peace education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which pupils are taught. Of course, teachers (and school administrators) are the crucial actors for taking the responsibility of achieving these values. Teachers must be able to foster positive social interactions among children, and establish and maintain positive collaborative relationships with families and the larger community, toning and support well-being. That is why teachers should be prepared with universal values, such as freedom, justice, human rights, gender equality, tolerance, and respect for the right to live.

According to the NCF (2005), only education has the capacity for building long term peace through inter cultural conversations. School aged children are endowed with a special sensitivity to constructing their moral character. The NCF echoes this thought and describes the various stages of ethical development and how they occur. According to the NCF, at the primary stage, children become conscious of both themselves and their immediate environment and begin to form notions of right and wrong. At the next stage, they develop reasoning abilities and learn to question, discuss and reflect upon ethical dilemmas. The result, an independent individual who can

make well reasoned judgments. It is through this complex process - dialogue, sensitivity to issues, learning skills for resolution and imitating good role models - that children will learn to construct their value systems, and proactively choose peace over violence. Peace education is, thus, a teaching of skills and values that supports respect for all humans and calls for a change in attitudes.

Peace Education 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 among one of the peaceful states of India. From their very childhood, both boys and girls are involved in various activities such as church and other voluntary social organisations which promote religious and social values. Though most of the people, particularly students, are disciplined and have high moral values. However, in recent years, it has been observed that there is a change in this scenario. It is being found that crime rates of different kind is growing over periods of time. The Mizo society is a close knit class-less society where there is no class distinction. The Mizos normally extend their supports for important events like birth, marriage, deaths and also during natural calamities. The Mizo code of ethics revolves around what is locally termed as “Tlawmngaihna”, generally meaning that everyone maintains a selfless, welcoming, supportive, friendly, and caring attitude towards others. It is expected of every Mizo to be subordinate to the general interests of the society.

Formal education started late in Mizoram. This may be judged from the fact that the first primary school was established in Aizawl in 1898 by the Christian Missionaries in the state. Similarly, the first Upper Primary School, first High School, first College, first College of Teacher Education, Mizoram Board of School Education, SCERT (Mizoram), and first University (Mizoram University) were established in the years 1907, 1944, 1975, 1975, and 2000 respectively. Many developments in the education sector have happened during the post-independence period. In spite of the late developments in education in the state, it is appreciable that the state has higher literacy percentage in comparison to other states of the country.

Need of the Study

India needs creation of a strong and pro-active human rights community having strong inclination for peace which 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 the inculcation of peace education among

the students. There are reports from different parts of the country and there is prevalence of violence, sexual abuse, imperfect relations, autocratic administration, and conflicts in all types of schools of the state; primary to secondary, which break the culture of peace in the schools and deter the promotion of culture of peace and human rights values among the students but are not being reported, and Mizoram may not be an exception to this. Such situations in schools break the culture of peace in the schools and deter the promotion of peace education among the students. But such cases are not being reported by the victims to the administration and parents/ guardians. It is not that peace education is only imparted at the high school level; such types of education are imparted starting from primary level of education. In this context, the following broad research questions are raised:

- I. How do high school students in Mizoram perceive the culture of peace in the schools?
- II. Is there any variation in the perceptions of high school students in Mizoram about the culture of peace in the schools?

Objectives of the study

1. Perception of high school boys and girls in Mizoram relating to prevalence of peace culture in schools.
2. To compare the perceptions of high school students in Mizoram relating to prevalence of peace culture in schools with reference to their gender (Boys and Girls).

Hypotheses of the study

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

1. There is no significant difference in the perceptions of high school boys and girls in Mizoram relating to prevalence of peace culture in schools.

Methodology

Population and Sample:

The target population of the study was the high school students of Mizoram. As such, all students, both boys and girls, pursuing their studies in the urban and rural areas in the state of Mizoram constituted the population of the study. To have a representative sample of students both from urban and rural areas, 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 400 boys and 400 girls of high school students.

Tools used:

For assessment of peace culture in the schools a questionnaire was developed by the investigator. In the questionnaire 63 items were retained. Each question has two suggested responses in terms of “Yes” and “No”. Since the test was developed with experts’ remarks it was accepted to have the construct validity. The reliability of the questionnaire was established through test-retest method with 32 students and the reliability coefficient was found to be 0.74. For easy comprehension of the high school students, the test was translated into Mizo language and finally the questionnaire came out as 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 perception about peace culture are given in Table – 1. The ‘t’ values on comparison of different groups are given in Table – 2.

Table 4.1

Mean Scores (with percentage) and Standard Deviations of Boys and Girls High School Students in Mizoram on Various Components of Peace Culture and on Composite Score

Sl. No	Gender	Mean	SD	SMED	t-value	Remark
1	Intrinsic aspect of the job					
	Male	26.29	2.95	1	0.06	Not Significant
	Female	26.35	2.71			
2	Salary, service conditions and promotional avenues					
	Male	26.26	4.27	1.12	1.4	Not Significant
	Female	27.84	2.9			
3	Physical facilities					
	Male	34.26	6	1	0.29	Not Significant
	Female	34.55	4.55			

Perception of High School Boys and Girls of Mizoram on Culture of Peace in the Schools

4	Institutional plans and policies					
	Male	22.23	2.31	1	0.12	Not Significant
Female	22.35	2.15				
5	Satisfaction with authorities					
	Male	21.43	2.88	1	1.47	Not Significant
Female	22.9	2.9				
6	Social status and family welfare					
	Male	19.77	2.36	1	0.13	Not Significant
Female	19.9	2.26				
7	Rapport with students					
	Male	24.17	2.08	1	0.26	Not Significant
Female	23.9	2.12				
8	Relation with co-worker					
	Male	19.4	1.71	1	0.82	Not Significant
Female	20.23	1.75				

**Figures in the Parentheses indicate percentage*

Table 4.2
Comparison of Boys and Girls High School Students on ten components of Culture of Peace

GROUPS	N	COMPONENTS										t- value
		Student and student relationship	Teacher and teacher relationship	Student and teacher relationship	Student and headmaster relationship	Teacher and headmaster relationship	Corporal punishment	Sexual abuse	Authoritative atmosphere	Discrimination of students	Activities for Promoting peace	
Boys Vs. Girls	800	1.11	0.25	0.11	2.14*	0.37	0.08	0.75	3.33***	2.60**	1.22	0.22

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

Findings

- On the student and student relationship component of peace culture in schools the average performance converted to percentage of high school students were found to be 53.14% and 55.39% for boys and girls respectively. Though girls' perceptions are better than boys', the result indicates that both boys and girls pursuing their studies in high schools have perceived that there is good relationship among student and student in schools.
- On the teacher and teacher relationship component of peace culture in schools the average performance converted to percentage of high school students were found to be 74.33% and 74.66% for boys and girls respectively. Though girls' perceptions are better than boys', the result indicates that both boys and girls pursuing their studies in high schools have perceived that there is good relationship among teacher and teacher in schools.
- On the student and teacher relationship component of peace culture in schools the average performance converted to percentage of high school students were found to be 69.57% and 69.42% for boys and girls respectively. Though boys' perceptions are better than girls', the result indicates that both boys and girls pursuing their studies in high schools have perceived that there is good relationship among students and teachers in schools.
- On the student and headmaster relationship component of peace culture in schools the average performance converted to percentage of high school students were found to be 70.33% and 72.83% for boys and girls respectively. Though girls' perceptions are better than boys', the result indicates that both boys and girls pursuing their studies in high schools have perceived that there is good relationship among students and headmasters in schools.
- On the teacher and headmaster relationship component of peace culture in schools the average performance converted to percentage of high school students were found to be 89.16% and 89.58% for boys and girls respectively. Though girls' perceptions are better than boys', the result indicates that both boys and girls' pursuing their studies in high schools have perceived that there is good relationship among teacher and headmaster in schools.
- On the corporal punishment component of peace culture in schools the average performance converted to percentage of high school students were found to be 28.54% and 25.83% for boys and girls respectively. Though boys' perceptions are better than girls', the result indicates that both boys and girls pursuing their studies in high schools have perceived that corporal punishment happens in schools.

