ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Journal)

Vol. VII Issue 3, September, 2021
&
Vol.VII Issue 4, December, 2021

ISSN 2395-731X

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Annual Subscription

	Within India
Individuals	₹ 500
Institutions	₹ 500

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

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Published by Prof. C.Lalremruata on behalf of the Mizoram Educational Foundation. Postal Add: Ramhlun Venglai, Aizawl, Mizoram 796 012. Contact No. 9436366369; Email: ruatachhangte@gmail.com

Printed at:

Lois Bet
Print & Publication
Chanmari, Aizawl
Ph : 2349250 / 2349970

CONTENTS

From the Desk of the Chief Editor

The Editorial Board of Mizoram Educational Journal is happy to present Volume VII, Issue 3 & 4 of the journal to the readers. The current issue (a combination of Issues 3 and 4) contains 12 research articles most of which are quantitative research papers. What we can expect from the papers is briefly highlighted below:

Considering the importance of teacher training at secondary school level, an attempt was made by Lynda Zohmingliani and Gloria Lalchhanhimi to analyse the modules for the in-service teacher training programs undertaken by RMSA for secondary school teachers and the attitude of in-service teachers towards the training program itself. The study revealed that the modules were classified into five major subjects and that majority of the in-service teachers had positive attitude towards the training programs. A study on the environmental awarewness of secondary grade students at Warangal District of Telegana conducted by Muttu Vemula, Devendar Bhukya and K. Rajendra Chary reminds us of the importance of environmental awareness on the part of students particularly at the secondary level. It is relieving to know from the study that majority of the secondary school students had good level of environmental awareness and that there was no significant difference between boys and girls. It is also enlightening to know that private school students had better environmental awareness than the students of government schools and 9th class students had more environmental awareness level than 8th class student.

Cost analysis in education is one of the most important fields of investigation in economics of education. Andrew Lalsangzela Sailo and Cindy Lianthuampuii's study revealed the cost of education through the concept of institutional cost in private schools. According to this, the schools competed to have a better output (students' enrolment) by way of advertising, better educational facilities, etc. At the same time they were profit maximisers by running the schools at a very low cost in terms of employing less number of teachers. These two alternatives i.e., profit maximiser and output maximiser reinforced each other in the private schools in Aizawl city.

With the growth in technological advancements, expansion of theoretical and scientific knowledge, more liberal philosophies and emerging trends and innovative techniques of teaching-learning pedagogies necessitate that we adopt more comprehensive and broader outlook even towards the method of teaching and learning in our classrooms. In this context, Grace Kim Khaute explored constructivist approach to teaching and the awareness of elementary school teachers in Mizoram about constructivism. She reported that the teachers had adequate level of awareness about constructivism. Parental involvement in children's education particularly at elementary level is considered to have positive influence on the education. Results of the study conducted by Vanlaldinpuia, Lalmuanzuali and Reuben Lalchuangkima indicated that mothers had more involvement in their children's education as

compared to fathers. No significant differences were found in parental involvement with regard to their educational qualification and their working status.

It is a well-known fact that students with high intelligence are easier to educate, direct, and guide than those pupils with low intelligence. A study of Estherine Lalrinmawii, Lalmuanzuali, Reuben Lalchuangkima and Mary L. Renthlei revealed that majority of the college students in Aizawl had average level of general intelligence. There were no significant difference in the general intelligence of college students with reference to gender, locale and their mothers' working status. While high psychological well-being is considered a precursor to good life and happiness, Grace Kim Khaute and H. Malsawmi in their study on psychological well-being of college students reported that majority of the college students had moderate psychological well-being. It is, therefore, essential to provide students with activities and opportunities to improve their bearings in life. The introduction of semester system at the college level has brought about tremendous changes in the teaching-learning process. A study of Benjamin Lalrinsanga, Zodinsanga Sailo and Lalhlimpuii reported that college students in Aizawl had positive attitude towards the introduction of semester system at the college level. While education at higher level is very important, its strengths and quality depends to a great extent on the foundation, that is, early childhood education. Laldampuii and Lallianzuali Fanai studied anganwadis and private pre-schools and reported that qualifications of many Anganwadi teachers were lower than the prescribed norms whereas teachers of private preschools had the required qualification. The quality of foundations of education is at its stake due to low qualifications of teachers.

The paper contributed by Gollapalli Tejeswara Rao enlightens the readers about the lives and challenges faced by tribal people in India. According to this paper, lack of literacy, weak finance, food scarcity, housing, unemployment and issues related to education were common problems. The study concluded that promotion of education would be one of the best means to promote their quality of life. In his article, R. Zothanliana traced the development of teacher education institutions in the state of Mizoram with the establishment of the first TEI in the state in 1953 to the present day. He highlighted the need for change in TEIs with regard to their function and administration in the light of the newly introduced New Education Policy, 2020 in the country. The paper contributed by Ignes R.Lalmuanpuii and Nitu Kaur analyzed the present state of vocationalization of school curriculum through review of related literature. The paper stressed the need to improve students understanding about vocational education through proper vocational guidance and counseling services for students.

One of the objectives of Mizoram Educational Foundation is to disseminate educational materials, ideas, knowledge and experiences through its journal 'Mizoram Educational Journal.' I, on behalf of the Editorial Board of Mizoram Educational Journal convey my sincere thanks to all the contributors of research articles who are instrumental for achievement of one of the most important objectives of Mizoram Educational Foundation.

Lalhmasai Chuaungo
Chief Editor

An Analysis of Modules Prepared for and Attitude of Teachers towards In-service Training Program Undertaken by RMSA for Secondary School Teachers within Aizawl District

Lynda Zohmingliani*
Gloria Lalchhanhimi**

Abstract

Teacher training is considered an important aspect of education. Today, the recruitment of teachers demands a degree in teacher education. Teachers are crucial in implementing educational reforms in accordance with the aspiration of the national philosophy of education. The effective implementation is closely related to the success of school curriculum. Therefore, teachers are expected to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives.Even after a teacher has served for some time, the Government considers that in-service teacher training is still important and steps have been taken to provide in-service teacher training even in Mizoram. Considering the importance of teacher training and for the improvement in the nature of educating at the secondary school levels of Aizawl City, attempt was made to analyse the modules for the in-service teacher training programs and the attitude of in-service teachers towards the training program itself. This article provides a descriptive study of the modules prepared for in-service teacher training under the RMSA's centrally sponsored secondary education. The study revealed that the modules have been classified into five major subjects. It was found that majority of the in-service teachers have positive attitude towards the training programs.

Keywords: *In-service teacher training, Modules, RMSA., Attitude, Secondary schools.*

Introduction

Quality education has become a catchphrase in recent years, although people's perceptions of it differ from person to person and context to situation. As evidenced by available data and research, as well as the experiences of numerous agencies striving to improve teaching quality at various levels of education, the parameters of quality must be clearly recognised before attempting to define teaching quality. "A good teacher can eliminate the weakness of

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our educational system and can alone provide quality education" says Dr.A.P.J.Abdul Kalam. To guarantee that all students receive a high-quality education, teachers must have opportunity for professional development. The concept of in-service teacher education can best be given as the relevant courses and activities provided to a serving teacher to participate and upgrade his professional knowledge, skills and competency in the teaching profession. It encompasses all forms of education and training given to a teacher who is already of the job of teaching and learning. The Government of India launched the flagship programme, which requires all central teacher workers to participate in at least 20 days of in-service training programmes every five years of service. Teachers need to be constantly revived and enriched with the latest developments in their fields. They are crucial in implementing educational reforms in accordance with the aspiration of the national philosophy of education. Therefore, teachers are expected to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. This can be a natural process for certain individuals that like to keep themselves abreast of times but can be a major challenge for some teachers who neither have the inclination or resource to do so. The government plays an important part through in-service training to uplift and reorient teachers towards new methods of teaching or new content in the syllabus.

RashtriyaMadhyamikShikshaAbhiyan or otherwise also known as National Mission for Secondary Education is a centrally sponsored scheme of the Ministry of Human Resource Development, government of India, for the development of secondary education in Public schools throughout India. The RMSA-sponsored in-service teacher education programme is not a one-time event or a series of significant events, but rather a continual process. It is more than just training/classes, and it extends beyond classroom exercises. Teachers' professional skills can be developed by personal reflection, such as introspection, interactions with colleagues, and mentoring with experts, all of which can help teachers improve their pedagogical skills and content understanding.

Related Literature

Fozdar, Kumar &Saxena (2007), in their attempt to study the opinion of in-service teachers towards their training program found out that most of the teachers were satisfied with course materials and the personal contact program. Teachers strongly desire to receive trainings on curriculum, scientific developments in their own fields, drama and theatre (Bozkurt et al, 2012, p. 3504). A pertinent survey conducted by Ahmadi and Keshavarzi (2013) regarding to the effectiveness of in-service training programs in the development of teaching skills showed that, from the view-point of student, a meaningful relationship was observed between the effectiveness of in-service training programs and teaching demonstration skills at $p=0.001$ level of significance. The same study also found that work-experience of teachers had no effect on their teaching skills development. Malsawmi and Renthlei (2015), in their study on the 'Attitude of Secondary School Teachers Towards Teaching Profession in Mizoram' had an objective of finding out the attitude of secondary school teachers towards teaching

profession with reference to gender, length of teaching experience and their age group. They found that the majority of secondary school teachers have a neutral attitude towards the teaching profession. Kapoor and Imam (2019) in his study 'Quality of Education in Secondary Schools under RMSA' found that, in-service teachers training programs conducted by RMSA are of great help to the teachers. It enhances the teaching learning process. Such programs should be conducted from time to time and should be made the integral part of the curriculum. Zarzolawmi (2019) conducted a study on 'Attitude of Secondary School Teachers of Aizawl District Towards Teaching Profession'. The major findings were - (a) A considerable number of teachers have moderate attitude towards teaching profession and (b) Trained teachers have a more favourable attitude towards teaching profession than untrained teachers.

Objectives of the study

1. To study the modules provided by the training institute.
2. To find out the attitude of teachers trained under RMSA in-service teacher training.

Method of Study

The present study proposed to analyse the modules of in-service training of secondary school teachers within Aizawl district. Besides this, the attitude of teachers towards the training program was another important objective. Therefore, information was collected on the basis of survey and reports majorly descriptive in nature. Therefore, descriptive method was followed and data was analysed qualitatively.

Population: The population comprised of all the secondary school teacherswithin the district of Aizawl.

Sample of the Study: Sample was randomly taken from 476 secondary school teachers which was29% of the secondary school teachers within Aizawl district (UDISE 2017-2018) in order to find out their attitude towards in-service teacher training taken up by RMSA.

Sources of Data: Data was collected from primary and secondary sources. Information regarding training modules was based on secondary source and information on teachers' attitude was collected from primary source.

Tools of data collection: Data was collected from:

1. Questionnaire prepared by the investigator to find out the attitude of secondary school teachers towards in -service teacher training.
2. Office files of concerned schools, SAMAGRA SHIKSHA, Aizawl district and DEO, Aizawl district.

Data Analysis: Data was analysed based on the information garnered in a qualitative manner. However, descriptive statistics such as percentages were employed for more specific analysis of data.

Data Analysis and Interpretation

Objective 1: To study the modules provided by the training institute.

The concept of education and learning is evolving all the time. Teachers need to engage themselves to master their subjects and find effective means to connect with their students. Keeping these objectives in mind, the State Project Office of RMSA, School Education Department, Government of Mizoram has endeavoured to bring out the first training modules for teacher for 5 selected subjects as envisaged and approved by the Project Approval Board of RMSA, Ministry of Human Resource Development, Government of India. These modules are meant for in-service training of teachers of both government schools and government aided schools.

During 2013-2014 development of module for training of teachers for 5 subjects (Maths, Science, English. Social Studies and Mizo) and Training of Headmasters were proposed and the Project Approval Board (PAB) approved the proposal. Core Committee for the development of module for training of teachers was formed under the chairmanship of the State Project Director of RMSA and Director of School Education.

An analysis of the contents of module for in-service training of teachers of different subjects i.e., Maths, Science, English, Social Studies and Mizo are as follows:

A. English Training Module

English training module consist of nine modules, and each topic of the modules has sub topics, excluding the last two modules. A closer examination of the table revealed that:

1. *Module I:* The first module with the topic -'English as a second language' highlighted the place of English in school and in the society and the objectives of teaching English as a second language.
2. *Module II:*The second module 'Spoken English' covered the key aspects of - a) Key to phonetic symbols, b) Consonant sounds and symbols, c) Vowel sounds and symbols, d) Diphthongs and symbols, e) Word stress, f) Sentence stress, g) Pauses and tone groups, and h) Intonation.
3. *Module III:*The module'Grammar' included-a) A useful sequence for a formal grammar lesson, b) Teaching structural items, c) Verb forms, d) Active and passive voice, e) Reported speech, f) Relative clause, g) Conditional, h) Articles, i) Determiners, j) Primary and modal auxiliaries, and k) Prepositions.
4. *Module IV*: The module 'Teaching vocabulary' covered the key aspects of- a) Meaning of vocabulary, b) Types of vocabulary, and c) Different methods of presenting vocabulary.
5. *Module V*: The fifth module 'Reading' which was further sub-divided into 6 sub-topics- a) Objectives of teaching reading at the secondary level, b) Why is reading important, c) Kinds of reading, d) Teaching a reader lesson, e) Using supplementary readers, and f) Teaching poems.

6. *Module VI:* The module 'Writing' was further sub-divided into 14 sub-topics- a) Introduction, b) Aims of composition exercises, c) Means of developing writing skill, d) Basic approaches to the teaching of writing, e) A graded teaching schemes, f) A suggested procedure to teaching writing, g) Correcting written work, h) Remedial strategies, i) Articles, j) Diary entry, k) Newspaper report, l) Formal report, m) Poster, and o) Postcard.
7. *Module VII:* The seventh module 'Study skills' covers the key aspects of- a) What are study skills, b) Note Making, c) Information transfer, and d) Reference skills.
8. *Module VIII:* The eighth module consists of 'Evaluation' and
9. *Module IX:* Lastly, the ninth modules consists of 'Lesson Planning'

At the end of the module was a pre-test and post-test question. The pre-test and post-test questions consist of different types of questions that were related to the topics given in the module.

B. Mizo Training Module

The name of the module itself is"Kamkeuna" (meaning-*Introduction*) and the module consisted of 14 topics. Unlike the other modules, Mizo training module is a little different from the other modules, as the topics were not further divided into sub-topics. A closer study of the module revealed that:

1. Topic – 1: The first topic 'Module hmandanlehzirchhuahpuitumte', consisted of instructions of the module and its objectives.
2. Topic – 2: The second topic 'Mizotawngzirna in a tumte', dealt with the goals of studying Mizo language.
3. Topic – 3: The topic 'Ngaihthlakthiam' covers the main aspects of Listening skills
4. Topic – 4: This topic'Tawngthiam' covers the main aspects of Speaking skills
5. Topic – 5: 'Lehkhachhiarthiam', this topic focused on the Reading skills.
6. Topic – 6: The sixth topic 'Lehkhachhiarthiam' covers the main aspects of Reading skills
7. Topic – 7: The seventh topic 'Zirlaibu a thuawmtezirna' included a study on the secondary school Mizo Syllabus.
8. Topic – 8: This topic, 'Hlazirna' covers the main aspects of teaching and learning of poems.
9. Topic – 9: The ninth topic 'Thumalzirna' covered the aspects of teaching and learning of vocabulary
10. Topic – 10: The tenth topic, 'Grammar zirna' covered the main aspects of teachingand learning of grammar.

11. Topic – 11: This topic consisted of 'Rapid Reader'
12. Topic – 12: The twelfth topic consisted of 'Lesson Planning'
13. Topic – 13: The twelfth topic consisted of 'Project work'
14. Topic – 14: The fourteenth topic consisted of 'Evaluation'
15. The training module also consisted of pre-test and post-test questions consisting of different questions. The pre-test questions were to be answered before the start of the training and the post-test questions were to be answered after the end of the training, related to their opinions and suggestions regarding their training.

C. Social Science Training Module

Social Science Training module began with Introduction and Objectives of the training module. The training module consisted of five modules, and thesemodules were divided into different sub-topics, a closer look into the table revealed that:

1. Module I: The first module, 'Learning and teaching social science (S.S)' began with the Objectives, Program table and Activities. The module covered the key aspects of- a) Specific aims and objectives of teaching social science, b) Concept of social science, c) General aims and objectives of teaching social science, d) Importance of social science curriculum in secondary schools, e) Qualities of social science teacher, and f) Methodology of teaching social science.
2. Module II: The second module, 'Learning design in social science' started with the Objectives, Program table and Activities. The module covered the key aspects of- a) Learning design: Preparation of learning sequence, b) Format of learning sequence on social science, c) Handout of annual academic plan, d) Role and qualities of social science teacher and their professional development, e) Herbartian approaches, and f) Handout on mode of giving assignment.
3. Module III: The third module 'Learning and teaching social science (S.S)' began with the Objectives, Program table and Activities. The module covered the key aspects of- a) Handout of learning resources in social science, b) Teaching aids, and c) Resource units.
4. Module IV: The fourth module 'Micro teaching skills' began with the Objectives, Program table and Activities. The module covered the key aspects of- a) Different skills in micro teaching, b) Sample of learning sequences for micro teaching, c) Skill of set induction, d) Skill of questioning, e) Skill of illustrating with examples, f) Skill of explaining, g) Skill of reinforcement, h) Skill of response management, and i) Skill of stimulus variation.
5. Module V: The fifth module 'Evaluation and assessment in social science' began with the Objectives, Program table and Activities 1. The module covered the key aspects of- a) Evaluation and assessment in social science, b) Objectives of evaluation in social

science, c) Meaning of measurement, d) Difference between measurement and evaluation, e) Types of evaluation in social science, f) Continuous and comprehensive evaluation, g) Techniques and devices of evaluation, h) Scholastic achievement test, i) Construction of an achievement test in social science, j) Criterion reference test and norm reference test, k) Diagnostic testing, l) Remedial testing, and m) Activities 2.

D. Science Training Module

Science Training Module consisted of Physics, Chemistry, and Biology training module. This modulealso included the introduction and objectives of teaching of science, lesson plan, Pre- test and post-test questions, laboratory and science exhibition. The different training modules given under Physics, Chemistry and Biology have been given in the following:

(i) Physics Training Module

Physics Training Module has been divided into 3 modules in which each module was further sub-divided into different topics.

1. Module I: The first module with the topic 'Motion' covered the key aspects of- a) Force and motion, and b) Forces on object at rest.
2. Module II: The second module with the topic 'Work power and energy' covered the key aspects of Work and Energy.
3. Module III: The third modulewith the topic 'Sound' covered the key aspects of Sound on Strings

(ii) Chemistry Training Module

There were a total of 5 modules in Chemistry Training Module. Each module has different topics consisting of different sub-topics. A clearer study revealed that-

1. Module I: The first module 'Atoms, Elements and Molecules, Structure of Atoms' covered key aspects of- a) How to teach the different terms,, b) What is molecule?, and c) Characteristics of the atom.
2. Module II: The second module 'Periodic Table' included the key aspects of- a) How will an element X be presented in the periodic table? b) What are the laws that govern the development of Mendeleev's periodic and modern periodic table? c) How will the students memorize the elements of the periodic table?d) Explanation of the different blocks and specific names in the periodic table, e) What is periodicity in the periodic table, and f) Writing the electronic configuration.
3. Module III: This module 'Metal and Non-metals' covered the main aspects of – a) Identifying the metals and non-metals from the periodic table, b) Properties of metals and non-metals, c) Chemical properties of metals and non-metals, d) Corrosion of metal and its prevention, and e) Chemical bonds and equations.
4. Module IV: The fourth module 'Acid and Bases' covered the main aspects of Indicators and Ph, and Properties of acids.

5. Module V: The fifth module 'Carbon and its Compound' included the main aspects of- a) Predicting the number of carbon and hydrogen atoms in a hydrocarbon, b) Naming the compounds (Nomenclature), and c) Isomerism.

(iii) Biology Training Module

Biology Training Module comprised of 4 modules. Each module was divided into different sub-topics. A closer study revealed that-

1. Module I: The first module with the topic 'Cellularity' covered the main aspects of- a) Fundamental unit of life, b) Uni-cellularity and multi-cellularity, c) Nutrition, d) Animal, e) Reproduction, and f) Embryonic development.
2. Module II: The second module with the topic 'Heredity and Variations' covered the main aspects of- a) Heredity, b) Mendel's law, c) Theories of evolution, d) Variation, and e) Mutation.
3. Module III: This module with the topic 'Biodiversity' consisted of a) Definition and b) Plant and animal kingdom.
4. Module IV: The fifth module with the topic of 'Application of biology' comprised of the following sub-topics- a) Introduction, b) Understanding our bodies, c) Treating disease, d) Proper nutrition, e) Exercise science, f) Understanding our environment, g) Harvesting food, h) It's literally everywhere, i) Impact of climate

(iv) Mathematics Training Module

Mathematics Training Module has been divided into 6 modules in which module I and II are again sub-divided into different sub-topics. A closer look at the table showed that

1. Module I: The first module with the topic 'Aims and objectives' which were sub-divided into 4 sub-topics- a) Introduction, b) Meaning and difference between aims and objectives, c) General aims of teaching mathematics, and d) General objectives of teaching mathematics.
2. Module II: The second module 'Methods and techniques of teaching mathematics' covered- a) introduction of the module, b) The lecture, c) Inductive-deductive collaboration, d) Analysis and synthesis, e) The experimental approach, f) Heuristic learning, g) Projects, h) Problem solving, i) Oral and written work, j) Drills, k) Home-work, l) Self-study, m) Group work, n) Assignments, and o) Reviews.
3. Module III: The third module consisted of 'Learning resources in mathematics'.
4. Module IV: The fourth module consisted of 'Planning for teaching learning'
5. Module V: The fifth module consisted of 'Teaching of mathematics'
6. Module VI: The last module consisted of 'Assessment and evaluation'.

A thorough study on the Modules also revealed that-

1. In the year 2013-2014, there was a proposal regarding the in-service teacher training module including 5 subjects viz. Mathematics, Science, English, Social Studies and Mizo as well as proposal regarding the secondary school Headmaster training programs. These proposals were accepted and approved on the same year on 2013-2014 by the Project Approval Board.
2. The teacher training module was organized and administered for the government and government aided schools.
3. A Core Committee was set up under the guidance and administration of the State Project Director, RMSA and Director, School education, for the in-service teacher training module development.
4. The Core Committee members were –

   1. Chairman – State Project Director, RMSA, Mizoram.
   2. Secretary – V.L Malsawma, Dy. SDP (Planning), RMSA.

Related members –

1. Dr. Abhay Kumar, Representative from NERIE, Shillong.
2. LaldawnglianiChawngthu, Jt. Director, SCERT.
3. Zochhuani, Assistant Professor, IASE
4. C. Chawngthantluanga, Dy.SPD (Adm), RMSA.
5. The Core Committee conducted the first ever meeting on 4th Feb, 2014 and nominated the first ever 'Board of Editors' as well as selected the first 'Writers for Training Module' for different subjects.

It is clear that a great deal of careful thinking went in to the formulation of the module under study. The topics are varied and should be of interest to adolescents. Moreover, the flow of the topics from easy to difficult and from simple to more complex concepts is a good indicator that this module is a result of hard work by experts in the field of education.

Objective 2:To find out the attitude of teachers trained under RMSA in-service teacher training.

Attitude of teachers:

The teachers were provided with questionnaire to find out their attitude towards in-service teacher education. The researcher prepared a set of 13 different items to gain the attitude of the teachers towards the training program organized for them and realized the objective of the researcher. It was found that out of 476 number of secondary school teachers, 73 are Hindi teachers, 13 are Work Experience teachers and 4 are Special Educators in Aizawl district which comprised of the present Aizawl District and parts of the newly created Saitual

district, only 169 number of secondary school teachers have responded to the questionnaire items presented to them. This meant that only 43% of the secondary school teachers out of 386 teachers extracting Hindi teachers, W.E teachers and special educators who were seldom called for the in-service training program, have given their responses.

Hence, out of the total number of 386 questionnaire sent to secondary school teachers, only 169 gave their responses. The following points gave a clear response of the teachers to various items of the questionnaire.

(i) Course Content:

1. To the first item/statement of the questionnaire given to the teachers, 'I only attend in service program organized for my subject',55% of the teachers agreed to the statement and gave positive responses against it while 45% of the teachers did not agree with the sentence and gave negative responses against it
2. To the second item, 'In-service teacher training program covers every new addition to the syllabus', 71% of the teachers gave positive responses by agreeing to the item of the statement while 29% of the teachers did notagree with the statement and gave negative responses.
3. Majority of the teachers, i.e. 84% agreed with the third statement, 'In-service teacher training program provides opportunity to clarify doubts regarding syllabus', and gave positive responses. However, 16% did not go in par with the statement and thus gave a negative response.
4. For the fourth item, 'In-service teacher training program includes all important aspects of the syllabus', majority of the respondents i.e. 69% of the teachers responded'yes' to the statement, while 31.5% of the teachers gave negative responses claiming that the program did not include all important aspects of the syllabus.

(ii) Impact on teaching:

The items provided in this stake were related to the impact on teaching from the training provided to the in-service teachers in their classroom teaching. The researcher gave the following questionnaires to obtain the attitude of the teacher related to the impact on their teaching the training have had on them.

5. To the fifth item, 'In-service teacher training program enables me to improve my classroom teaching', incredibly, 95% of the teachers gave positive responses, and only 4.8% of the teachers claimed that they did not benefit from the training and gave negative responses.
6. To the sixth item which runs as, 'My self-learning ability has improved because of in-service teacher training program', almost all the teacher (95%) have given positive responses. At the same time, 5% of the respondents have given negative responses. This showed that the program have a positive impact on the teachers self-learning ability.

7. Majority of the teachers (87%) conformed tothe seventh statement 'in-service teacher training has provided me with the proper skill to tackle new subjects' and at the same time 13% of the teachers gave a negative response.

(iii) Resource persons:

The resource persons are experts who contribute information and opinions to participants in a learning situation. They frequently are used to conducting educational activities. They are also specialized educators who focus on helping with educational difficulties. Thus, the roles they played in the training program for the in-service teachers are very important. This is the basic reason why the researcher put a separate questionnaire related to the resource persons. To realize the objective related to the attitude of teachers towards the resource persons in the in-service teacher training program, the researcher put forward the following questionnaire to the teachers. The responses received were generally positive and hence the results are –

8. To the eighth item, 'Resource persons are always well prepared', High majority of the teachers i.e. 90% gave positive responses. But by far, 10% of the respondents gave a negative remark.

9. The ninth item is slightly different from the previous statements as it cannot be directly responded with a 'yes' or a 'no'. Therefore, for the item, 'Resource persons are from: (here, respondents can tick more than one) – a) Faculty from IASE, b) Expert teachers, c) University teachers, and d) College teachers (see table 9)

Table 9

Resource Person		
Institutions	**No. of Teachers**	**Percen tage**
Faculty from IASE	38	22%
Expert Teachers	22	13%
University Teachers	1	0.60%
College Teachers	6	3.60%
Faculty from IASE & Expert Teachers	40	24%
Faculty from IASE & University Teachers	14	8%
Faculty from IASE & College Teachers	2	1.20%
Expert Teachers & University Teachers	7	4%
Expert Teachers & College Teachers	6	4%
University Teachers & College Teachers	2	1.20%
Faculty from IASE, Expert Teachers &University Teachers	16	9.60%

Expert Teachers, University Teachers & College teachers	1	0.60%
Faculty from IASE, University Teachers & College Teachers	3	1.80%
Faculty from IASE, Expert Teachers & College Teachers	1	0.60%
Faculty from IASE, Expert Teachers, University Teachers & College Teachers	7	4%
None	3	1.80%
Total	**169**	**100%**

Table 9 depicts a clear picture of secondary teachers' responses regarding where the resource persons were from. From the collected data it was found that, 22% of the secondary teachers claimed that the resource persons were faculty from IASE alone, and 13% claimed that they were Expert teachers. A small percentage, i.e. 0.6%, of the responded claimed that the resource persons were teachers from the University, and 3.6% of the teachers responded that the resource person were teachers from Colleges.