- On the sexual component of peace culture in schools the average performance converted to percentage of high school students were found to be 81.00% and 80.00% for boys and girls respectively. Though boys' perceptions are better than girls', the result indicates that both boys and girls pursuing their studies in high schools have perceived that sexual abuse among teachers and students is not happening in the schools.
- On the authoritative atmosphere component of peace culture in schools the average performance converted to percentage of high school students were found to be 77.00% and 73.66% for boys and girls respectively. Though boys' perceptions are better than girls', the result indicates that both boys and girls pursuing their studies in high schools have perceived that there is no authoritative atmosphere in the schools.
- On the discrimination of students component of peace culture in schools the average performance converted to percentage of high school students were found to be 75.00% and 70.66% for boys and girls respectively. Though boys' perceptions are better than girls', the result indicates that both boys and girls pursuing their studies in high schools have perceived that there is no much discrimination happens in the school.
- On the promoting peace component of peace culture in schools the average performance converted to percentage of high school students were found to be 79.71% and 81.28% for boys and girls respectively. Though girls' perceptions are better than boys', the result indicates that both girls and boys students highly perceived that schools take responsibility for promoting culture of peace in the schools.
- On the composite scores in all the ten components of peace culture in school the average performance converted to percentage of boys and girls students are 69.41% and 69.58% respectively. Though girls' perceptions are better than boys', the result indicates that both girls and boys students highly perceived that there is a culture of peace in schools.
- Comparison between boys and girls high school students reveals on student and headmaster relationship, girls perceived the relationship to be better in comparison to the perception of the boys. On authoritative atmosphere, girls perceived the atmosphere of the school to be less authoritative in comparison to the perception of the boys. On discrimination of students, girls perceived discrimination of students by the teachers to be less in comparison to the perception of the boys.

Conclusion

The study revealed that the high school students of Mizoram have high peace culture. The task of promoting peace culture ought to be focused at two distinct levels i.e. imparters (teachers) and receivers (students). For the receiver's provisions are not only to be made in curricular and co-curricular activities but also it should be reflected in their daily life. For effective promotion of peace culture in school, teachers' role is important. The teachers are required not only to transact the related curricular and co-curricular components, but also to create conducive atmosphere and culture in the schools which will meet the goals i.e. development of proper knowledge, skill, habits, attitude, etc. It is because children close their ears to advice and open their eyes to examples. This is especially true in the context of our country where teachers are respected as the fountainheads of knowledge and wisdom. Society as another influential agency of education, must respect peace values in every societal activity so that children do not confuse what is taught with what is practiced. Children will learn peace values only if these are modeled by their teachers as well as their elders. If there is a mismatch between what teachers and adults do, or say, children will imitate what is done. Teachers and elders need to be aware of the effects of their behavior on students.

References

- Baldo, M. & Fumiss, E. (1998). *Integrating life skills into the primary curriculum*. New York, UNICEF
- National Council of Educational Research and Training (NCERT) (2005). *National Curriculum Framework for School Education*, New Delhi: NCERT.
- Directorate of Economic & Statistic Mizoram: Aizawl. (2011). *Statistical Handbook Mizoram*.
- Directorate of Economic & Statistic Mizoram: Aizawl. (2016). *Statistical Handbook Mizoram*.

A Critical Study of Hindi Language Textbook for Class III in Mizoram

Swati Dwivedi*
Prof. Lalhmasai Chuaungo**

Abstract

Our school system, globally, is living in “textbook culture”. Textbooks become more important for a language classroom and perhaps even imperative in a second language classroom. Sometimes a textbook is also required to maintain the minimum quality of instruction and to bridge the gaps which are created because of poor quality of teacher education and or no training. Considering the central role of textbooks in the teaching and learning of second language, attempt was made to evaluate the introductory textbook of Hindi language prescribed by SCERT, Mizoram for class III. Content Analysis method was used to analyse the design, vocabulary, subject matter (content), genre, pictures etc. in the book by putting them in the societal context of Mizoram. The introductory textbook of Hindi language for Class III in Mizoram was analyzed in relation to introductory textbook of English language for class I in Mizoram and also introductory textbook of Hindi for class I prescribed by NCERT, New Delhi. The study found serious lacking in Hindi textbook of class III in Mizoram and recommended updating the same at par with the introductory book of language course. The textbook was found to be just an alphabet book with dull and out of context presentations at many places.

Key Terms: *Textbook, Hindi Language, Content Analysis, Introductory Input, Introductory Textbook*

The Framework

Modern education system in India is much centered on the textbooks. Although indigenous system of education before British rule was not fixed with

*Swati Dwivedi, Research Scholar, Department of Education, Mizoram University, Aizawl.

Email: swati14.12@gmail.com

** Prof. Lalhmasai Chuaungo, Professor, Department of Education, Mizoram University, Aizawl.

Email: lalhmasai.c@gmail.com

textbooks, 'textbook culture' was propagated by British model of education (Kumar, 1998). The British model of school education has impacted the education system including United States and the US system has also become dominated by textbooks (Ball & Feiman-Nemser, 1988). Hence, it can be said that this textbook culture is a global phenomena. Since the success of teaching is determined through the evaluation based on textbooks, the teachers are bound to base their teachings preferably on those textbooks which are prescribed by the state governments in India, with least flexibility for addition and subtraction of content by the teachers. Literature in the area of teacher education and pedagogy is full of eulogistic claims like "textbooks are the best media of teaching" (Yunus & Singh, 2009-10). Despite variety of learning media available in present time, still, textbooks remain the heart of curriculum (Lehr, 1979). Whatever audio, video, computer based or online materials are developed or curated are serving as supporting material to textbooks (Richards & Renandya, 2002). Before deliberating further let us appreciate the technical definition of a textbook as "*Textbook is a book dealing with a definite subject of study systematically arranged, intended for use at specified level of instruction and used as a principal source of study material for a given course*" (Good, 1973). By the definition, we can infer that textbook is central among the sources of study. Hutchinson and Torres (1994) highlighted that textbook is important because it negotiates the learning, accountable for what will be done in the classroom and oriented towards the progress and expected standards. Considering the language classroom situation, it is a key component (Richard, 2001), and specifically in context of second language teaching and learning, textbook is essential need for both teacher and students (Trisha, 2016; Soares, 2005).

In perfect circumstances textbooks are to be used as a basic direction or indicator to the teachers, and required material is to be curated by the teachers. Nevertheless, it is the biggest help to novice teachers and the teachers who have not gone through a rigorous programme of teacher education. Language classroom is the only situation where teachers are permitted to hang on textbooks. By rethinking on two factors in Indian scenario; first backlog of untrained teachers across the country and second poor quality of teacher education in India (which is cited in national documents like 'Draft National Policy on Education, 2019), following textbooks would be a safe side for ensuring minimum quality of education. A textbook also plays a vital role in determining the learners' success in language

courses. In this connection, Crawford (as cited in Richards & Renandya, 2002) proposed some advantages of textbook listed as below:

- Textbook provides a central core to a programme of study in absence of which learner may not get systematically planned and developed syllabus.
- Textbook serves the purpose of standardized instruction. It ensures that students studying in dispersed and different classes should receive similar content and be evaluated equally.
- A well-developed textbook ensures quality of learning.
- It saves teachers' time from developing material.
- A textbook provides effective language model and input and more support to teachers whose first language is different from what they are teaching.
- It also serves the purpose of teacher training if accompanied by teacher's manual.

Textbook is the most frequently used material in any classroom of India and the state of Mizoram is not an exception. Hindi is the third language in the official school curriculum prescribed by Government of Mizoram. So, Hindi teaching in Mizoram is a requirement to fulfil the three-language formula following original aim of national integration, and also for cognitive development of learners. Presently, researches in cognitive sciences have given way to new thinking that is "more languages, more cognitive capacities" (NCERT, 2005). Therefore, third language teaching should not be for namesake only or because of political commitment, but it should be developed at the higher level so that students can use it as an effective cognitive tool.

Since Hindi is a language of national importance, teaching and learning of Hindi has become a more serious task. Communicative language capacities in Hindi language is supposed to improve and smoothen the mobility of Mizo youths across the nation, since they already possess comparatively better skills in English language, associate official language of India. Linguistic capacities in official language of India i.e. Hindi is supposed to enhance job opportunities for youths of Mizoram. But the scenario of Hindi in Mizoram is not bright (Lalmachhuani, 2019), which may also be observed by the linguistic capacities of students in

Mizoram University campus. Students lacking out-of-Mizoram exposure hardly use Hindi language even in compelling situation. Therefore, it was felt necessary to study the status of teaching and learning of Hindi in Mizoram by applying comprehensive tools and techniques. Since textbooks are the centre point in second language teaching and learning, it becomes imperative to evaluate the textbooks of Hindi prescribed by Government of Mizoram. It is important that Hindi textbook should maintain the criteria of a good textbook. In Mizoram, Hindi is introduced officially from class three. Class three textbook of Hindi is an introductory step and supposed to be interesting to make students eager to learn Hindi. In this regard, the research question that needs to be answered is: What is the introductory input of Hindi language in schools of Mizoram? To provide appropriate answer to the question raised and to fill the research gap in this regard, effort was made to evaluate the textbook of Hindi for class three.

Objectives of the Study:

1. To find out the introductory content of Hindi presented through the textbook of class III in Mizoram.
2. To analyse the introductory input of Hindi language in relation to introductory input of English language prescribed by SCERT, Mizoram and also the introductory input of Hindi language prescribed by NCERT, New Delhi.
3. To suggest remedial measures for improvement of Hindi textbook of class III in Mizoram.

Methodology:

To achieve the above cited objectives of the study, content analysis method was followed. Content Analysis is analysis of the manifest and latent content of a body of communicated material through classification, tabulation and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect (Krippendorff, 2004). It is not only limited to counting of symbols, words, meanings and themes but it is approach to answer the question by inferring through putting the text in its context. Here also content of Hindi textbook of class III has been analysed by putting the text in the context of Mizoram. As per the requirement, the following levels of analysis were set as parameters of criteria;

- i. Level of lexical knowledge
- ii. Level of syntactic knowledge
- iii. Level of content knowledge
- iv. Level of objectives cited in the books
- v. Level of genre of content
- vi. Level of exercises and activities.
- vii. Level of physical aspect of the textbook (design, printing, spelling, quality of images)

Results:

A book of 56 pages entitled 'Jyotirmay' (ज्योतिर्मय) is prescribed for class III by the State Council of Educational Research and Training (SCERT), Mizoram. The book is published by Directorate of SCERT, Mizoram itself, price of which is ₹28/.

Table 1: A brief outline of the textbook

Book Name – Jyotirmaya		
Notes for teachers (ZirtirtuHriatturte)		
Hindi Alphabet- Vowels and Consonants (स्वर; swar&व्यंजन; vyanjan)		
Index		
Serial number	Chapters	Description
1	अनार (Anar)	From अ to ई
2	औरत (Aurat)	From ए to अः
3	मात्राज्ञान-१ (Matragyan- 1)	Matraofआtoऋ
4	मात्राज्ञान-२ (Matragyan- 1)	Matraofएtoअः
5	व्यंजन-१ (Vyanjan -1)	From क to च
6	व्यंजन-२ (Vyanjan -2)	From ट to न
7	व्यंजन-३ (Vyanjan -3)	From प to व
8	व्यंजन-४ (Vyanjan -4)	From श to ढ
9	रंग (Colours)	Four colours name
10	पशु- पक्षियोंकेनाम (Animals- Birds name)	Eight animals and birds name
11	वार्तालाप (Discussion/ interaction)	Dialogues between teachers and students
12	गिनती (Numbers)	Counting from 1-20

Findings from Content Analysis:

Objective 1: To find out the introductory content of Hindi presented through the textbook of class III in Mizoram.

Findings from content analysis are presented in the light of different levels mentioned in the methodology part and presented here chapter wise:

1. Hindi vowels (स्वर; Swar) and consonants (व्यंजन; Vyanjan) are given in the textbook just after the notes for teachers before chapter-1. In this the letters are given with the number direction for drawing the letters. It will help students in writing the new script with ease.
2. Each chapter can be divided in to five parts; content, exercise, homework, direction for the teacher and oral assignment. Exercise, homework and directions given for teachers are able to enhance the language skills (listening, speaking, reading and writing) of the learners.
3. In every chapter, there is a direction to give homework to the learner which helps in the development of writing skill.
4. At the end of each chapter, oral assignment is present. In oral assignment, teachers are directed to enhance the communication skill of the learners.
5. There are some spelling mistakes found in the textbook. Examples- It is written 'श्यामपटा'(shyampata)instead of 'श्यामपट्टा'(shyampatta) thirteen times in the textbook. In chapter-8, 'शलजम'(shalajam) is written as 'शलगम'(shalagam).In chapter-9, 'सफ़ेद' (safed) is wrongly printed. The place of dot (nukhta) is at wrong place, although it is an Urdu language script adopted by Hindi.
6. Chapter- 1 and Chapter-2 are denoted for 'vowels' (From अ to अः). There are two pictures for each vowel.
7. The name of chapter – 1 is 'अनार' (Anar), which is not appropriate for that chapter. There are also other vowels present there. The picture of 'Jesus' is present in this chapter denoting a vowel representing the cultural aspect of the Mizo society. In the same chapter, it may be better to use full picture of sugarcane instead of a fraction of it. Full picture will be more appealing and will present a clearer view in front of young learners. Besides this, the picture presenting the 'wool' is not wool actually, it is the picture of thread.

8. The name of chapter – 2 is ‘औरत’ (Aurat). Like chapter-I, this is also not appropriate because there are other vowels present in the chapter. However, the picture of the lady denoting the chapter represents the cultural aspect of the modern Mizo society.
9. Chapter-3 & 4 are denoted for knowledge of ‘matras’ (dependent forms of vowels) (from आ ‘ा’ to अ: ‘ः’). In chapter-4, the word ‘ओटो’ (auto) is used, which came from English language and was adopted by Hindi Language. In Hindi it should be ‘ऑटो’ not ‘ओटो’ but it would have been better to use other Hindi word with the same ‘matra’.
10. Chapter -5,6,7 & 8 are denoted for the knowledge of ‘consonants’ (from क्तोढ़). In chapter-7, the picture denoting advocate is not correct. It is the picture of a Judge. This may bring conceptual misunderstanding among the learners. In chapter- 8, the picture of palm is written as ‘हाथ’ while in Hindi for ‘palm’ it should be ‘हथेली’. So, the picture is wrong. In chapter 6 the word ‘ठेरा’(Thathera/ brazier) is too stereotype. The cast or profession ‘ठेरा’ does not exist in Hindi belt also.
11. In chapter eighth, the word Kshatriya (क्षत्रिय) is given to introduce the letter ‘क्ष’ (Ksh), but in societal context of Mizoram word ‘Kshatriya’ may not be meaningful to the children of class III. It would have been better to use other alternative words like क्षेत्र(Field), क्षितिज(horizon), क्षमाशील(Forgiver-Jesus Christ or other picture may be used).
12. In chapters-2, 5 & 10, there are three images of ‘elephant’. At every place the word used for elephant is different i.e. ‘ऐरावत’ (Erawat), ‘गज’ (gaj) and ‘हाथी’ (hathi). This approach is appreciated as this may increase the vocabulary of the learners. However, the word ‘ऐरावत’ (Erawat) is not the synonym of elephant, but a proper noun. ‘ऐरावत’ (Erawat) is the name of elephant which is used by a kind of gods ‘Lord Indra’ in Hindi mythology.
13. Contrary to previous finding, the rule of variety of words has not been followed in every case. ‘भालू’ (bhaloo/Bear) is used in chapter - 7 and again in chapter -9, so, in chapter-10 it can be any other animal name. Another example is ‘कोयल’ (koyal/Cuckoo) which is previously used in chapter-2. It

would have been better to use different animals' name in chapter- 10. It would enrich the word power of the learners and add some more words to their vocabulary.

14. Chapter-1 titled बार्तालाप(Dialogue) is constructed in such a manner that it enhances the communication skills of the learners and provide the ability to use the language effectively outside the classroom. But sentences presented are not following a system to develop lexical or syntactic knowledge. Sequence is missing there. Statement 1 “आपका नाम क्या है? (aapka naam kyaa hai)? is sequentially connected with last three sentences, but in between there are four sentences which are out of the context relevant.
15. In chapter-12, the numbers (from 1-20) is introduced. But it can be presented in a more interesting way. For example- this can be presented in the form of ‘story’ or ‘rhymed poem’.
16. In the textbook of class 3, there is no story which makes it dull and arid. Some poems and stories should have been introduced to make it more interesting. While in the ‘notes for teachers’ (Zirtirtu Hriatturte), it is written that the poems in the textbook are included to help students to learn correct pronunciation of Hindi words, but there is no poem in the textbook for that purpose. Only one unrhymed poem is there to teach numbers one to twenty (1-20) whereas poetry is the first form of learning and children love rhyming to learn by heart.

Objective 2: To analyse the introductory input of Hindi language in relation to introductory input of English language prescribed by SCERT, Mizoram and also to introductory input of Hindi language prescribed by NCERT, New Delhi.