It was also found that 24% of the teachers claimed that the resource persons were faculty from both IASE and Expert teachers, and 8% claimed that resource persons were faculty from IASE and University. It was also found that 1.2% of the teachers claimed that the resource persons were faculty from both IASE and Colleges. 4% believed that they were from the University and Experts, again, another 4% of the teachers claimed that resource persons were teachers from Colleges and Experts. The collected responses have also shown that 1.2% of the teachers the resource persons were from both University and college.

As it can be seen from table-9It was found that 9.6% of the secondary teachers claimed that the resource persons were faculty from IASE, University, and Expert teachers. 0.6% claimed that they were from University, College and Expert teachers, and 1.8% believed that they were from IASE, University and College. It was also found that 0.6% of the teachers claimed that the resource person were faculty from IASE, Colleges and experts.

From the total responses, it was also found that 4% of the teachers claimed that the resource persons were faculty from IASE, University, College and Expert teachers, at the same time, it was also found that 3% of the teachers had no idea from where the resource persons were from.

The above findings are a clear indicator that teacher trainees had varying degrees of sincerity as far as trainings were concerned. This is the only reason for their different responses to a similar in-service training held at the same time in the same institution.

(iv) General impressions:

To get the clear view on the general impressions on the in-service training program, the researcher presented the secondary school teachers the following questions. The responses obtained were –

10. To the tenth item, 'In-service teacher training programs are well organized', majority of the teachers, i.e. 92%, gave positive responses showing agreement to the statement while 8% gave negative responses.

11. Regarding tothe duration of the training program, whether it is adequate enough or taking too much time, 90% of the teachers agreed to the statement, that the training program was adequate while the teachers believed that the training took too much time came up to 10%.
12. To the twelfth item, 'In-service teacher training programs are waste of time', though the sentence was quite stirring, the responses received were quite positive. Almost all the teachers (94%) gave positive responses by saying 'No'. At the same time 6% of the respondents considered the training program to be simply a waste of time.
13. To the thirteenth item, 'In-service teacher training should be organized every year', majority of the teachers, i.e. 71%, agreed to the statement by giving positive responses while 29% of the teachers gave negative responses to it.

Discussion and Conclusion

For the past five years before SamagraShiksha came into being, the training program was conducted every year for 5 major subjects in the secondary level viz., English, Mizo, Mathematics, Science and Social Sciences. The module from each subject contained a number of modules with different sub-topics of learning matters for in-service teacher trainees regarding how to effectively teach each subject content by content. The secondary teachers were quite positive towards the in-service teacher training programs organized by RMSA. Majority of the teachers were found to have a positive attitude towards the course content of the programs. The findings coincide with Fozdar, Kumar &Saxena (2007) as their study found that most of the teachers were satisfied with course materials, similar findings can be found from the study conducted by Nikhat, & Khan. (2017)

The respondents believed that the in-service training program has a positive impact on their teaching especially in tackling new subject topics, a positive attitude towards the resource persons was also found among the in-service teachers, as most of them found that the resource persons were well prepared, few of them do not find them satisfactory. The teachers were quite okay with the time scheduled for the training period though few did not find it enough while another few found it to be prolonged. Larger percentage of the teachers hoped that in-service training should be organised every year; similarities can be found in the study conducted by Kapoor and Imam (2019). Though the module used during the RMSA was quite satisfactory, more technical and scientific improvement can be added to meet the gadgetry requirements of today's high-tech world. The teachers had a positive attitude towards the in-service teacher training at the time this study was done. At the same time the teachers felt that it could be improved if more efforts were given in areas of subject matter, teaching methods, resource persons and time and frequency of training program as well as updating the hard and soft scenario of training premises.

It is critical for teachers to keep up with the most recent advances and innovations. For these reasons, designing seminars and courses for teachers based on their requests and requirements, as well as designing flexible training periods that can be adjusted based on

need and changes in existing body knowledge, may ensure that teachers participate in lifelong learning and teaching processes at a higher and improved level.

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Constructivist Approach to Teaching and Awareness of Elementary School Teachers in Mizoram

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Abstract

Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. The theory of Constructivism advocates the same that knowledge is acquired from experience and knowledge construction takes place through imitation and repetition and is characterised by active engagement, inquiry, problem solving ,and in collaboration with others.With the growth in technological advancements, expansion of theoretical and scientific knowledge, more liberal philosophy (ies) and emerging trends and innovative techniques of teaching-learning pedagogies necessitates that we adopt more comprehensive and broader outlook even towards the method of teaching and learning in our classrooms. Also because the type of future the children will experience is liable to be influenced more by teachers rather than anyone else.The aim of this study is to reveal the awareness/knowledge of elementary school teachers in Mizoram in relation to constructivism. A questionnaire is prepared basing upon four broad underlying components such as concept,classroom climate,process and product considering the levels of the students and the teachers intended for the study. The locality,gender and subject taught by the teachers are taken as independent variables. It is revealedfrom the study that teachers have adequate level of awareness about constructivism.

***Keywords**: Constructivist teaching, Teaching strategy, Awareness/Knowledge*

Introduction

The importance given to education and the various steps taken by the government in our country to ensure "Education for All", and the ever increase and expansion of education definitely highlights the fact that teachers occupy an indispensible role in exerting an escalating amount of authority on everyone's life. As such, what students learn today,the way they learn it, and the manner in which knowledge is presentedtoday will determine how students will solve problemstomorrow. Teachers are, therefore, expected to educate themselves with a rich understanding of facts and theories about learning so that learning can be viewed more

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realistically. Moreover,it is necessary that teachers augment their knowledge and understanding of the different ways to teach students that will be most beneficial and meaningful for their learning.

Teaching based on constructivist philosophy is quite challenging for the teacher. Since the theory of constructivism is based on the idea that children learn by actively constructing knowledge and by reconciling new information with previous knowledge, the teacher's role changes within the constructive paradigm. The teacher becomes more of an investigator who endeavors to understand how the students are constructing knowledge and at the same time acts as a facilitator of learning by encouraging students to take responsibility of their own learning.

Constructivist teaching is based on the constructivist learning theory, according to which learning takes place as a result of the knowledge that a student already has, and is more effective when a student is actively involved in the construction of knowledge, rather than being a passive recipient of information.

According to Constructivist approach, individuals' behaviours and ideas that develop later are based on their previously constructed ideas, and that learning is a process involving association established by learners between their existing knowledge and new ideas and experiences.*(Oludipe&Oludipe 2010; Palmer 2005, inOngowo, 2013, 2).*

Yager*(1991, in Oxford 1997, 55)* concentrated on specific constructivist teaching techniques, which he said were based on Piaget's principles. Yager's list of teaching techniques reflects the role that a constructivist teacher is supposed to play. The teaching techniques include (a) seeking out and using student questions to guide lessons, (b) accepting and encouraging student initiation of ideas, (c) promoting student self-regulation and action, (d) using students' experiences and interests to drive lessons (and thus offering multiple branches of learning), (e) encouraging uses of alternative sources of information, (f) using open-ended questions and encouraging student elaboration when possible, (g) encouraging students to suggest causes for events and situations and to predict consequences, (h) seeking out student ideas before presenting ideas from the text, (i) allowing adequate time for reflection and analysis, (j) facilitating reformulation of ideas in light of new experiences and evidence, and (k) encouraging social interaction.

Rationale of the Study

We are all aware of the idiom "well beginning is half done" and it goes a long way in determining where we land. However, it appears that starting well or beginning well is rarely our concern when we look at our educational systems. It is overwhelming to see that even today in most of our schools especially at the elementary levels behaviouristic approach to teaching-learning is widely practiced. Pre-primary to the higher levels of educationis characterised by rote memorization which is undoubtedly encouragedto secure good grades and marks at the examinations. Unfortunately, such a trend does not contribute to good quality education. Elementary stage of education is the foundation for higher education, sothe study

habits formed at this stage is crucial in deciding the kind of learning approach that a child will develop. Therefore, the choice of teaching strategies adopted at this stage is very important to the shaping of the future progress of learners, and teachers play acentral role in this context. In fact, their knowledge in teaching goes a long way in determining the success or failure of delivery in the classrooms.

Choice of a right teaching approach depends largely on the knowledge and attitude of teachers. If teachers have adequate knowledge (awareness), understand the importance and develop positive attitude towards a teaching approach, then only they can put them in their practices. If we expect that our teachers should prefer constructivist approach to their teaching then it is essential that they should have the right kind of knowledge and attitude; then only they can put them in practice. Therefore, given that constructivist approach to teaching-learning has a lot of importance and implications, the present study is conducted to assess the knowledge of elementary school teachers of Mizoram towards constructivism as a teaching approach with reference to the subject they teach, their gender and their locales.

Objectives of the Study

1. To reveal the depth of knowledge of elementary school teachers in Mizoram relating to constructivism as a teaching-learning approach with reference to their locales.
2. To reveal the depth of knowledge of elementary school teachers in Mizoram relating to constructivism as a teaching-learning approach with reference to their gender.
3. To reveal the depth of knowledge of elementary school teachers in Mizoram relating to constructivism as a teaching-learning approach with reference to the subject they teach.

Hypothesis of the Study

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

Research Methods

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

Population and Sample

The population in the present study consists of all elementary government school teachers of Mizoram teaching the four key subjects, viz., mathematics, English, science and social

science. For the present study, the sample selected consisted of 480 elementary school teachers i.e.120 teachers in each of the four subjects. For selection of the sample stratified random sampling technique was followed.

Tools Used

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

Analysis of the Data

For assessing the awareness aquestionnaire containing twenty-five multiple type questions with four alternatives was administered. The maximum and minimum possible scores were 25 and 0 respectively. The mean and standard deviation for different groups of teachers on their awareness were computed to describe the data and are presented in table-1. Further, it was decided to classify the teachers on the basis of their scores on awareness about constructivism as a teaching-learning approach following the criteria mentioned below for meaningful interpretation. The results of classification of teachers in different subjects are given in table-2 and interpretations are made subject wise.

Criteria for Interpretation:

Level	Range	Range of Scores
High	Above Mean+ 1SD	20.7 – 25.0
Moderate	Mean – 1SD to mean + 1SD	12.1 – 20.7
Low	Below mean -1SD	00 - 12.1

Table -1: Mean and SD of Different Groups of Teachers on Knowledge

Sl.No.	Subjects	Groups	N	Mean	SD
1	Mathematics	Urban male	30	16.8	3.54
		Rural male	30	16.57	3.89
		Urban female	30	17.7	4.71
		Rural female	30	16.67	4.03
		Male	60	16.68	3.69
		Female	60	17.18	4.37
		Urban	60	17.25	4.13
		Rural	60	16.62	3.96
		Total	120	16.8	4.3

2	English	Urban male	30	17.93	3.51
		Rural male	30	16.8	4.04
		Urban female	30	16.27	4.16
		Rural female	30	16.23	3.55
		Male	60	17.37	3.99
		Female	60	16.25	3.83
		Urban	60	17.1	3.84
		Rural	60	16.51	3.79
		Total	120	16.7	4
3	Science	Urban male	30	17.07	4.17
		Rural male	30	15.67	4.33
		Urban female	30	14.63	4.39
		Rural female	30	17.2	3.53
		Male	60	16.37	4.27
		Female	60	15.92	4.16
		Urban	60	15.85	4.28
		Rural	60	16.44	3.93
		Total	120	16.1	4.2
4	Social science	Urban male	30	17.27	4.48
		Rural male	30	13.5	4.66
		Urban female	30	16.03	4.15
		Rural female	30	17.17	4.17
		Male	60	15.38	4.91
		Female	60	16.6	4.16
		Urban	60	16.65	4.32
		Rural	60	15.34	4.42
		Total	120	16.1	4.5

5	All subjects	Male	120	16.45	4.22
		Female	120	16.18	4.32
		Urban	120	16.71	4.14
		Rural	120	16.23	4.03
		Grand Total	480	16.39	4.18

Table -2: Locality, Gender and Teaching Subject Wise Levels of knowledge of teachers on Constructivist Teaching - Learning Approach