2.1: Comparison of introductory input of Hindi language (Textbook of class III) and introductory input of English language (Textbook of class I) prescribed by SCERT, Mizoram

English is a second language in the school curriculum of Mizoram which is introduced from class I. The book prescribed by SCERT, Mizoram is entitled ‘Marigold’ comprising 132 pages which is adopted from NCERT, New Delhi. There are a total of ten units with 11 poems and 10 stories in the textbook of

English for class I. For each unit, there is a teacher's page where teachers are given direction to organise certain activities and motivate the learners to achieve the learning outcomes. With regard to design, this textbook appears to be more interesting in comparison to the Hindi textbook of class III. The book also intends to promote critical thinking and critical writing among the learners. Activities in textbook of English are more in quantity and better in variety than introductory textbook of Hindi in Mizoram. The images in the textbook of English are brighter in colour and full of fun than the textbook of Hindi. This is more attractive for the young learners. There are rhymes and cartoons in between the chapters in the textbook of English which makes it more interesting.

2.2 Comparison of introductory input of Hindi language (Textbook of class III) prescribed by SCERT, Mizoram and introductory input of Hindi language (Textbook of class I) prescribed by NCERT, New Delhi

NCERT, New Delhi has developed a book of Hindi for Class I entitled 'रिम्झिम'(Rimjhim) comprising 23 chapters in 124 pages. Content-wise, the book comprises seventeen poems and six stories. Before chapters, the book starts from a title 'स्कूल का पहला दिन' (First day of school). This segment is interactive in nature where a cat named 'Suhani' interacts with learners. There is also a rat who asks learners to give him a name. Both cat and rat interact with learners in all the chapters and activities. This segment looks very interesting and is able to catch the attention and motivation of the learners. The textbook also comprises certain additional poems and interesting facts. For example in chapter 23, teacher is directed to share the Oriya 'Patpatti' style of making pictures. The exercise in the textbook by NCERT is full of interesting activities. Activities are suitable and sufficient to engage learners and make them creative. In comparison to introductory textbook of Hindi by NCERT, New Delhi, the introductory textbook of Hindi by SCERT is lacking to provide variety of experiences to learners in terms of images, vocabulary, content, literacy forms like poems, stories, picture stories etc. At first instance, it is suggested that it will be better to adapt (not adopt) Hindi textbook of class I by NCERT for class III in Mizoram.

Objective 3: To suggest remedial measures for improvement of Hindi textbook of class III in Mizoram.

In keeping with the findings of objectives number 1 & 2 it is clearly evident that textbook of Hindi language for class III in Mizoram is not up to the mark with regards to linguistic development of the children as well as socio cultural context of Mizoram. It seems that an eclectic group of experts and other stakeholders have not contributed to the development of the textbooks of Hindi. Starting page (no page number) of the Textbook, comprising the members of textbook development committee and team of editors, is also reflecting the lack of diversity in the group.

General observations and suggestions of the authors are as below:

1. No native speaker of Hindi language has been consulted. Native speaker is considered as a key resource in second language teaching. In many countries with good school education system like South Korea, it is trend to prefer native speaker of second language (English) as the teacher at elementary level (International TEFL Academy, 2020). In Mizoram we should also include such persons in the development of Textbook of Hindi so that small spelling mistakes and wrong placing of dot (Nukta) may be resolved.
2. Representation of department of Hindi from a university and a degree college is not there. It is recommended to include such authorities who are the custodians of a discipline or subject. This may help to know variety of literature to be included at a particular level.
3. Lack of appropriate representation from category of educationists and experts on curriculum designing. It is visible from the list of experts and editing team that no senior faculty from the department of education, Mizoram University or from IASE, Aizawl has contributed in the development of the book. It would have been much beneficial to include senior experts from such institutions. Though the young faculty from IASE with background of English language teaching and two faculties from Mizoram Hindi Training College have contributed to the development of the book, by looking at the mistakes in the book, authors are sceptical of genuine representation.
4. The authorities taking decision with regards to the development of textbook of a language should also consider including experts from discipline of

psychology, preferably specialized in developmental psychology and psycholinguistics. Experts from discipline of linguistics may also be considered.

5. One headmaster from high school and two teachers from middle schools were included in the committee for the development of textbook of Hindi for class III. Though teachers' subject of teaching is not mentioned in the book, authors assumed that those would have been from Hindi teaching background. But representation of teachers from primary school, who were supposed to deal with the book at the level of class III, is missing.
6. Researchers involved or who have completed researches on teaching and learning of Hindi, development of school textbooks, and pedagogical issues at primary school level should also be given place in the committee.

Above mentioned analysis related to textbook development procedure and participation of stakeholders is a humble attempt of the authors to suggest authorities to make it a thoughtful activity. If appraisal, rationalization and revision of book is not possible due to any reason and infeasibility, it is suggested, in the interim, to adopt the book of class I developed by NCERT, New Delhi for class III in Mizoram. In case of revision of textbook, authors have made suggestions chapter-wise; presented below, including a few mentioned earlier with objective 1 & 2.

The following suggestions are offered for improvement of Hindi textbook. The suggestions are given chapter wise.

Table 2: Chapter-wise Suggestions for the Revision of Book

Serial no.	Chapters	Suggestions
1	Chapter 1	<ol style="list-style-type: none"> i. It is suggested to add whole picture of sugarcane not its part for letter 'ई'. ii. To replace the picture of thread(घागा) by the picture of wool (ऊन) iii. Instead of ऋषि(rishi), other words like ऋतु (ritu), ऋजु(riju) can be added. iv. The chapter name can be स्वर (Swar)-I, or it can be merged with chapter 2 and named as स्वर, (Swar) only.

2	Chapter 2	<p>i. The chapter name can be स्वर (Swar)-II, or it can be merged with chapter 1 and named as स्वर, (Swar) only.</p> <p>ii. At the place of 'ऐरावत' (Erawat), it is better to use other words started by 'ऐ' like, ऐनक (ainak), ऐकांग (Aikang) ऐतिहासिक (aitihasik), ऐश्वर्य (aishawarya).</p>
3	Chapter 3	<p>i. Chapter 3 and chapter 4 can be merged.</p> <p>ii. For each matra (dependent form of vowel), there are three pictures of different objects. Other words can also be used to enhance the vocabulary of the learners.</p>
4	Chapter 4	<p>i. For the knowledge of matra 'ो', it is suggested to use other words like घोड़ा (ghoda), कटोरी (katori), टोपी (topi) instead of 'ऑटो' (auto).</p>
5	Chapter 5	<p>There is one picture and word for each व्यंजन (Vyanjan). It is suggested to use more than one picture for each व्यंजन (Vyanjan) and more words related to each व्यंजन (Vyanjan).</p>
6	Chapter 6	<p>i. The word 'ठठेरा' (Thathera/ brazier) is too stereotypical. It is better to replace or keep with the other words like ठण्ड (thandh), ठोस (thos), ठेकेदार (thekedar).</p> <p>ii. It is also suggested to use more than one picture for each व्यंजन (Vyanjan) and more words related to each व्यंजन (Vyanjan).</p>
7	Chapter 7	<p>i. The word 'भालू' (bhalu) was used in chapter 3. So, to enrich the vocabulary of the learners it is better to use other words like भाजी (bhaji), भेड़ (bhed), भेड़िया (bhediya) denoting the letter 'भ'.</p> <p>ii. Replace the picture of 'वकील' (advocate)</p>

		denoting the word 'व', because it is a typical picture of 'judge' not of 'advocate'.
8	Chapter 8	<ul style="list-style-type: none"> i. It is a suggestion to correct 'शलगम' (shalagam) as 'शलजम' (shalajam) and 'हाथ' (hath) as 'हथेली' (hatheli). ii. Replace the word Kshatriya (क्षत्रिय) to introduce the letter 'क्ष' (Ksh). It would have been better to use other alternative words like क्षेत्र (Field), क्षितिज (horizon), क्षमाशील (Forgiver-Jesus Christ or another picture may be used). iii. The image of the word 'ज्ञानी' (gyani) letter denoting 'ज्ञ' can be changed with other image which is more relevant to the Mizo society such as a picture of scholar graduating university (convocation picture)
9	Chapter 9	<ul style="list-style-type: none"> i. More colours' name can be added in this chapter. ii. The exercise is also based on only those four colours. It is better to add more colours' name in this section also.
10	Chapter 10	At the place of 'भालू' (bhalu), other animals' names can be added to enrich vocabulary, as this word already came in earlier chapter.
11	Chapter 11	To overcome the missing sequence in the dialogues, it is suggested to extend it like, आप किस कक्षा में पढ़ते हैं? (In which class do you read?) आपके माता/पिता का क्या नाम है? (What is your fathers'/mothers' name?).
12	Chapter 12	<ul style="list-style-type: none"> i. 'Rhymed poem' or 'story' is suggested to be added in this chapter. ii. For making exercise more interesting, coins, rupees picture can be added. It will help the learners to know the value of money in Hindi language.

It is suggested to add 'poems' and 'stories' in the textbook. The exercise must provide a space for learning more words of Hindi language. Using pictures of denoting letters is good, but the textbook does not provide a content rich material among learners. So, it is suggested to include more word of different 'स्वर' (swar), 'matras' and 'व्यंजन' (vyanjan) with and without pictures.

Conclusion

Hindi textbook of class III prescribed by SCERT, Mizoram needs to be updated. Content in the book is required to be adapted in the context of Mizoram which helps to elicit learners' personal reflection. Since systematic knowledge (syntax and lexis) is preceded by schematic knowledge i.e. meaning of the word (Foley, 1991), bringing things more from context of Mizoram will certainly enhance the understanding of learners in Hindi language. Words like क्षत्रिय(Kshatriya), ठटेरा(Thathera), ऐरावत(Erawat), ज्ञानी(Gyani) (picture) etc. totally mismatch the schematic knowledge of Mizo children. According to cutting-edge approach to second language teaching like MLAC (Modern Language Across the Curriculum), target language to be taught through the context is normally dealt in the first language (Grenfell, 2017). Hence Mizo folk stories translated or originally written in Hindi should be part of the introductory input of Hindi language. In comparison to introductory input of English language at class I in Mizoram, Hindi input at class III is very insufficient. Also Hindi input suggested by NCERT, New Delhi for class I is much richer than Hindi input for class III in Mizoram. At the outset, textbook of Hindi for class III in Mizoram just gives the perception of an alphabet book for preschool level, not a book for a language course. It is urgently necessary to revise and update the textbook of Hindi for class III by calling a committee of stakeholders of Hindi language and education.

References

- Ball, D. L., & Feiman-Nemser, S. (1988). Using textbooks and teachers' guides: A dilemma for beginning teachers and teacher educators. *Curriculum Inquiry*, 18(4), 401-423.
EN_Revised.pdf.
- Foley, J. (1991). Vygotsky, Bernstein and Halliday: Towards a unified theory of L1 and L2 learning. *Language, Culture and Curriculum*, 4(1), 17-42.
- Good, C. V. (1973). *Dictionary of education (3rd ed.)*. New York: McGraw Hill Book Company.

- Govt. of India (2019). *Draft national educational policy 2019*. New Delhi: MHRD, GoI. Retrieved from https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_
- Grenfell, M. (Ed.). (2017). *Modern languages across the curriculum*. London: Routledge.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.
- International TEFL Academy (2020). *The Requirements for Teaching English in Korea*. Retrieved from <https://www.internationalteflacademy.com/blog/requirements-to-teach-english-in-korea>
- Krippendorff, K. (2004). *Content analysis: an introduction to its methodology*. New Delhi: Sage Publication India Pvt. Ltd.
- Kumar, K. (1988). Origins of India's "textbook culture". *Comparative Education Review*, 32(4), 452-464.
- Lalhmachhuani, I. K. (2019). Hindi education in Mizoram: Status and problems (*unpublished doctoral thesis*), Mizoram University, Aizawl.
- Lehr, F. (1979). ERIC/RCS: Textbook evaluation. *The Reading Teacher*, 32(7), 886-890.
- National Council of Educational Research and Training (India). (2005). *National curriculum framework 2005*. New Delhi: National Council of Educational Research and Training.
- Richards, J. C. (2001). The role of textbooks in a language program. *RELC Guidelines*, 23(2), 12-16.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press
- Soares, M. L. F. (2005). *The importance of coursebooks for teachers of English as a foreign language* (Doctoral dissertation), Pontificia Universidade Católica do Rio de Janeiro
- Trisha, A. H. (2016). *A Study on the role of textbooks in second language acquisition* (Doctoral dissertation, BRAC University).
- Yunus, S. M. & Singh, K. (2009-10). *Teaching of English*. Lakhimpur-Kheri: GovindPrakashan.

Exploring Identity: A Study of Inter-racial Encounters in Selected Stories of Nadine Gordimer

Lallianzuali Varte*

Abstract

This paper is an attempt to study the inter-racial relationships within the context of Apartheid South Africa in selected stories of South African writer, Nadine Gordimer. It examines identity as social construct whereby the ideologies and power structures that dominate the society is often the standard by which one's identity is evaluated and determined. For the purpose of the study, stories from different volumes of short stories of Nadine Gordimer have been selected to highlight the socio-political influences that contribute to identity-formation and the perception of self in relation to others in the racially segregated society under Apartheid. These stories focus on individual lives and relationships, where individuals seek or come to an understanding of their value and identity as individuals and a community, in a world which blatantly defines them by the colour of their skin. It explores the possibilities of crossing the colour bar and the preconceived notions of 'self' and those of different colours. Racial encounters which provide the opportunity to reflect on issues of identity, victim, victimizer, fear and guilt are examined through the stories which reflect the realities of South Africa.

Nadine Gordimer is a white South African writer, who has stated in the essay, *The Essential Gesture*, that “a writer is selected by his subject – his subject being the consciousness of his own era. My time and place have been twentieth century Africa.” (Gordimer, in Clingman 263). She has said that her interest in politics stems from her concern for individuals and for personal relationships and through her narratives she searches for ways to understand human relationships and the perception of one's identity in a world fraught with racial discrimination.

This paper is an attempt to understand the complexities and nuances of identity and its perception and formation within the context of the racially segregated society of Apartheid. It examines selected texts from Nadine Gordimer's short stories which

*Lallianzuali Varte, Assistant Professor, Department of English. Govt. Aizawl West College.
Email: zualivarte223@gmail.com

reflect the socio-political influences that contribute to the formation of identity. Leo Lowenthal points out how the artist reacts to society : “Man is born, strives, loves, suffers and dies in society, but it is the portrayal of how he reacts to these common human experiences that matters, since they almost invariably have a social nexus. Precisely because literature presents the whole man in depth, the artist tends to justify or defy society rather than be its passive chronicler.” (Lowenthal, 3). The South African situation brings in a whole complex of issues which allows the writer to explore and arrive at a meaningful understanding of one’s sense of self and its relation to the world around him. As a writer, who is well aware of the racial tensions apparent in South Africa, Gordimer tries to find ways to deal with the racial issues, and problems of identity through her novels and short stories.

Within this situation of racial tension, political discontent and social inequalities, a holistic sense of self and identity is difficult to arrive at. Identity is a complex issue that has engaged philosophers and theorists from ages past. The Oxford Advanced Learner’s Dictionary states that identity is the characteristics, feeling or beliefs that distinguish people from others: a sense of national, cultural, personal, group identity. (770). It can be said that identity is determined by one’s psychological, social, racial, religious affinity with which a person may be closely or remotely linked to. The importance of identity as a social construct can be seen in Marx’s, claim that, “It is not the consciousness of men that determines their being, but, on the contrary, their social being that determines their consciousness.” (Ashcroft, 220). Marx explains how ideology reproduces unequal social relations whereby the ruling class determines how society sees itself, thereby creating ‘false consciousness’ or a false view one’s ‘true’ social condition, something that has a coercive power over the subordinate classes. Following Marx’s notion of ‘social being’ was Louis Althusser’s theory of the subject’s construction by ideology. According to Althusser, the subject is the individual’s self consciousness as constructed by the ideological state apparatuses which interpellate subjects or ‘call people forth’ as subjects, and which provide the conditions by which, and the contexts in which, they obtain subjectivity. (Ashcroft, 221) The ideologies and the power structures that dominate a society become the standard by which one’s identity is evaluated and determined. The ‘self’ seen as a construct then rests on the internalization of the ideologies held by others. The focus of this paper is to explore issues of identity within this framework of understanding the self and the dominant racial ideology.

Most of Nadine Gordimer’s fictions deal with the theme of love and politics. Relationships often lead to self examination, a search for an identity, a confirmation of self worth and value and the desire to belong and exist, especially in a multiracial and multicultural nation like Africa. The socio-political problems that could arise, therefore,

was 'solved' by the policy of Apartheid, which relied on binary distinctions to differentiate and categorize. Binary oppositions are structurally related to one another, and in colonial discourse there may be a variation of the one underlying binary – colonizer/colonized – that becomes rearticulated in any particular text in a number of ways, e.g. –colonizer/colonized, white/black, civilized/primitive, good/evil etc. (Ashcroft, 24). It also assumes the dominance of one opposition over the other and ignores the complex physical and cultural differences and is in fact a strategy to establish a binarism of white/non white, which asserts a relation of dominance. Binary distinctions create an inaccurate perception of identity. Yet, the very policy of Apartheid is based on such a distinction and identity is imposed and constructed upon these misleading assumptions.