The figures in the parentheses indicate percentage

SN	Subjects	Level of Awareness	Urban Male (n=30)	Urban Female (n=30)	Total (N=60)	Rural Male (n=30)	Rural Female (n=30)	Total (N=60)	Male (n=60)	Female (n=60)	Total (N=120)
I	Mathematics	Low (0 -12.1)	4 (13.3)	6 (20)	10 (16.7)	5 (16.7)	5 (16.7)	10 (16.7)	9 (15)	11 (18.3)	20 (16.6)
		Moderate (12.1 -20.7)	21 (70)	16 (53.3)	37 (61.6)	20 (66.6)	20 (66.6)	40 (66.6)	41 (68.3)	36 (60)	77 (64.2)
		High (20.7 - 25)	5 (16.7)	8 (26.7)	13 (21.7)	5 (16.7)	5 (16.7)	10 (16.7)	10 (16.7)	13 (21.7)	23 (19.2)
		Total	30 (100)	30 (100)	60 (100)	30 (100)	30 (100)	60 (100)	60 (100)	60 (100)	120 (100)
II	English	Low (0 -12.1)	2 (6.7)	6 (20)	8 (13.3)	6 (20)	4 (13.3)	10 (16.7)	8 (13.3)	10 (16.7)	18 (15)
		Moderate (12.1 -20.7)	18 (60)	19 (63.3)	37 (61.7)	17 (56.7)	23 (76.7)	40 (66.6)	35 (58.3)	42 (70)	77 (64.2)
		High (20.7 - 25)	10 (33.3)	5 (16.7)	15 (25)	7 (23.3)	3 (10)	10 (16.7)	17 (28.4)	8 (13.3)	25 (21)
		Total	30 (100)	30 (100)	60 (100)	30 (100)	30 (100)	60 (100)	60 (100)	60 (100)	120 (100)
III	Science	Low (0 -12.1)	4 (13.3)	10 (33.4)	14 (23.3)	5 (16.7)	4 (13.3)	9 (15)	10 (16.7)	13 (21.7)	23 (19.2)
		Moderate (12.1 -20.7)	18 (60)	16 (53.3)	35 (58.3)	17 (56.6)	20 (66.7)	37 (61.7)	35 (58.3)	37 (61.7)	72 (60)
		High (20.7 - 25)	8 (26.7)	4 (13.3)	11 (18.4)	8 (26.7)	6 (20)	14 (23.3)	15 (25)	10 (16.6)	25 (20.8)
		Total	30 (100)	30 (100)	60 (100)	30 (100)	30 (100)	60 (100)	60 (100)	60 (100)	120 (100)
IV	Social science	Low (0 -12.1)	5 (16.7)	7 (23.3)	12 (20)	13 (43.3)	6 (20)	19 (31.7)	18 (30)	13 (21.7)	31 (25.8)
		Moderate (12.1 -20.7)	16 (53.3)	17 (56.7)	33 (55)	15 (50)	15 (50)	30 (50)	31 (51.7)	32 (53.3)	63 (52.5)
		High (20.7 - 25)	9 (30)	6 (20)	15 (25)	2 (6.7)	9 (30)	11 (18.3)	11 (18.3)	15 (25)	26 (21.7)
		Total	30 (100)	30 (100)	60 (100)	30 (100)	30 (100)	60 (100)	60 (100)	60 (100)	120 (100)

V	Total	Low (0 -12.1)	15 (12.5)	29 (24.2)	44 (18.3)	30 (25.2)	17 (14.2)	48 (20)	45 (18.7)	47 (19.6)	92 (19.2)
		Moderate (12.1 -20.7)	73 (60.8)	68 (56.6)	142 (59.2)	67 (56.3)	80 (66.7)	147 (61.3)	142 (59.1)	147 (61.3)	289 (60.2)
		High (20.7 - 25)	32 (26.7)	23 (19.2)	54 (22.5)	22 (18.5)	23 (19.1)	45 (18.7)	53 (22)	46 (19.1)	99 (20.6)
		Total	120 (100)	120 (100)	240 (100)	120 (100)	120 (100)	240 (100)	240 (100)	240 (100)	480 (100)

Mathematics

From tables 1 and 2, 68.3% of male teachers and 60% of female teachers are found to have moderate level of awarenessrelating to constructivism as a teaching-learning approach. It was also found that 16.7%of male teachers and 26.7%of female teachers belonging to the urban areas, and 16.7%of both male teachers and female teachers belonging to the rural areas have high level of awarenesson constructivism as a teaching-learning approach. On the whole, 16.7% of male teachers and 21.7% of female teachers teaching mathematics are found to have high level of awareness about constructivist approach to teaching-learning. On the whole, irrespective of locale and gender, it is found that 16.6%,64.2% and 19.2% of mathematics teachers have low, moderate and high levels of awarenessrelating to constructivism as a teaching-learning approachrespectively.

English

From table 1 and 2, it can be seen that on the whole 13.3% of male teachers and 16.7% of female teachers have low level of awarenesson constructivism as a teaching-learning approach. Similarly 60% male teachers and 63.3%female teachers belonging to the urban areas, and 56.7% male teachers and 76.7%female teachers belonging to the rural areashave moderate level of awarenesson constructivism as a teaching-learning approach. On the whole 58.3% of male teachers and 70% of female teachers have moderate level of awarenessrelating to constructivism as a teaching-learning approach. It is also found that 33.3%of male teachers and 16.7%of female teachers belonging to the urban areas and 23.3%male teachers and 10%female teachers belonging to the rural areashave high level of awarenesson constructivism as a teaching-learning approach. On the whole 28.4% of male teachers and 13.3% of female teachers have high level of awareness about constructivist approach to teaching-learning. On the whole it is found that 15%,64.2% and 21% of English teachers have low, moderate and high levels of awarenessrespectively relating to constructivism as a teaching-learning approach.

Science

From table 1 and 2, it is found that, among the science teachers of various groups based on locale and gender, 13.3% of male teachers and 33.4% of female teachers belonging to the urban areas, and 16.7% male teachers and 13.3% female teachers belonging to the rural areas havelow level of awarenessabout constructivism as a teaching-learning approach. On the whole 16.7% of male teachers and 21.7% of female teachers were found to have low level of awarenesson constructivism as a teaching-learning approach. While 60% male teachers and

53.3%female teachers belonging to the urban areas, and 56.6% male teachers and 66.7%female teachers belonging to the rural areas have moderate level of awarenesson constructivism as a teaching-learning approach. On the whole 58.3% of male teachersand 61.7% of female teachers were found to have moderate level of awareness relating to constructivism as a teaching-learning approach. It was also found that 26.7%of male teachers and 13.3%of female teachers belonging to the urban areas and 26.7%male teachers and 20%female teachers belonging to the rural areas were found to have high level of awarenesson constructivism as a teaching-learning approach. Only 25% of male teachers and 16.6% of female teachers were found to have high level of awareness about constructivist approach to teaching-learning. On the whole it was found that 19.2% and 20.8% of science teachers have low and high level of awarenessrelating to constructivism as a teaching-learning approachrespectively. The study revealed that majority (60%) of science teachers have moderate level of awareness relating to constructivism as a teaching-learning approach.

Social Science

From table 1 and 2, it is found that, among the social science teachers of various groups based on locale and gender, 16.7% of male teachers and 23.3% of female teachers belonging to the urban areas, and 43.3% male teachers and 20% female teachers belonging to the rural areas havelow level of awarenessabout constructivism as a teaching-learning approach. On the whole 30% of male teachers and 21.7% of female teachers were found to have low level of awarenesson constructivism as a teaching-learning approach. Similarly 53.3% male teachers and 56.7%female teachers belonging to the urban areas, and 50% of both male teachers and female teachers belonging to the rural areas were found to have moderate level of awarenesson constructivism as a teaching-learning approach. On the whole 51.7% of male teachers and 53.3% of female teachers have moderate level of awareness relating to constructivism as a teaching-learning approach. It was also found that 30% of male teachers and 20% of femaleteachers belonging to the urban areas and 6.7%of male teachers and 30%of female teachers have high level of awareness about constructivist approach to teaching-learning. On the whole 18.3%of male teachers and 25%of female teacherswere found to have high level of awareness about constructivist approach to teaching-learning. Overall it is found that social science teachers have moderate (52.5%) level of awareness relating to constructivism as a teaching-learning approach.

It is revealed from table-2 that out of all the elementary school teachers under the study, irrespective of their gender, locale and teaching subjects, 19.2%, 60.2%, and 20.6% have low, moderate, and high level of awareness about constructivism as a teaching-learning approach respectively.

Findings

All the elementary school teachers teaching the four subjects- mathematics, English, science and social science, were found to have adequate /moderate level of knowledge about constructivism as a teaching-learning approach. Hence, the research hypothesis which states,

"Elementary school teachers teaching different subjects in Mizoram have adequate knowledge about constructivism as a teaching-learning approach" is accepted.

All the elementary school teachers teaching different subjects, irrespective of their gender were found to have adequate /moderate level of constructivism as a teaching-learning approach. Hence, the research hypothesis which states, "Male and female Elementary school teachers teaching different subjects in Mizoram have adequate knowledge about constructivism as a teaching-learning approach" is accepted.

All the elementary school teachers teaching different subjects, irrespective of their locales were found to have adequate /moderate level of constructivism as a teaching-learning approach. Hence, the research hypothesis which states, "Elementary school teachers of different locales teaching different subjects in Mizoram have adequate knowledge about constructivism as a teaching-learning approach" is accepted.

Suggestions

- Teacher education programmes,particularly the syllabus needs to be redesigned.
- In-service and pre-service teachers training should focus on constructivist approach.
- Workshops,seminars,symposia should be organized to spread awareness about constructivism.
- Freedom and opportunities should be given to teachers in decision making,planning and implementing their ideas without confining them to their classrooms.
- More researches should be conducted on constructivist approaches to recognize its relevance in different disciplines and allied subjects as well.

Conclusion

Classroom atmosphere is often shaped by the teacher's character and the enthusiasm or dullness of a student often is a result of the teacher's involvement or indifference. This is how indispensible a teacher is and his/her knowledge goes a long way in shaping the future of his/her students. Constructivist teachers serve as facilitators rather than experts by creating atmosphere where students invent their own constructs or solutions by thinking critically, become actively involved in defining questions in their own language and work out answers competently instead of mechanically receiving and reproducing materials presented by the teacher or the textbook. It is felt that there is a need to educate and train teachers in Mizoram from a constructivist point of view because it is more practical for knowledge construction and overall growth and development of the students.

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A Study on the Environmental Awarewness of Secondary Grade Students at Warangal District of Telegana

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Abstract

Today man is living in a world of crises. The social, economic, political and value crises are some of the threats which the humanity faces and these threats are quite alarming. Added to this, in the recent decades, the environmental crises become another important factor which has made everyone in the world think of its gravity. Though the environmental dimension has its own history, it has gained prominence in the recent past due to several reasons such as urbanization, industrialization, automation and population explosion, along with pollution, acid rains, gas leaks, nuclear disasters which have made man a helpless victim. The present study observed that there was no significant difference between boys and girls with regard to environmental awareness. Majority of the secondary school students had good level of environmental awareness. Private school students had better environmental awareness than the students of Government schools and 9th *class students had more environmental awareness level than 8th class student.*

Keywords: *Environmental awareness, Secondary schools, Environmental crises*

Introduction: Meaning of the Environment

The dictionary meaning of the word "Environment" is a surrounding external condition influencing development or growth of people, animals' plants, living or working conditions etc., environment refers to the sum total of conditions which surround man at a given point in space and time. In the beginning the environment of early men consisted of only physical aspects of the planet earth (land, air and water) and biological communities but with the march of time and advancement of society man extended his environment through his social, economic and political functions.

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Characteristics of Environment

1. The sum total of the stimulation that one receives from the nature since one's birth until his death.
2. It is everything which affects the individual excluding genes.
3. All the external forces which affect the growth, development of living organism.
4. It consists of physical, intellectual. Social, moral, cultural, emotional, economic and political forces which affects the life and nature of behavior.
5. It refers to sum total conditions which surround man at a given point in space and time.
6. It include physical (land, air and water) and Biological (Plants, animals including man and his several functions organizations and institutions) components.
7. It involves, physical, chemical, biological, Social, economic, political and cultural processes.

In this background several international organizations including some non-Governmental organizations have started working on the sustainability of environmental and ecological balance. In this direction a large number of workshops, seminars and meetings have been conducted. Among these intellectual experiences we may cite a few like the workshop held in Belgrade on environmental education in 1975, the first inter-governmental conference on environmental education held in Tbilisi, former USSR 1977, Tbilisi plus the conferences (1987) held in Moscow and more particularly the Earth Summit which took place in Rio de Janeiro in 1992 which was attended by about 120 heads of state and government together with delegates from over 170 countries. Several important documents were signed at the summit, responding the beginning of a long process of interpretating, responding to and implementing recommendations and agreements designed to change the future of this planet. The center piece of the Rio agreement is known as Agenda 21, a major action programme setting.

Global Environmental Issues

- Green House Effect
- Depletion of Ozone Layer
- Acid Rain
- Thermal Pollution
- Pollution due to Oil Slicks
- Nuclear War – Fare
- Population Explosion
- Over Exploitation of Natural Resource
- Environmental pollution
- Air pollution

- Water pollution
- Soil pollution
- Noise pollution
- Deforestation

Environmental Education in School Education

The movement of basic Education launched by Mahatma Gandhi in 1937 was perhaps the first serious attempt at relating education in school to local environmental needs. The essential elements of Basic Education were (a) productive activity in education, (b) correlation of curriculum with the productive activity and the physical and social environment, and (c) intimate contact between the school and the local community.

The education system in India had incorporated some aspects in Environmental Education in School curricula as 1930. The roots of the present status of Environmental Education in formal education can be traced back to the Report of the Education commission (1964-66) (Kothari commission). This Report also incorporated the best that basic education had to offer so as to relate it to the life, needs and aspirations of the nation. For the primary stage, the Report recommended that "the aim of teaching science in the primary school should be to develop proper understanding of the main facts, concepts, principles and processes in the physical and biological environment".

This recommendation could be implemented only in 1977 when the curriculum for the 10+2+3 pattern of education was evolved at the national level by NCERT, and presented in the document 'The curriculum for the Ten years School: A Framework' (1975). The National Policy on Education (NPE, 1988) and subsequent curriculum frameworks brought out by NCERT in 1988 and 2000 reiterated the importance of Environmental Education in school education. Thus, Environmental Education has been one of the priority areas of concern in all curriculum development programmes. The syllabi and instructional material for science and the social science, and, to some extent, those for languages and mathematics, included enough content related to the environment essential for the fulfillment of the desired objectives. The textbooks of biology, chemistry, physics, geography, sociology and mathematics at the senior secondary stage, too, provided enough content on the environment to further strengthen the knowledge, understanding and skills acquired up to the secondary stage.

Need of the Study

Health, clean and pure environment is a precious gift of nature to the humanity. The environment, which is made up of the layer of air above the surface of the earth and water and soil on the surface of the earth, is habitat of man as it is for all other living things. Like every living thing, man has to depend for his life on the environment. He receives his basic necessities like water, air, food, and shelter from it. The development of science and technology and the growth of population and industrialization brought in the tremendous changes in the natural environment thereby posting danger to the physical, mental and social health of man.

In the present scenario, the teacher has to play a vital role to educate the students on the awareness of environmental aspects like components of pollution, population issues, environmental sanitation, food issues, and environmental legislation. Unless the student possesses the awareness on the environmental; aspects, the students cannot acquire the knowledge of the environment. Therefore, there is a dire need to study the level of awareness on the environmental aspects among the secondary school students.

Objectives of the Study

1. To study the environmental awareness of secondary grade students with respect to their management of the school.
2. To study the environmental awareness of secondary grade students with respect to gender.
3. To study the environmental awareness of secondary grade students with respect to class of students.

Hypotheses of the study

1. There is no significant difference between students of private schools and government schools on the environmental awareness.
2. There is no significant difference between boys and girls on environmental awareness.
3. There is no significant difference between class 8 students and class 9 students on the environmental awareness
4. There is no significant difference between class 8 boys and class 9 boys on environmental awareness
5. There is no significant difference between class 8 girls and class 9 girls on environmental awareness
6. There is no significant difference between private schoolclass 8 boys and government school class 8 boys on the environmental awareness.
7. There is no significant difference betweenprivate school class 8girls and government school class 8 girls on environmental awareness.
8. There is no significant difference between private school class 9 boys and government school class 9 boys on environmental awareness.
9. There is no significant difference between private school class 9 girls and government school class 9 girls on environmental awareness.

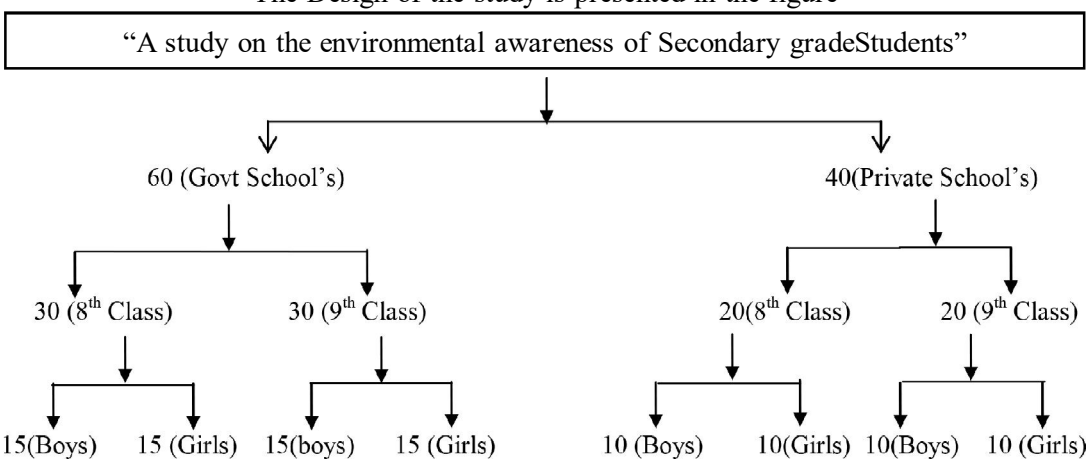
Limitations of the study

1. The scope of the present is limited only to six (6) areas i.e., (1) general environmental awareness, (2) components of environment, (3) reasons for pollution, (4) consequences of pollution, (5) current trends in protection of environmental pollution.

2. The study is limited to secondary grade students in Warangal district.
3. The sample is limited to government and private schools only.

Design of the Study

The Design of the study is presented in the figure



DiagrammaticRepresentation of the Research Design

The above figure shows that out of the 60 government schools selected for the present study, there were 30 class 8 students and 30 class 9 students. Among class 8 students, there were 15 boys and 15 girls. Similarly, among class 9 students, there were 15 boys and 15 girls.

Out of the 40 private schools selected for the present study, there were 20 class 8 students and 20 class 9 students. Among class 8 students, there were 10 boys and 10 girls. Similarly, among class 9 students, there were 10 boys and 10 girls.

Methodology

The investigator has selected survey method for the present study. The survey method was adopted since it was found suitable for collecting data regarding the existing status with regard to the environmental awareness of secondary grade students.

Research Tools Used

In order to study the awareness levels of secondary school students on environmental concerns, a comprehensive questionnaire is constructed and developed after reviewing the literature and taking into consideration of the suggestions of the experts in the field. This tool consists of one part of test besides the Proforma for personal bio-data of the respondents. It consists of a list of 20 multiple choice questions. Against each question choices are given.

Procedure of Data Collection

The study was conducted using the survey technique. The present researcher collected the required data from secondary school students of Warangal district.

The pupils were given a copy of the questionnaire. After explaining the purpose of the study, they were asked to select the appropriate answer for each multiple-choice question.

While answering the questions in the given questionnaire, the respondents do not face any problem. Altogether 100 questionnairescopies were distributed among the respondents. The same questionnaire copies were processed.

Statistical Techniques Used

The tool used for testing the environmental awareness among secondary level students was a questionnaire. The test consisted of 20 multiple –choice questions. each item was given four alternatives with one correct answer placed at different positions in different question.Correct answer was given weightage of one, and wrong answer was given zero weightage. The maximum score of the test is 20 and the minimum score is zero.

In order to find out the difference in environmental awareness with respect to gender, school management and classes, the mean score and standard deviations were computed. On the basis of calculated mean scores and S.D. the 't' value were computed to bring out the significant difference in the environmental awareness with reference to the variables under study.

Hypothesis -1

There is no significant difference between students of private schools and government schools on the environmental awareness.

Table - 1

The difference between Private School and GovernmentSchool Students with regard to environmental awareness

S. No	Category	No. of Students	Mean	S. D	"t" Value
1	Government School	60	16.05	2.9	5.38
2	Private School	40	12.3	0.33	

The above table 1 reveals that the "t" value is 5.38 which isgreater than the table value at 0.05 level. It is Significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference between students of private schools and government schools on the environmental awareness" is rejected.

Hypothesis –2

There is no significant difference between boys and girls on the environmental awareness.

Table 2

The difference between Boys and Girls Students with regard Environmental Awareness

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	Boys	50	14.92	0.38	0.05
2	Girls	50	14.96	0.55	

The above table 2 reveals that the "t" value is 0.05 which is less than the table value at both the level. It is Not Significant

Hence the formulated null hypothesis "There is no significant difference between boys and girls on the environmental awareness" is accepted

Hypothesis - 3

There is no significant difference between class 8 students and class 9 students on the environmental awareness

Table 3

The difference betweenClass 8 Students and Class 9 Students with regard environmental awareness

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	8th Class	50	13.58	2.9	4.35
2	9th Class	50	16.3	3.3	

The above table 3reveals that the "t" value is 4.35, which is greaterthan the table at 0.05 level. It is Significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference between class 8 students and class 9 students on the environmental awareness" is rejected.

Hypothesis –4

There is no significant difference between class 8 boys and class 9 boys on environmental awareness

Table - 4

The difference between class 8 Boys and Class 9 Boys with regard to Environmental Awareness

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	8th Class Boys	25	13.2	0.25	5.85
2	9th Class Boys	25	16.64	2.64	

The above table 4reveals that the "t" value is 5.85 which is greater than the table value at 0.05 level. It is Significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference between class 8 boys and class 9 boys on environmental awareness" is rejected.

Hypothesis - 5

There is no significant difference between class 8 girls and class 9 girls on environmental awareness

Table 5

The difference between Class8 Girls and class 9 Girls with regard to environmental

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	8th Class Girls	25	13.96	3.84	1.78
2	9th Class Girls	25	15.96	3.91	

The above table 5 reveals that the "t" value is 1.78 which is less than the table value at both levels. It is Not Significant.

Hence the formulated null hypothesis "There is no significant difference between class 8 girls and class 9 girls on environmental awareness" is accepted.

Hypothesis - 6

There is no significant difference between government school class 8 boys and private school class 8 boys on the environmental awareness.

Table 6

The difference betweenGovernment school class 8 boys and Private School Class 8 boys with regard to Environmental Awareness

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	Government School's 8th Class Boys	10	13.06	1.48	0.63
2	Private School 8th Class Boys	15	13.4	0.84	

The above table 6 reveals that the "t" value is 0.63 which is less than the table value at both levels. It is Not Significant.

Hence the formulated null hypothesis "There is no significant difference between government school class 8 boys and private school class 8 boys on the environmental awareness." is accepted.

Hypothesis -7

There is no significant difference between private school class 8 girls and government school class 8 girls on environmental awareness.

Table 7

The difference betweenGovernment school class 8 girls and Private School Class 8 girls with regard to Environmental Awareness

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	Government School's 8th Class Girls	10	10.1	1.45	4.92
2	Private School 8th Class Girls	15	16.5	2.9	

The above table 7 reveals that the "t" value is 4.92 which is greater than the table value at 0.05 levels. It is Significant at .05 level.

Hence the formulated null hypothesis "There is no significant difference between private school class 8 girls and government school class 8 girls on environmental awareness is rejected

Hypothesis - 8

There is no significant difference between private school class 9 boys and government school class 9 boys on environmental awareness.

Table 8

The difference between Private School class 9 boys and Government school class 9 boys with regard environmental awareness

S. No	Category	No. of Students	Mean	S.D	"t" Value
1	Private school's 9th class boys	10	13.9	1.7	7.62
2	Government school's 9th class boys	15	18.47	1.18	

The above table 8 reveals that the "t" value is 7.62 which is greater than the table value at 0.05 level. It is Significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference between private school class 9 boys and government school class 9 boys on environmental awareness."is rejected.

Hypothesis - 9

There is no significant difference between private school class 9 girls and government school class 9 girls on environmental awareness.

Table 9

The difference between Private school class 9 girls and Government School class 9 girls with regard environmental awareness

S. No	Category	No. of Students	Mean	S. D	"t" Value
1	Private School's 9th class girls	10	11.7	1.64	10.92
2	Government school's 9th class girls	15	18.8	1.44	

The above table 9 reveals that the "t" value is 10.92 which is greater than the table at 0.05 level. It is Significant at 0.05 level.

Hence the formulated null hypothesis "There is no significant difference between private school class 9 girls and government school class 9 girls on environmental awareness" is rejected.

Findings

1. It is found that there is a significant difference between private school and government school students with regard to the environmental awareness of secondary grade students. Governmentschool students having better environmental awareness level.

2. It is found that there is a no significant difference between boys and girls in environmental awareness among secondary grade students.
3. It is found that there is significant difference between class 8 and class 9 students with regard to environmental awareness. Class 9 students are found to have better environmental awareness.
4. It is found that there is a significant difference between class 8 Boys and Class 9 Boys with regard to environmental awareness. Class 9 Boys are found to have better environmental awareness.
5. It is found that there is nosignificant difference between Class 8 Girls and class 9 Girls with regard to environmental awareness.
6. It is also found that there is no significant difference between Government school class 8 boys and Private School Class 8 boys with regard to environmental awareness.
7. It is found that there is a significant difference between private school class 8 girls and government school class 8 girls. Private school class 8 girls are found to have better environmental awareness than the government school class 8 girls.
8. It is also found that there is significant difference between Private School class 9 boys and Government school class 9 boys. Government school class 9 boys are found to have higher environmental awareness compared to Private school class 9 boys.
9. It is found that there is significant difference between Private school class 9 girls and Government School class 9 girls with Government school class 9 girls having better environmental awareness.

Educational Implications

1. As the environmental awareness is only at moderate level the action must be initiated to enrich the environmental awareness of the students.
2. Environmental education can be made local specific along with the help of local education bodies.
3. Environmental significance had to be instilled in the students of government school to enrich their environmentalawareness.

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A Study of General Intelligence among College Students in Aizawl City

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Abstract

It is a well-known fact that students with high intelligence are easier to educate, direct, and guide than those with low intelligence. In order to instruct bright students, approaches or procedures that require a higher level of thinking and reasoning can be used.The present study is an attempt to find out the level of general intelligence of college students in Aizawl, the capital of Mizoram and to compare them with reference to their gender, locale and their mothers' working status. "Standard progressive matrices" prepared by R.C Raven was used to find out the level of general intelligence of college students. It was found that majority of the college students in Aizawl has average level of general intelligence, There were no significant difference in the general intelligence of college students with reference to gender, locale and their mothers' working status.

Keywords: *Intelligence, College students, Aizawl City*

Introduction

On this planet, life necessitates adjustment, which requires a certain level of intelligence. Every organism on the planet has the potential to adapt and learn, but only the human species has an additional skill: the ability to think, reason, and judge. That is why people are referred to as "intellectual beings." According to the preceding description, adjustment is a change in behaviour in response to changing circumstances and life conditions. It is the ability to adapt one's mind to new difficulties and circumstances in life. A balanced individual has a realistic perspective and always plans, thinks, and acts pragmatically. Intelligence has a significant

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influence in the adjustment process. It appears that a well-adjusted person has the ability to cope with adversity by making required behavioural changes. Intelligence is the ability to change and manipulate one's behaviour.

Definitions

According to Wechsler (1958), intelligence is the "aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment."

According to Gardner (1983), "Intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings."

According to Anastasi (1992), "Intelligence is not a single unitary ability, but rather a composite of several functions. The term denotes that combination of abilities required for survival and advancement within a particular culture."

According to Horst (2002), "Intelligence is the successful performance of the system in a complicated environment."

According to Sternberg (2003), "Intelligence is used to achieve success in life. It is the skill in achieving whatever you want to attain in your life within your socio-cultural context".

According to Anderson (2006), "Intelligence is that fact of mind underlying our capacity to think, to solve novel problems, to reason and to have knowledge of the world."