The misconceptions and lies that are created within a racially segregated society pervade the lives of people and this creates a lot of unwarranted fear. The natives are often perceived as a threat to the rich and affluent whites, as seen in the story, *Once Upon a Time (Jump and Other Stories, 1991)*. The story tells of a white family that builds a dragon toothed security fence in a South African suburb. Their little son gets caught in it. The fear of being looted and harassed by the black rioters compels the couple to build a security fence around their house. The very device which they thought would bring them security, ironically took the life of their only child. "The bleeding mass of the little boy was hacked out of the security coils with saws, wire cutters, choppers and they carried it into the house".

The macabre ending increases the personal tragedy of the white family. The threat of fear has led to a tragic death. They feared the natives, however it was not the natives that killed their son, but it was their own security system that was responsible. The irony of the situation serves the purpose of directing attention to the security systems that people build around themselves. In the context of South Africa, the security that the whites have built for themselves around the policy of Apartheid, is responsible for the misguided fears and apprehension that is created.

The stereotyping of the natives as deviant, thieves and miscreants is a distorted and discriminatory imposition on the identity of a native. In the story, "*Is there Nowhere Else we can meet?*" (*The Soft Voice of the Serpent, 1953*), a young white woman and a black native meet on an empty veldt, a borderland between white suburb and black location. The poetic imagery of the girl's consciousness – the sky grey and soft, moving like the sea on a silent day, and everything seems to be in perfect harmony. She feels a sense of wholeness which also includes the native out in the distance steadily approaching her. As they meet and pass each other, there is a sudden hurried scuffle as the man snatches her handbag and parcel. Their encounter takes her to the depth of her psyche. She suddenly experiences the white man's fear of the primitive embodied by

the black race. The primitive means violence, and because he is a man, the woman fears that the violence will be sexual. She identifies the black man with violence and rape and in that moment of encounter she sees herself as the victim. Her first conscious encounter with a black person is in the form a 'victim' and 'attacker'. But once she is back in the safety of her white world of gardens and post boxes, she reprimands herself for fighting the man. She decides not to report the incident. She knows that the punishment he would receive far outweighs any loss of material goods.

The story makes the reader examine the deep rooted fears of the white woman whose instinctive response to an incident of theft, is to consider the native as an uncivilized primitive man. However, in the quiet and peace of her white garden, she is able to reflect on the encounter, not as an attack where she considers herself as the victim, but as an encounter which reveals her privileged status in society. This change in perception of the black or the native from a violent 'attacker', to one who is simply in need, anticipates a change in how the blacks are identified by the whites. She realizes that the native is a victim to poverty and in opposition to his depravity she realizes her privileged status. The story ends with the woman asking the question "Is there nowhere else we can meet?" which implies the readiness to connect at a different level of interaction other than that of 'victim' and 'victimizer'. Through this narrative, Gordimer draws attention to a different way of perceiving a racial encounter and the character in the story is able to dismiss the 'fear of the primitive' and see the native in a different light. Gordimer, here, as in many of her stories uses narrative to resist a dominant and imposed knowledge of the self and others, thereby contributing to the desired change in perception of identity.

The Prohibition of Mixed Marriages Act (1949) and the Immorality Act (1950), which outlawed marriage and intimate relations between blacks and whites was implemented to ensure 'racial purity' and preserve 'white supremacy'. These Acts assume that racial distinctions must be observed. It also implies the sacredness of such a distinction. Marriage between a white and a non-white became a crime that must be tried by law. Such a relationship becomes a moral issue, a crime committed, and a sin that must be paid for. One's concept of moral integrity and the notion that love across the colour bar is an act of sin, directly disrupts one's concept of 'self' and identity. The discriminatory nature of the Immorality Act (1950) is seen in the fact that it is only the intimate relations between blacks and whites that is punishable by law while such a relationship between those of the same colour are not taken into consideration.

The story, *Before the Gun Went Off* (*Jump and other Stories*, 1991) contradicts the assumption of the immoral nature of those who transgress the Immorality Act (1950). It relates the unfortunate incident of Marias Van derVyver, a white farmer,

whose black farm hand Lucas, is accidentally killed on a hunting trip when the gun that they are carrying in their truck accidentally goes off. After the man reported the accident to the police, the Captain observed how this ‘big, calm, clever son of Willem Van derVyver, shook and sobbed, snot running into his hands like a dirty kid’. (p. 113)

The relationship between the man, the farm boy and the black woman at the funeral was a secret known only to themselves. The quality and fittings of the coffin indicated that the farmer had financed it. An elaborate funeral was a mark of honour for the blacks. At the funeral, “The dead man’s mother and he stare at the grave in communication like that between the black man outside and the white man inside the cab before the gun went off...The moment before the gun went off was a moment of high excitement shared through the roof of the cab, as the bullet was to pass between the young black man outside and the white farmer inside the vehicle.” (p. 116).

The prejudices, the newspaper reports that would label him as the white man who killed his black farm boy swirl through his mind. Yet, he knew that it was an accident – he grieved the death of the boy because the boy was not his farm boy but his son.

Gordimer’s use of anti climax which reveals the true relationship between the farm boy, the boy’s black mother and the farmer, indicates that a true bond is possible between those of mixed races. Despite the moral implications of such a relationship in Apartheid South Africa, the moral integrity of the white farmer is seen in his grief and the elaborate funeral that he has financed. However, the Mixed Marriages Act would not permit or recognize such a relationship because it amounts to a crime. This false notion of moral integrity that is generated by such Acts compels those who are involved, to consider such relationships as shameful and sinful and must be kept under cover. Therefore, their relationship has to remain a secret, engraved only in their hearts, just as the young boy, the evidence of their ‘crime’ against society must be forever buried in the grave.

Many of Gordimer’s stories deal with love across the colour bar where she finds ways to reveal the undeniable role that society and the prohibitory laws play in the interpellation of ideas about themselves and others. The Story, *Town and Country Lovers II*, (*A Soldier’s Embrace*, 1980), shows how Paulus, the white farmer’s son who had been the innocent childhood friend and lover of Thebedi, the daughter of a black servant murders the child conceived out of their intimate relationship. There were reports that the baby died after a visit by the farmer’s son. It had been poisoned. Before, Paulus had never been cruel, never having been exposed to the shame of befriending a black. He is no longer the innocent white boy who gave gifts to the little black girl. He becomes a murderer. In the court, Thebedi would not give evidence against him, and Paulus is never convicted. The segregation of people into racial

categories and the prohibitory laws that strengthen notions about racial inequality, and the moral implication of those involved in interracial relationships, are an imposition upon society which influences the way that they perceive themselves and others.

Throughout the Apartheid era, whites developed characterizations that underlined their difference with the native Africans and immigrants from other parts of the world. However, there had always been a black consciousness so that, while there is an acknowledgement and gratefulness of their privileged position as a white community, the sense of guilt at belonging to a community that perpetuates the oppression of the blacks often overwhelms them. The complex identity of belonging to the race of 'oppressors', the guilt it evokes and the psychological repercussion of politically siding with the oppressed is explored by Gordimer in her fiction. While there is an awakening of the white conscience towards the blacks, the search for a viable and effective response is a struggle they must go through.

Comrades (Jump and Other Stories, 1991), brings together Mrs. Hattie Telford, a member of white and black activists, and four members of the black Youth Congress, who had come to the university conference on People's Education. She offered to give them a lift to the bus station after inviting them to have something to eat at her place. Throughout the narrative Mrs. Hattie is very conscious about the way she responds to them for fear that she might act or speak in a way which distinguished her from them. She constantly corrects herself even as she tries not to place herself above them... 'these young people had been somewhere, somehow present with her (ah no, she with them)'. (127). She tries desperately to place herself at their level so that when the maid and she had finished preparing the food, 'She suddenly did not want them to see that the maid waited on her. She herself carried the heavy tray into the dining room' (94)

Mrs Hattie finds that she has to constantly correct herself, both in action and in thought. She consciously changes her behaviour to create an atmosphere which put the blacks at ease, and places them in a setting which will be familiar to them. These actions stem from the desire to obliterate the differences that racial segregation and discrimination had built over many years of black subjugation. Because she is white, the colour of her skin allies her with oppressive power and this evokes a sense of guilt and an obligation to be other than herself.