Types of Intelligence according to Thorndike (1914)

- Social intelligence: The ability to make effective adjustments with others is referred to as social intelligence. People with high intelligence have mastered the skill of making friends and influencing them. This intelligence is found in leaders, ministers, and social workers.
- Concrete intelligence: An individual's capacity to comprehend real-life situations and respond appropriately. When a person is managing concrete objects, this form of intelligence comes into play. This intellect is found in engineers, mechanics, and architects.
- Abstract intelligence: The capacity to effectively respond to verbal and numerical symbols. This is the result of a thorough study of books and literature. This intellect is found in professors, attorneys, and philosophers.

Rationale of the Study

For a teacher and the education system as a whole, knowing one's students' general intelligence is critical. Whatever teaching method the teacher employs, the role of intelligence in the education of the learner must be taken into account. In terms of teaching and learning, the fundamental role of intelligence is what the student can accomplish for the teachers; thus, general intelligence and the ability to learn are critical. Intelligence influences the teaching and learning processes. Both activities must meet specific requirements in order to be successful. Without intelligence, learning is impossible. In other words, intelligence is the basis of learning. The degree of intelligence influences the effectiveness of learning.

It is a well-known fact that students with high intelligence are easier to educate, direct, and guide than those pupils with low intelligence. In order to instruct intelligent children, teachers can use methods or procedures that require a higher level of thinking and reasoning. Additionally, they require less drilling. Similarly, it is a widely held belief that the higher one's intelligence, the better one's learning ability; hence, the greater one's learning or achievement, or the higher one's grades. As a result, a student with high intelligence may be able to achieve decent grades in college while putting in a reasonable amount of time and effort. Intelligence influences the efficacy of both teaching and learning.

As a result, knowing one's own students' general intelligence level will aid the instructor in managing his or her own teaching methods and changing his or her approach to teaching to meet the demands of the pupils. Teachers would be able to provide greater advice to children in their overall growth if they know their general intelligence level. As a result, this research was undertaken.

Objectives of the Study

1. To find out the level of intelligence of college students in Aizawl city.
2. To compare the general intelligence of college students in Aizawl city with reference to their gender.
3. To compare the general intelligence of college students in Aizawl city with reference to their locale.
4. To compare the general intelligence of college students in Aizawl city with reference to their mother's working status.

Hypotheses

1. There is no significant difference in the general intelligence of college students in Aizawl city with reference to their gender.
2. There is no significant difference in the general intelligence of college students in Aizawl city with reference to their locale.
3. There is no significant difference in the general intelligence of college students in Aizawl city with reference to their mother's working status.

Research Methods

The study employed the descriptive survey method as the researchers tried to find out the level of general intelligence of college students in Aizawlcity and compare them with reference to their gender, locale, and mother's working status.

Population and sample

The population of the study consisted of all the college students in Aizawl city. Cluster sampling techniques was employed for selection of samples. Students of each college in

Aizawl city constituted a cluster and 130 students were selected from a cluster of students of Government Hrangbana College out of which 69 were males and 61 were females.

Tool used

Standard Progressive Matrices prepared by JC Raven (1990) was used as a tool for collection of data.

Analysis of Data

The data collected through Standard Progressive Matrices was scored and tabulated. The mean as well as the standard deviation of the scores were computed and it was found to be 41.24 and 9.034 respectively. In order to classify the students into different levels, those who scored one standard deviation below the mean were categorized as having below average general intelligence, and those students who scored one standard deviation above the mean were categorized as having above average general intelligence. Those students scoring between minus one standard deviation and plus one standard deviation were categorized as having average level of general intelligence. The students were also compared in their general intelligence with reference to their gender, locale and their mothers' working status.

Findings

The findings of the study are presented in accordance with the objectives as follows:

Objective no. 1: To find out the level of general intelligence possessed by college students in Aizawl city

Table no 1

Level of general intelligence of college students in Aizawl city

Respondents	Below Average Intelligence	Average Intelligence	Above Average Intelligence
All respondents (130)	19 (14.62%)	100 (76.92%)	11 (8.46%)
Male respondents (69)	10 (14.49%)	53 (76.81%)	6 (8.7%)
Female respondents (61)	9 (14.75%)	47 (77.05%)	5 (8.2%)
Urban respondents (81)	10 (12.35%)	67 (82.72%)	4 (4.94%)
Rural respondents (49)	9 (18.37%)	33 (67.35%)	7 (14.29%)
Respondents from non-working mothers (78)	11 (14.1%)	59 (75.64%)	8 (10.26%)
Respondents from working mothers (52)	8 (15.38%)	41 (78.85%)	3 (5.77%)

Table no. 1 shows that majority (76.92%) of all the respondents had average level of general intelligence while 14.62% of students had below average general intelligence and 8.46% of students had above average general intelligence. The table also shows that majority (76.81%) of the male student respondents had average general intelligence, while 14.49% of male students had below average general intelligence and 8.70% of male students had above average general intelligence. It can also be seen from the table that majority (77.05%) of the female students had average general intelligence, while 14.75% of female students had below average general intelligence and 8.20% of female students had above average general intelligence.When we look at the urban respondents, it can be seen that majority (82.72%) of the urban studenthad average general intelligence, while 12.35% of urban students had below average general intelligence and 4.94% of urban students had above average general intelligence. The table also shows that among the rural respondents majority (67.35%) of the rural students had average general intelligence, while 18.37% of rural students had below average general intelligence and 14.29% of rural students had above average general intelligence. Looking at the respondents from non-working mothers majority (75.64%) of the student respondents whose mothers are not working had average general intelligence, while 14.10% of respondents whose mothers are not working had below average general intelligence and 10.26% of studentrespondents with non-working mothers had above average general intelligence. Lastly, the table also shows that majority (78.85%) of the student respondents whose mothers are working had average level of general intelligence, while 15.38% of respondents with working mothers had below average general intelligence and5.77% of studentrespondents with working mothers had above average level of general intelligence. It may be noted that rural respondents had the least percentage of average intelligence, but they are the ones who had the highest percentage of below average as well as highest percentages of above average intelligent students.

Objective no. 2: To compare the general intelligence of college students in Aizawlcity with reference to their gender.

In order to compare the general intelligence of male and female college students, the mean and standard deviation of the scores of male and female were calculated. The mean differences of these two groups were tested by applying‘t’ test and the details are presented in the following table no 2.

Table 2

Comparison of general intelligenceof college students in Aizawl city with reference to their gender

Groups	Number	Mean	SD	MD	SE_{MD}	t- Value	Sig level
Male	69	41.67	9.309	0.863	1.586	0.544	NS
Female	61	40.8	8.765				

Table 2 reveals that the calculated 't' value of .544 is lower than the criterion 't' value at both .01 and .05 level. Therefore, it can be concluded that there is no significant difference in the general intelligence between the male and female college students. Hence, the hypothesis that there is no significant difference in the general intelligence of college students in Aizawlcity with reference to their gender is accepted.

Objective no. 3: To compare thegeneral intelligence of college students in Aizawlcity with reference to their locale

To compare the general intelligence of urban and rural students, the mean and standard deviation of the scores of urban and rural students were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 3.

Table 3

Comparison of general intelligence of college students in Aizawl city with reference to their locale

Groups	Number	Mean	SD	MD	SE_{MD}	t- Value	Sig level
Urban	81	41.68	7.465	1.108	1.803	0.614	NS
Rural	49	40.57	11.21				

As shown in the above table, the calculated 't' value of .614 is lower than the criterion 't' value at both .01 and .05 level. Therefore, it can be concluded that there is no significant difference in the general intelligence between the urban and rural college students. Hence, the hypothesis that there is no significant difference in the general intelligence of college students in Aizawl city with reference to their locale is accepted.

Objective no. 4: To compare the general intelligence of college students in Aizawlcity with reference to their mother's working status

To compare the general intelligence of students having working and non-working mothers, the mean and standard deviation of the scores of students having working and non-working mothers were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no 4.

Table 4

Comparison of general intelligence of college students in Aizawl city with reference to their mother's working status

Groups	Number	Mean	SD	MD	SE_{MD}	t- Value	Sig level
Working mother	52	41.29	8.839	0.045	1.61	0.028	NS
Non-working mother	78	41.24	9.218				

Table 4 reveals that the calculated 't' value of .028 is lower than the criterion 't' value at both .01 and .05 level. Therefore, it can be concluded that there is no significant difference in the general intelligence between students having working and non-working mothers. Hence, the hypothesis that there is no significant difference in the general intelligence of college students in Aizawlcity with reference to their mother's working status is accepted.

Discussion

Although no significant difference was observed when general intelligence was compared with reference to gender, locale and mothers' working status of the college students, yet the study found pertinent outcomes when the level of general intelligence possessed by college students was established. These were discussed as follows:

1. The present study was done amongst college students and one would not expect a mentally challenged student among college students. This was one reason why these students were classified into below average, average and above average intelligent students. Now, it was found that majority of the student respondents had average level of general intelligence. This is not surprising because by and large majority of people are fairly normal in most things, be it study habit, academic achievement, aptitude, attitude, intelligence, etc.

2. It was found that the percentages of both male and female respondents had almost similar intellectual level whether it is below average, average or above average level of intelligence. The reason maybe because intelligence is largely inborn and just because one is born a male or a female does not mean that intelligence between these two genders should differ.

3. The present findings shows that rural respondents had the least percentages of average intelligence, at the same time, they were also found to have the highest percentage of below average and above average level of intelligence, When compared with urban respondents, they were found to possess almost 10% higher in the category of above average intelligence. One reason for this could be because those students from urban areas (mostly Aizawl) who were intellectually capable had the opportunity of studying

outside the state, while the rural students who are more intellectually capable would come and study in the state capital as colleges are established only in some district capitals of Mizoram.Therefore, it could be that the rural students who were intellectually bright formed the highest percentage of above average intelligence in the present study.

4. Findings also revealed that respondents whose mothers are not working were found to possess almost 5% higher in the above average level of intelligence when compared to those respondents whose mothers are working. The reason could be due to more time being given to children by non-working mothers and creating an environment where children are provided all the necessary tools to flourish in their road to sharpening their intelligence.

Suggestions

Intelligence is not really defined by knowing more than others. It is all about challenging the brain, solving problems, and learning new things. The following, according to various research findings, may be able to improve brain health and intellect over time.

1. One of the most effective strategies to boost brain function is to stay physically active.
2. Sleep is also necessary for optimal cognitive performance. During sleep, the brain consolidates memories formed throughout the day and improves its ability to learn new information after waking up.
3. Practicing meditation is another approach to improve intelligence.
4. Eating foods rich in omega-3 fatty acids, flavonoids, and vitamin K, which enhance brain function, may help to improve brain health.
5. Learning to play an instrument is a pleasant and creative way to increase intelligence because it tests both sensory and cognitive talents.
6. Reading engages every section of the brain, as well as the neural connections that connect them; thus, reading has the potential to enhance intelligence.
7. Continuing education improves cognitive processes; hence a longer period of education is associated with greater intelligence.
8. Because humans are social creatures, remaining social may help to improve mental fitness by stimulating the mind and cognitive abilities.

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An Analysis of the Structure and Unit Institutional Cost of Private Schools in Aizawl, Mizoram

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Abstract

This paper is an attempt to study cost bear by 40 selected private schools in running a school in Aizawl, Mizoram. To be precise, it is an attempt to study and understand the cost of education through the concept of institutional cost in private schools. Further, this paper analyzed the cost of education bear by the private institution under different heads that it incurred like salary paid to teachers per student, salary paid to non- teaching staff per student and so on under the concept known as institutional cost.

Introduction

Educational institutions such as schools, colleges and universities which are engaged in the production and supply of education constitute the firms' of educational industry. They transform inputs into outputs, incurring costs in the process. From the point of view of institutions offering education, the costs of education are constituted by the amount paid for the salaries of teachers and administrative staff, stationery items and other current expenses including student activities and capital outlays on building, library books, equipments and other durable assets. Expenditure on these items incurred for the maintenance and operational of educational institutions is called institutional cost; and it constitutes one of the most important components of educational cost

Generally, educational costs are classified into three main components. These are: (i) institutional, (ii) private or student cost, and (iii) opportunity. Among these three major components of educational cost, it is the institutional cost that this paper tries to focus on. Institutional cost is the cost incurred by the educational institution, whether it is a government run or private run institution, in operating and maintaining the institution to provide facilities of education. Private cost of education is that part of investment or spending in education which is made either by the student or his/her parents or both. Opportunity cost is the earnings

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forgone by the student on account of pursuing a given level of education or the benefits forgone that would have been available to the society in the absence of educational programme.

Literature Review

Cost analysis in education becomes one of the most important fields of investigation in economics of education since the early 1960s when economists developed a strong interest in the theory of human capital formation. A large number of empirical studies on educational costs have been done in India and abroad over the years which provide educational planners and decision maker valuable information about the allocation and use of educational resources. For this paper, many writings on cost of education have been reviewed.

Hallak(1969) examined the problems related with the concepts, the estimates, the analysis and the use of unit costs in educational planning. The cost of education to the community was decomposed into expenditure on public and private education and opportunity costs. He categorized educational cost analysis into two aspects: overall analysis designed to define the place of education in the national economic context and the detailed analysis which defined total and unit costs by type and level of education and by purpose of expenditure. Hallak showed different ways to estimate unit cost of education such as cost per graduate, cost by level of education attained, unit cost per pupil,cost per average daily attendance, capital cost per place, average cost per class and average recurrent cost per teacher.

Dey (1969) made an attempt to show the extent to which cost concepts relevant to manufacturing industries can be applied to educational industry. He classified educational costs into four components: (i) direct expenditure, (ii) expenditure for meals and tiffins, (iii) expenditure of students on health service and (iv) expenditure on training of teachers. He gave empirical contents to his cost classification with the help of the data collected through a pilot enquiry of public health and educational services in Madhyagram, an urbanized village in the district of Twenty Four Parganas, West Bengal, during 1963.

Objective of the Study

The objective of the study is to understand and study unit institutional cost in private schools of 40 selected schools in Aizawl, Mizoram

Methodology

The study involved empirical observation and analyses of data on different aspects of private schools. The necessary information and relevant data for the study was collected from secondary sources. Secondly, in order to verify the data and its reliability, primary data through questionnaires was collected.

Attempt was also made to obtain relevant information from different sources. Data have also been collected from the concerned department and its various agencies. Questionnaires, interview and observation was the main tools for gathering necessary primary information.

Calculation of Cost of Private Schools in Aizawl

An attempt was made to estimate and analyze the structure and unit institutional cost of private schools education on the basis of the data collected from a survey of 40 private schools in Aizawl city during 2015. The functional relationship between enrolment size (taken as output) and unit institutional cost (taken as average cost of the private schools) has been examined.

The costs of education (studied in terms of unit/average cost/ institutional costs) bear by the private schools are classified into recurring and non- recurring costs. The items under recurring costs were categorized into: (i) teaching cost, (ii) non-teaching staff cost, (iii) Miscellaneous cost like cost of day to day running of the schools, bills on water, electricity, telephone, stationery etc,. Non- recurring costs are those expenditure that the school or institution bears like rent, construction of buildings, library and computer facilities, etc.

Table 1 present the recurring costs of each private schools. From the data collected on expenditure of 40 private schools we have found that on different components of average variable cost Rs. 3485.03 had been spend on teacher per student, Rs. 325.83 on non – teaching staff per student, Rs. 223.34 on miscellaneous (like school function, stationery, electricity bill, telephone bill, water bill etc.,) per student and Rs. 1767.83on boarding facilities per student. The amount spend on teacher per student is quite large and it might not be accurate. The reason might be that school #1, #2, #3, #16, and #31 spend much higher amount on the salary of the teacher. If we leave out these 5 schools the amount spends on teacher per students came down to Rs. 2651.739.On an average the private school industry in Aizawl had spent Rs. 5802.027on recurring items per student in the year 2015.

Table 1: Average Variable Cost/ Recurring Cost bear by the Private Schools per Student

Sl/ No	No. of students	Teaching cost	Non-teaching costs	Miscellaneous cost	Boarding Cost	Total Average Variable Cost/Recurring Cost
1	1130	6298.67	404.14	50.96	1430.84	8184.61
2	1237	6756.03	1340.48	72.76	211.79	8381.06
3	978	7582.76	552.15	230.07	582.75	8947.73
4	1100	1140	87.27	90.91	0	1318.18
5	266	2796.99	203.01	63.91	300.75	3364.66
6	437	1922.19	123.57	57.21	2116.7	4219.67
7	1480	2477.02	261.08	125.68	1216.21	4079.99
8	674	2789.91	135.31	163.2	4183.97	7272.39

9	616	3204.54	467.53	132.37	0	3804.44
10	202	3059.4	772.28	1039.6	0	4871.28
11	185	156.75	81.08	81.08	0	318.91
12	214	1727.1	0	37.38	607.47	2371.95
13	188	3588.78	255.32	510.64	4691.48	9046.22
14	150	3720	240	40	1693.33	5693.33
15	784	3655.1	283.16	146.68	743.3	4828.24
16	58	6186.2	517.24	224.13	10344.83	17272.4
17	767	3504.56	244.07	268.58	2933.5	6950.71
18	179	1910.61	174.3	22.35	2318.43	4425.69
19	764	1264.39	157.07	78.53	0	1499.99
20	174	2255.17	0	55.17	0	2310.34
21	603	2606.96	79.6	149.25	0	2835.81
22	600	2530	190	294	2633.33	5647.33
23	197	1401.01	0	0	761.42	2162.43
24	192	4062.5	187.5	125	4375	8750
25	108	2166.66	166.67	41.67	2777.78	5152.78
26	190	3025.26	473.68	315.79	1315.78	5130.51
27	115	3860.86	521.74	78.26	3156.52	7617.38
28	393	2003.05	76.34	274.81	0	2354.2
29	111	2702.7	0	31.53	0	2734.23
30	121	3302.47	347.11	132.23	0	3781.81
31	180	19766.67	413.33	111.11	3777.78	24068.89
32	205	1960.97	117.07	34.15	0	2112.19
33	90	2066.67	133.33	83.33	0	2283.33
34	361	3240.99	0	199.45	1102.49	4542.93
35	121	2578.51	297.52	119.83	4296.52	7292.38
36	302	2543.04	397.35	115.89	4569.53	7625.81
37	284	4119.71	2514.08	228.87	4753.52	11616.18

38	160	1522.5	0	150	0	1672.5
39	107	2299.06	0	93.46	0	2392.52
40	220	5645.45	818.81	2863.64	3818.18	13146.08
Mean/average		3485.03	325.83	223.34	1767.83	5802.027

Source: Field Survey

Table 2: Average Fixed Cost/Unit Cost/ Non-recurring Cost bear by the Private Schools in Aizawl

Sl.No	No. of students	Buildings	Rent	Library& Computer	Total Fixed Cost
1	1130	737.58	1489.65	110.52	2337.75
2	1237	404.2	1505.63	361.52	2271.35
3	978	1400.47	960.73	174.41	2535.61
4	1100	1818.18	883.63	155.01	2856.82
5	266	187.97	1096.24	254.53	1538.74
6	437	0	518.99	146.91	665.9
7	1480	0	634.86	140.76	775.62
8	674	0	961.42	123.64	1085.06
9	616	35.39	631.16	94.56	761.11
10	202	19801.98	1363.36	440.89	21606.23
11	185	0	1050.81	239.53	1290.34
12	214	93.46	984.11	38.94	1116.51
13	188	0	861.7	487.57	1349.27
14	150	0	3672	611.09	4283.09
15	784	3520.41	1157.14	166.26	4843.81
16	58	0	1955.17	3088.82	5043.99
17	767	0	675.88	0	675.88
18	179	139.66	724.02	93.11	956.79
19	764	0	508.9	14.83	523.73
20	174	114.94	744.82	204.49	1064.25
21	603	116.09	295.52	0	411.61
22	600	0	972	27.78	999.78
23	197	0	986.8	465.27	1452.07

24	192	0	1012.5	434.01	1446.51
25	108	0	900	30.86	930.86
26	190	3684.21	2387.36	0	6071.57
27	115	82.61	939.13	289.84	1311.58
28	393	381.68	618.32	134.49	1134.49
29	111	180.18	2043.24	75.07	2298.49
30	121	0	1204.96	0	1204.96
31	180	0	1080	0	1080
32	205	1219.51	948.29	0	2167.8
33	90	88.89	1800	92.59	1981.48
34	361	0	403.87	0	403.87
35	121	1198.35	937.19	0	2135.54
36	302	0	590.06	55.19	645.25
37	284	0	1197.88	1024.87	2222.75
38	160	62.5	742.5	0	805
39	107	18.69	908.41	0	927.1
40	220	90.91	1178.18	0	1269.09
Mean/ Average		884.45	1088.16	239.43	2212.041

Source: Field Survey

Table 2 shows average amount of capital spent by the 40 private schoolstaken as a whole on fixed items like building, rent, computers, books etc., per student in the year 2015. As we had observed, most of the private schools in Aizawl run their school on rented building. So the share of rent on fixed cost is the highest. Private school (40 schools taken together) spend on average Rs 1088.16 on rent per student in the year 2015, Rs. 884.45 on buildings, and Rs. 239.43 on combination of library and computer per student in the year 2015. On an average, Rs.2212.04 had been spent on fixed items per student in the year 2015.

Conclusion

The 40 schools that were randomly selected can be said to be both profit maximisers and output maximisers. These schools are competing to have a better output (students' enrolment) by way advertising, better educational facilities, etc. At the same time they are profit maximisers by running the schools at a very low cost in terms of employing less number of teachers. And also, mention may be made here that there were quite a number of schools without any Non-teaching staff. These two alternatives i.e., profit maximiser and output maximiser reinforced each other in the private schools in Aizawl city.

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A Study on the Psychological Well-being of College Students

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Abstract

The advancement in technology, changing patterns of family life and occupations, compulsory free and better access to education, modern society and complex human relationships are some of the important factors that often directly or indirectly affect the young adults of today especially those in the transitional stage of adolescence to adulthood. The objective of this study is to examine the psychological well-being of college students taking into account the pandemic situation that has affected the whole world. Well-being comprises of both the physical as well as the mental aspects of individuals. Findings of the study indicates that majority of the college students have moderate psychological well-being. Since high psychological well-being is considered a precursor to good life and happiness, the researchers feel that it is essential to provide students with activities and opportunities to improve their bearings in life.

Key words- *Psychological well-being (PWB), college, students*

Introduction

Psychological well-being basically refers to positive mental states, such as happiness or satisfaction. It is also used to describe an individual's emotional health and overall functioning.Simply put it is about lives going well. It is the amalgamation of feeling good and being able to function efficiently. Well-being should not be misinterpreted as a state of mind which is always blissful or perfect. It does not necessitate individuals to feel good all the time; the occurrence of agonizing emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is vital for long-term well-being. Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and obstruct with a person's ability to function in his or her daily life.

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The notion of feeling good or stability also incorporates not only the positive emotions of happiness and contentment, but also other emotions such as interest, engagement, confidence, perseverance, humility and affection. The concept of functioning effectively (in a psychological sense) involves the development of one's potential, having some control over one's life, having a sense of purpose (e.g. working towards valued goals), and experiencing positive relationships.TheWorld Health Organization in "2001" has defined positive mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

The Six-factor Model of Psychological Well-being is a theory developed by psychologist Carol D. Ryff, which determines six aspects of wellbeing and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (adapted from Ryff, 1989)

The Ryff Scale of Measurement is a psychometric inventory in which respondents rate statements on a scale of 1 to 6, where 1 indicates strong disagreement and 6 indicates strong agreement. Ryff's model is not based on merely feeling happy, but is based on Aristotle's Nicomachean Ethics, "where the goal of life isn't feeling good, but is instead about living virtuously".

Although baseline psychological wellbeing may be reasonably stable, day to day events and experiences can also exert an impact. For instance, sometimes the toughest people may possiblyturn into miserable and depressed, if their daily experiences are alwaysupsetting or without much scope for progress. Research studies show that exposure to work-related stressors over long periods of time tends to have a negative impact on Psychological well-being, so, although short periods of adversity may be helpful in building resilience, it may not be good in the long run. Another study by (*Chandola et al, 2008*)indicated that lower level of psychological well-being may lead to serious illness, including cardiovascular disease, problems with blood sugar control, such as diabetes and immune system malfunctions.

Psychological well-being (PWB) theory proposes that early experience and underlying personality create a platform for psychological well-being but everyday experiences can help to maintain a good level of PWB (if they are positive) or, if they are negative, reduce levels of PWB, leading, in turn, to poor health outcomes both physiological as well as mental.

The significance of Psychological well-being lies in the fact that it can beattained by achieving a state of balance affected by both challenging and rewarding life events. Individuals who are successful in doing so are generally more healthy and adaptable, understanding, patient, forward thinking, responsible, empathetic, and reasonable.

Rationale of the Study

The recent developments in science and technology has enabled humans to reach unfathomable heights by granting us the ability to access information at the click of the mouse, the possibility of sharing and transferring data by swiping one's fingers across a

smart phone or tablet, travel one corner of the earth to another in a matter of hours and many more, has indeed made the world nothing but a small village.While globalization has improved the lives of people in general, yet it has brought about a lot of changes and innovations that has resulted in alienation of some sections of the society who cannot move as fast as others.Similarly even the educational institutions and students are facing the same problems everywhere because of a lot of competition and stress owing to the demands of the fast moving world. Many a times students are the ones who have to face all the challenges that are bombarded to them from every direction; be it their personal,social or community life, they have to take everything in their stride without compromising their mental and physical health. With these in mind and all the obstacles that may affect the ordinary lives of students, the study was undertaken to assess the psychological well-being of college students.

Objectives of the Study:

1. To reveal the Psychological well-being of college students in Churachandpur District of Manipur.
2. To suggest measures to improve the Psychological well-being of college students in Churachandpur District of Manipur.

Delimitation of the Study:

1. The study is delimited to the 5 colleges in Churachandpur district of Manipur.
2. The study includes only Arts and Science students admitted in under-graduate degree.

Research Methods:

The present study employs descriptive survey approach as the research paper tries to find out the Psychological well-being of college students in Churachandpur district of Manipur.

Population and Sample:

The population in the present study consists of all the students admitted in the under-graduate courses in 5 colleges of Churachandpur district of Manipur. In the first stage, purposive sampling technique was followed and the selection of sample students was restricted to 3rd Semester as students at this stage were the worst hit by the Covid-19 pandemic. Thus, out of 2080 students of 3rdsemester,a sample of 500 students comprising of 50 each from arts and science streams from each college was selected by following random sampling technique.

Tools Used:

In the present study “Ryff’s Psychological Well-Being Scales (PWB), 42 Item version” by Carol D. Ryff has been used for data collection.

Analysis of the Data:

The Ryff Scale of Measurement is a psychometric inventory consisting of 42 items in which respondents rate statements on a scale of 1 to 6, where 1 indicates strong disagreement and 6 indicates strong agreement.The Scale is based on six factors: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Higher total scores indicate higher psychological well-being.

Analysis of data for the present study has been done bycalculating the percentage(s) of the responses for each itemwhich is presented and interpreted in the following tables.

Table 1: AUTONOMY

Items nos.	Category						
	1	2	3	4	5	6	Responses
1	36	28	64	52	216	104	500
7	30	50	54	38	108	220	500
13	128	138	54	70	50	70	500
19	184	102	92	54	32	36	500
25	38	36	44	40	176	166	500
31	54	160	88	90	54	54	500
37	32	44	32	64	140	188	500
No. of responses	502	558	428	408	776	838	3500
%	14.30%	15.90%	12.20%	11.60%	22.10%	23.90%	100%

From Table 1 it can be seen that out of the total population,23.9% of the respondents strongly agree thatthey are independent and they regulate their behaviour independent of social pressures. While 14.3% strongly disagree that they have autonomy.