The story, *The smell of Death and Flowers* (The soft Voice of the Serpent, 1953) begins at a party hosted by Derek Ross. The invitees are his friends, white, black, Indians and those of mixed blood. Joyce McCoy has only just returned from five years away in England and this is the first party of the kind she has been to. Her first close encounter with an African native has her examining her emotion as she dances with Eddie Nbuaka, an African politician.

She would not let herself formulate the words in her brain: I am dancing with a black man. But she allowed herself to question, with the careful detachment of scientific enquiry, quietly inside herself: 'Do I feel anything? What do I feel?Is this exactly how I dance? She asked herself closely, 'Do I always hold myself in reserve to just this degree?' She found she was dancing as she always danced. I feel nothing, she thought. And all at once a relief, a mild elation, took possession of her; so that she could begin to talk to the man she was dancing with. (105)

The process of self examination, the relief and even a sense of mild elation on finding out that she does not feel anything different leads her to go even further and join the protest march with other activists. This time, as she is arrested with the other activists, she meets the gaze of the African onlookers. "she suddenly felt, not nothing but what they were feeling at the sight of her, a white girl, taken in – incomprehensively, as themselves were used to being taken – under the force of white man's wills, which dispensed and withdrew life, imprisoned and set free, fed or starved, like God himself" (144). She now sees herself from the eyes of the natives as she undergoes the same experiences that they did. She identifies herself as one of them, subjected to the white man's power just like themselves. At this particular moment in time, she no longer belongs to the race of the 'oppressors', and although the colour of her skin has not changed, she finds herself immersed in the experience of an oppressed people. This directs her to a path that looks forward to a new identity, that recognizes her, not for the colour of her skin, but for the person she is.

Through her stories Gordimer has tried to bring about an understanding of the complexities of life and the socio-political influences on the lives of people and how they identify themselves and others. In her essay, *A Writer's Freedom*, Gordimer tells us that the "writer faces the challenge to capture and explore imaginatively expressing as they do the soul and identity of a people as no thousandth hand 'noble evocation' of clichés ever could". (107). Through her narratives Gordimer has not only expressed the soul and identity of a people, she has searched for ways to dismantle the misconceived notions perpetuated by racial prejudice and condoned by the policy of Apartheid. Her stories and fiction looks forward to changes in ideologies that will bring about a change in the socio-political scenario and most importantly have a positive impact in the perception and understanding of one's identity.

Works Cited

- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Post Colonial Studies: The Key Concepts*. London & New York : Routledge, 2009.
- Gordimer, Nadine. *A Soldier's Embrace*, London: Jonathan Cape, 1980.
- *Jump and Other Stories*, India : Penguin Books, 1993.
- *Selected Stories*. USA: Penguin Books, 1983.
- “The Essential Gesture”, *Writing Politics and Places*, ed. Stephen Clingman, London: Jonathan Cape, 1989.
- *The Soft Voice of the Serpent, 1953 from Why Haven't You Written? Selected Stories 1950-1972*: Penguin Books, 1992.
- Leo, Lowenthal. *Literature and the Image of Man*, Boston: Beacon Press, 1982.
- Susan Gardener. A Story for this Place and Time: An Interview with Nadine Gordimer, *Kunapipi; Vol. III, No. 1, 1981*.

Participation of Secondary School Teachers of Aizawl City in School Administration

Lalrinnggheta Kawlni*
N. Pramod Kumar**

Abstract

Teachers have a big role to play in the educational, societal and even in the political reconstruction of the nation as they are the real nation builders. School administration is a process, which provides incentives for action and gives direction to activity and energizes effort. It checks wastage and stagnation in the field of education and ensures fullest utilization of efforts and resources of men and materials. Administration is therefore a difficult process that consists of basics and aspects such as planning, organizing, communicating, controlling, and evaluation. School administration is a process that contains together functions of a large number of persons including teachers. The present study aims to find out the level of participation of secondary school teachers of Aizawl city in school administration. The sample consisted of 200 secondary school teachers of Aizawl city (100 government teachers and 100 private teachers). The study found that 53.50 % teachers have average participation in their school administration, 27% fall in the category of low participation and 19.50 % fall in the high participation. It was also found that there is no significant difference in the participation between government and private secondary school teachers of Aizawl city in different areas of school administration, except communicating area in which private school teachers were found to have better participation than government school teachers.

Key words: *Secondary school teachers, Participation, School administration*

Introduction:

The word 'administration' is derived from the Latin word 'minister' which means, 'service'. Etymologically, the word came to mean a welfare work in the service of others. The traditional meaning of the term 'administration' was 'perform', 'take

*Lalrinnggheta Kawlni, Research Scholar, Department of Education, Mizoram University.,

Email:

**Dr. N. Pramod Kumar, Assistant Professor, Department of Education, Mizoram University, Aizawl, Mizoram.

responsibility of' or 'accomplish'. Administration in the context of education is concerned with preparation of institutional plans, providing materials, facilities, budgeting, financing, schedules, maintaining discipline, control, staff meetings, and protection of different registers and report, all aimed at improving the total teaching-learning process. Administration is therefore related to the totality of the school organization whereas academic supervision simply forms a part and parcel of administration.

Brook (2004) defines administration as the capacity to coordinate many and often conflicting social energies in a single organism, so adroitly that they shall operate as a unit.

According to Ryburn (2007), "Administration is not primarily concerned with arrangements, timetable, scheme of study; type of building, records etc., but it is concerned with the attitude of our work and with the children with whom we work. Thus, school administration means the practical measures which are adopted to ensure that the system of our work, which we use, will be of maximum assistance in carrying out our aims of education and for the benefit of children".

School administration is a process that contains together function of a large number of persons whereby the entire structure of education in the school is dependent upon good working conditions. School administration is significant in making the teachers perform well, in realizing the objectives of the course and in supporting the students to achieve well in examination. It also has large duty in assisting teachers, personnel and students to improve and accomplish more. School supervisors need to offer recommendations to teachers for works well done. Teachers need to feel that their efforts are appreciated. At the same time, they must also become essentially motivated in becoming efficient teachers. The school administrator should believe that he/she has the most goals to assist students attain their best accomplishments. By showing interest in classroom teachings, and by determining and providing assistance where needed, the administrator can display a suitable and caring attitude for teachers and students. Administrators are required to assist each teacher to develop well professionally. This way, the school administrator can provide a good style for teachers to imitate.

School administration is a process, which provides incentives for action and gives direction to activity and energizes effort. It checks wastage and stagnation in the field of education and ensures fullest utilization of effort and resources of men and materials. Administration is therefore a difficult process that consists of basics and aspects such planning, organizing, communicating, controlling, and evaluation.

Rationale of the study:

School administration has implications on organisational climates, leadership behaviours, teachers' morale, and attitudes towards education and administration. The environment of the institution has the power to affect the teachers and their teaching; their morales which can further boost group works with collective purposes to fulfill the educational aims and objectives. The primary objective of effective administration is to improve administrative patterns and practices to bring efficiency in school organisations and classroom management which would further foster the educational standards through improved instructions. This is essential, as it would enable educationists and school administrators to plan for improved developmental programmes and to modify the administrative patterns and organisational structures in accordance with the changing times wherein new developments take place continuously depending upon the changing needs of the school.

The present study focuses on the teachers' participation in school administration. The main aim of the study was to understand the level of participation of secondary school teachers of Aizawl city. The study also aimed to determine different types of organisation commonly existing in the school administration, like organisational climate, leadership behaviour, teacher morale and attitudes towards school administration.

Statement of the Problem:

The present study is titled as "**Participation of Secondary School Teachers of Aizawl City in School Administration**".

Objectives of the study:

1. To find out the level of participation of secondary school teachers of Aizawl city in school administration.
2. To compare the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools.
3. To suggest measures for improvement of the present school administration practices on the basis of present findings.

Hypothesis:

1. There is no significant difference in the participation of secondary school teachers of Aizawl city in the overall school administration with reference to management of schools.
2. There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.

3. There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.
4. There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.
5. There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.
6. There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.

Operational Definition of Keywords:

Secondary school teachers: For the present study, secondary school teachers refer to those teachers who teach in schools providing education for students in classes IX and X.

Participation: For the present study, participation refers to teachers' involvement and contribution in school planning, organizing, communicating, controlling and evaluating.

School administration: School administration refers to the role and functions of different administrators in the operation of a school.

Methodology:

Descriptive survey method has been adopted for the present study. The population of the present study consists of all the teachers of government and private secondary schools of Aizawl city. In the first stage, 11 government schools and 13 private secondary schools were selected by following random sampling technique. To find out the difference in the participation of secondary school teachers of Aizawl city in the school administration with reference to management of schools, 200 teachers from both government and private secondary schools of Aizawl city were selected. Data for the present study were collected by using an adapted version of "Teachers Participation in School Administration Scale (TPSAS)" developed by Haseen Taj in 2000. The adaptation of the scale was validated by five (5) experts in the subject. The scale consists of 27 items categorized under different areas such as; planning (5 items); organizing (6 items); communicating (7 items); controlling (5 items) and evaluating (4 items). The collected primary data were analyzed using descriptive statistics such as mean, standard deviation as well as inferential statistics such as 't' test.

Data Collection

The investigators personally visited the selected secondary schools within Aizawl city and the tool was administered personally to the teachers. The test was administered to the teachers after obtaining permission from each school headmaster. Before the administration of the scale, the purpose of the study was explained to them. After explaining the necessary guidelines the teachers were given the scale. After test administration was completed, the investigator collected the response sheets. The data collected from the 200 teachers were scrutinized, classified and scored according to the standard procedure mentioned in the manual. Each respondent was assigned a serial number in order of the variable being studied and the scores were then entered in the tabulation sheet in Excel and were subjected to statistical treatment.

Analysis and Interpretation of data:

Analysis and interpretation of the data were carried out in accordance with the objectives of the study as follow:

Objective No. 1: *Level of participation of secondary school teachers of Aizawl city in school administration.*

In order to find out the level of participation of secondary school teachers in school administration, adopted version of Teachers Participation in School Administration Scale (TPSAS) was administered to all the respondents. Score below 75 was taken as low participation, score above 100 was taken as high participation and score between 75 and 100 was taken as average participation. Table No.1 shows the number and percentage of participation level of all respondents’.

Table .1

Classification of Participation of Secondary School Teachers of Aizawl City in School Administration

Categories	Low participation	Average participation	High participation
All Teachers (200)	54 (27%)	107 (53.5%)	39 (19.5)

Table no.1 shows that out of all 200 respondents, 54(27%) of the teachers were having low participation, 107(53.5%) were having average participation and 39(19.5%) were having high participation in their school administration. Thus, majority of secondary school teachers of Aizawl city had average participation in their school administration.

Objective No. 2: *Participation of secondary school teachers of Aizawl city in the overall school administration with reference to management of schools.*

The participation of secondary school teachers of Aizawl city in the overall school administration were compared on the basis of the management of schools. For this,

the mean and standard deviation of scores (total scores) were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in the following tables along with testing of hypotheses.

Hypothesis No. 1: *There is no significant difference in the participation of secondary school teacher of Aizawl city in the overall school administration with reference to management of schools.*

Table 2
Comparison of Government and Private secondary school teachers of Aizawl city on their participation in the overall school administration

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig Level
Govt.	100	85	16.58	0.4	2.242	0.178	NS
Private	100	85.4	15.1				

The above table illustrates that the ‘t’ value is not significant. The mean of government and private secondary school teachers of Aizawl city in overall school administration is almost the same. Therefore, the null hypothesis (No. 1) which assumes ‘no significant difference in the participation of secondary school teachers of Aizawl city in the overall school administration with reference to management of schools’ is retained.

Hypothesis No. 2: *There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.*

Table 3
Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig Level
Govt.	100	15.58	8.617	0.88	0.952	0.924	NS
Private	100	14.7	4.073				

Table 3 illustrates that the ‘t’ value is 0.924. Therefore, the null hypothesis (No. 2) which assumes ‘no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area’ is retained.

Hypothesis No. 3: *There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.*

Table 4**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area**

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig Level
Govt.	100	20.89	4.074	0.13	0.549	0.236	NS
Private	100	21.02	3.714				

Table 4 Illustrates that the 't' value is not significant. The means of government and private secondary school teachers are almost the same. Therefore, the null hypothesis (No.3) which assumes *'there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area'* is retained.

Hypothesis No. 4: *There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area.*

Table 5**Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area**

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig Level
Govt.	100	20.31	5.487	1.79	0.719	2.48	*
Private	100	22.1	4.652				

* = Significant at 0.05 level

Table 5 illustrates that the 't' value is significant at 0.05 level relating the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area. The result indicates that the two groups differed significantly. Therefore the null hypothesis (No. 4) which assume, *'there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to communicating area'* is rejected. A comparison of their mean score shows that private teachers have a higher mean score than government teachers.

Hypothesis No. 5: *There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.*

Table 6
Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig Level
Govt.	100	14.97	4.076	0.58	0.572	1.013	NS
Private	100	14.39	4.037				

Table 6 shows that the 't' value is 1.013. Therefore, the null hypothesis (No. 5) which assumes *'there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area'* is retained.

Hypothesis No. 6: *There is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.*

Table 7
Comparison of the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig Level
Govt.	100	14.06	2.974	0.77	0.43	1.79	NS
Private	100	13.29	3.124				

Table 7 shows that the 't' value is not significant. The result indicates that the two groups are not significantly differed and the null hypothesis – *'there is no significant difference in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area'* is retained.

Major Findings

1. Majority of teachers had average participation in their school administration.
2. There were more active participants among private secondary school teachers as compared to government secondary school teachers in school administration.
3. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration.
4. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to planning area.

5. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to organizing area.
6. Significant difference was found between private and government secondary school teachers of Aizawl city in their participation in school administration with reference to communicating area.
7. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to controlling area.
8. No significant difference was found in the participation of private and government secondary school teachers of Aizawl city in school administration with reference to evaluating area.

Conclusions:

The study revealed that majority of teachers had average participation in school administration. Besides, there was no significant difference in the participation of secondary school teachers of Aizawl city in the different areas of school administration with reference to management of schools, except communicating area. Administration is known to be more concerned with rules and regulations. Hence “administration” has started giving way to the concept of management not only in trade, industry, commerce etc, but also in education. School is complex organization from the angle of stake holders. Smooth management/ administration of schools for accomplishment of objectives can be possible through the cooperation of all stake holders and through decentralization. The school Headmasters should give different responsibilities to the teachers and prepare them as future leaders. School atmosphere must be cooperative with mutual respect and trust. The teachers must volunteer themselves to share responsibilities and work with dedication and commitment for the attainment of the objectives and success of the students.

References:

Brook, A. (2004). *School organization administration and management, p.14*. New Delhi: Neelkamal Publications Pvt. Ltd,

Haseen, Taj. (2000). Teachers' participation in school administration scale (TPSAS). Rakhi Prakashan, Sanjay Place Housing Society: Agra.

Ryburn, W.M. (2007). *Encyclopaedia of educational administration: History of education administration. p-270*. New Delhi: APH Publishing Corporation,

Registered with the Registrar of Newspapers of India
Registrtrion No. MIZMIZ00939/2010

Declaration

Namne of Journal : Mizoram Educational Journal
nature of Journal : A National Refereed Bi-Annual Journal
Periodicity : June & December
ISSN : 2395-731X
Publisher : Prof. C. Lalremruata
Chief Editor : Prof. Lalhmasai Chuaungo
Address for Communication : B-4/8, Bethesda, Upper Republic
Aizawl, Mizoram, 796001
Or
Department of Education,
Mizoram Unversity,
Aizawl, Mizoram, 796004
Email : mefjpurnal@yahoo.com

Guidelines for Contributors of Articles

1. Articles submitted for the journal should be original contribution and should not be under consideration for any other publication at the same time. A declaration is to be made by the author that the paper is original and has not been published or submitted for publication elsewhere.
2. Manuscript should be 3000 to 4500 words typed in A4 size paper with margins of 1 inch on all sides.
3. Title of the paper should be in Ms Word, Times New Roman 14 point font, bold and small letters with beginning of major words in capital.
4. Ms Word, Times New Roman, 12 point font, justified and 1.15 line space should be used for main body of the paper. Abstract of not more than 250 words with 3 to 5 key words should be in italics.
5. APA style of referencing should be followed. However, paper contributors from Humanities discipline may use MLA documentation format.
6. The paper must adhere to strict academic and research ethics and be free from plagiarism.
7. The cover page should contain title of the paper, author's name, designation, address for correspondence, phone number and email address.
8. Only articles reviewed and approved by the referees shall be published in the journal.
9. Articles are to be submitted by email to mefjournal@yahoo.com on or before 15th April for June issue and 15th October for December issue.
10. Paper contributors are to pay subscription fee for two and a half years for processing the paper.