Table 2: ENVIRONMENTAL MASTERY

	Category						
Items nos.	1	2	3	4	5	6	Responses
2	40	54	44	70	46	246	500
8	52	54	72	60	58	204	500
14	38	60	50	60	66	226	500
20	20	36	50	66	48	280	500

26	82	126	140	40	38	74	500
32	86	164	120	32	40	58	500
38	38	44	32	38	46	302	500
No. of responses	356	538	508	366	342	1390	3500
%	10.20%	15.40%	14.50%	10.40%	9.80%	39.70%	100%

Table 2 reveals 39.7% respondents strongly agree thatthey make effective use of opportunities and have a sense of mastery in managing environmental factors and activities, including managing everyday affairs and creating situations to benefit personal needs.On the other hand, 10.2% strongly disagree that they have mastery over environmental factors and activities.

Table 3: PERSONAL GROWTH

LEVELS Items nos.	Category						
	1	2	3	4	5	6	Responses
3	20	40	70	58	216	96	500
9	36	40	6	18	72	328	500
15	40	72	60	160	130	38	500
21	48	38	72	38	194	110	500
27	74	92	64	60	106	104	500
33	12	20	18	40	92	318	500
39	80	58	60	60	82	160	500
No. of responses	310	360	350	434	892	1154	3500
%	8.90%	10.20%	10%	12.40%	25.50%	33%	100%

Table 3 demonstrates that 33% of the respondents strongly agree that they continue to develop, and are welcome to new experiences, and also recognizes their improvement in behavior and self over time. From the table it can be seen that 8.9% of the respondents strongly disagree that they should grow and improve upon themselves.

Table 4: POSITIVE RELATIONS

Items nos.	Category						
	1	2	3	4	5	6	Responses
4	36	48	40	130	178	78	500
10	54	88	56	72	68	162	500
16	124	66	40	38	166	64	500
22	8	18	28	20	90	336	500
28	24	30	60	88	82	216	500
34	58	110	102	36	58	136	500
40	36	40	54	38	92	240	500
No. of responses	340	400	380	422	724	1232	3500
%	9.70%	11.40%	10.90%	12.10%	20.70%	35.20%	100%

Table 4 reflects that 35.2% of the respondents strongly agree in having positive relations with others.It is also reflected from the table that 9.7% of the respondents strongly disagree that theyshould have positive relations with others.

Table 5: PURPOSE IN LIFE

Items nos.	Category						
	1	2	3	4	5	6	Responses
5	54	36	54	46	90	220	500
11	32	40	80	50	120	178	500
17	40	36	44	68	108	204	500
23	20	80	24	36	86	254	500
29	32	36	38	42	122	230	500
35	40	48	40	74	58	240	500
41	38	50	42	28	116	236	500
No. of responses	246	326	322	344	700	1562	3500
%	7.10%	9.30%	9.20%	9.80%	20%	44.60%	100%

Table 5 shows 44.6% of the respondents as having strong goal orientations and convictions that life holds meaning. The table also reflects that 7.1% of the respondents are not aware or recognize the importance of having a purpose in life.

Table 6: SELF-ACCEPTANCE

Items nos.	Category						
	1	2	3	4	5	6	Responses
6	4	30	72	44	140	210	500
12	38	28	38	48	132	208	500
18	76	110	64	50	40	160	500
24	20	40	90	60	60	230	500
30	48	64	92	104	12	180	500
36	58	38	54	60	72	198	500
42	36	38	48	74	124	160	500
No. of responses	280	388	458	440	580	1354	3500
%	8%	11.10%	13.10%	12.60%	16.60%	38.60%	100%

From Table 6 it can be observed that out of the total number of respondents 38.6% have positive attitude about themselves. 8% of the respondents are observed to havenegativeself concepts.

Major findings:

- The dimension on Autonomy has 7 items to study the psychological well-being of an individual with respect to his/her autonomy. From Table 1 it can be seen that only 23.9% of the respondents have high psychological-well being.However, while this figure is a majority yet it can be concluded that the psychological well-being ofcollegestudents under this dimension isrelatively low when the total population of respondents is taken into consideration.
- The dimension on Environmental Mastery in the psychological well-being scale also has 7 items.Table 2 reveals that 39.7% respondents have high psychological well-being. However, it is interesting to observe that out of the total population of respondents the percentage is not very high. Therefore it can be concluded that the psychological well-being of college students under this dimension is relatively moderate.
- The third dimension on Personal Growth also has 7 items. Table 3 demonstrates that 33% of the respondents have high psychological well-being. When the total population of respondents is taken into consideration it can be concluded that majority of college students do not have high psychological well-being under this dimension.

- The dimension on Positive Relations also has 7 items to test the psychological well-being of under-graduate students. Table 4reflects 35.2% of the respondents have high psychological well-being.
- Similarly the dimension on Purpose in Life also has 7 items and it is observed from Table 5 that 44.6% of the respondents have high psychological well-being. In comparison to the other dimensions it is interesting to observe that majority of the respondents believe in having purpose in life.
- The last dimension is Self-Acceptance and like the other dimensions there are also 7 items to test the psychological well-being of college students. From Table 6 it can be concluded that 38.6% have positive attitude about themselves. However, this percentage is not good enough when the total population of respondents is taken into account.
- On the whole it can be concluded that the overall psychological well-being of college students is neither high nor low, but relatively moderate.

Suggestions:

From the study it can be concluded that majority of students have moderate psychological well-being, which means that they are sufficiently satisfied with their lives and can perform their normal duties and activitiesin general. However, moderate does not necessarilyindicate good or desirable psychological well being. Studies have shown people with higher psychological well-being are more likely to live healthier and longer lives. They are also more likely to enjoy a better quality of life with fewer social problems. As such following are some of the suggestions made to improve the psychological well-being of students in colleges.

- Encouraging students and teaching them the importance of having a purpose in life because living a life with meaning and purpose is key to improving one's psychological well-being.
- Encouraging Positive Thinking among students
- Encouraging students to participate in games and sports and other cultural and social activities that make them happy.
- Applaud and encourage acts of kindness such as doing nice things for other people, helping a neighbor in need, volunteering for a community activity, or raising money for a charity.
- Encouraging students to practice mindfulness because it helps people manage stress, cope with serious illnesses, and reduce anxiety and depression.
- Encourage good habits; identify negative thoughts, learning to relax in stressful situations, self-esteem, and enthusiasm over life.
- Expressing and encouraging gratitude by setting examples for students to emulate.

- Help students to identify their strengths, avoid alcohol, drugs and other repulsive behaviors.
- Practice forgiveness and put one's energy into more positive things rather than ruminating on past hurts and offenses.
- Fostering and building relationships by encouraging students to participate and join community activities, getting acquainted with neighbors, reaching out to old friends etc.
- Creating special intervention classes on mental health and related topics in the college routines, special student cells for providing awareness programs, workshops and counseling sessions.

Conclusions:

Psychological well-being is associated with flexible and creative thinking, pro-social behaviour, and good physical health. Individuals' level of mental capital and psychological well-being is powerfully influenced by their environment. The study revealed that students in colleges belong to moderate level of psychological well-being. It is imperative to understand that this is not an ideal situation hence interventions which encourages positive actions and attitudes should be encouraged in the colleges because of its important role in enhancing well-being. There should be serious efforts by the educational institutions to provide a congenial and happy environment to the students and to maintain a close relationship with the parents-guardians, counselors, teachers and staffs who are one way or the other concerned with the psychological well-being of the students.

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A Study of Parental Involvement in their Children's Education

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Abstract

The present study examines parental involvement in their children's education. Altogether, 131 parents (62 males and 69 females) were randomly selected for the study. Data obtained from parents of elementary school students on the 'Parent Involvement Scale' developed by Rita Chopra and SurabalaSahoo was used to measure parental involvement in their children's education. Results indicate that mothers had more involvement in their children's education as compared to fathers. No significant differences were found in parental involvement with regard to their educational qualification and their working status.

Keywords: *Parental involvement, Children's education, Elementary school students*

Introduction

Among the factors that shape and influence a child's life, family is the most crucial factor in a child's life. Right from birth, parents and families take care of their children by providing for their needs and protecting them from all manner of harm. Parents and family form a child's first relationships. They are the first teachers a child has in life and act as role models in experiencing and understanding them. Families play an essential role in nurturing and teaching children during their early years and ensuring that they are ready to learn as they begin attending school. Thus, children succeed when parents can actively promote their growth and development. The way a child is loved, cared and nurtured at home provides the opportunities for a child to thrive better in their life. The impact of a family's manner or method of upbringing upon a child's development is like laying a foundation, which may help shape a child's future.

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The relationship that parents establish with their children has a powerful influence in shaping the child's personality. Nurturing family relationships lay the foundation for all other relationships, for they help children learn to trust others and seek out friendships and connections. These early lessons pave the way for forming and maintaining successful personal relationships which bring comfort and contentment. Through observation and participation in the family's daily activities, the child learns about relationships, manners, self-esteem, worth, and loyalty. It is essential to teach good values and habits in the child, but it is also necessary to provide a conducive and secure environment to ensure that the child can abide by what parents have taught him. A family is a child's first source of learning, and parents must ensure that they equip their child with all the knowledge and skills needed to succeed in life. No single way or manner is considered perfect for raising a child, and nobody is perfect; however, one can strive to do the right things to provide the child with optimal conditions for growth and development.

Parental involvement in the education of students begins at home, with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents (Epstein, 2009; Greenwood & Hickman, 1991; Henderson &Berla, 1994; Rumberger et al., 1990; Swap, 1993; Whitaker & Fiore, 2001). Students whose parents are involved in their education are more successful, have a positive attitude towards the school, and have better self-esteem and self-confidence. Lack of parental involvement can lead to poor students' performance, violent behaviour, high rates of suspension, and lower graduation rates (Balfanz, Herzog & Mac Iver, 2007). The key to enhancing children's academic achievement is increased by parental involvement (Hara and Burke, 1998).

Many researchers recognize the critical role that a strong positive bond between homes and schools plays in children's development and education (Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009). The theories put forward have been supported and confirmed by numerous studies showing that good cooperation between schools, homes, and communities can lead to academic achievement for students and reforms in education. Research has also shown that successful students have solid academic support from their involved parents (Sheldon, 2009). Sanders and Sheldon (2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive (Henderson &Berla, 1994; Sanders & Sheldon, 2009).

Rationale of the Study

Parental involvement in education has long been a topic of interest among those concerned with optimal developmental and educational outcomes for preschool and elementary school children. In modern society, both parents equally share the economic aspiration of the family and have jobs. Consequently, they do not have enough time to spare to talk to their children about their problems and needs, pay proper attention to their day-to-day activities, or provide emotional support and encouragement. As a result, children are deprived of the

good parental care and support that they need. On the other hand, the modern world and the changes that come with it impact students, especially adolescents. Due to the lack of adequate care, attention, and support from parents, children are compelled to spend more time on television and social media and sometimes engage in undesirable activities, which harm them. Therefore, it becomes the responsibility of society and educational thinkers to understand students' educational and developmental needs and ensure that they are monitored and guided to secure their future. It is also necessary to understand which type of parental care and support has the most crucial role in children's academic performance and academic self-concept. The educational process of children does not begin when children begin to attend school. Children's education begins and continues at home. Home is the first school for children, and parents are their first and lifelong teachers.

Parental support is an indispensable factor in maximizing the potential of students to achieve academic success. Therefore, enhancing parental involvement in education has become a fundamental issue in educational policy and research. Parental involvement and partnerships between the family and the school came to be regarded as one of the most successful educational strategies by which student achievement is guaranteed. Since research findings have established the correlation between parental involvement and academic success, especially at the elementary school level, there is a focus on improving student success while reducing educational inequities. However, current knowledge regarding the nature and extent of parental involvement in elementary education is inconsistent and limited in scope. Presently, although parental involvement has been widely supported in educational policies and practices, its implications are not always clearly established. Therefore, research into the nature, extent, and impact of parental involvement in their children's education is essential and relevant since various forms significantly impact their overall academic development.

It is crucial for parents and educational researchers to understand what students expect and which type of parental involvement activities are closely related to their academic performance and success. Students' academic performance is primarily influenced by the mere presence or absence of parental involvement and the quality of parental involvement practices. In the present study, considering different indicators of parental involvement in previous studies, the researcher has conceptualized parental involvement based on three dimensions, i.e., school involvement, home involvement, and involvement through PTA. The present study aims to establish further insight into parental involvement in their children's education at the elementary stage and to detect good practices. It will focus on the role played by both the mother and father individually and on the working status and parents' educational qualifications.

Research Questions

The following research questions have been generated:

1. What is the level of parental involvement in their children's education?
2. What is parental involvement in their children's education with reference to gender?

3. What is parental involvement in their children's education with reference to their working status?
4. What is parental involvement in their children's education with reference to their educational qualification?

Statement of the problem

The problem has been stated as "Parental Involvement in their Children's Education."

Objectives

In light of the research questions cited earlier, the objectives for the present study have been framed as follows:

1. To find out the level of parental involvement in their children's education.
2. To compare parental involvement in their children's education with reference to gender.
3. To compare parental involvement in their children's education with reference to their working status.
4. To compare parental involvement in their children's education with reference to their educational qualification.
5. To make suggestions for improvement in parental involvement.

Hypotheses

1. There is no significant difference in the parental involvement with reference to gender.
2. There is no significant difference in the parental involvement with reference to their working status.
3. There is no significant difference in the parental involvement with reference to their educational qualification.

Methodology

The descriptive survey method was used for the present investigation since the study's primary purpose is to determine parental involvement in their children's education.

Tool used for data collection

The tool used for the present study was Parent Involvement Scale (PIS) developed by Rita Chopra and SurabalaSahoo.

Population

In the present study, the population comprises of all the parents of elementary school students enrolled in schools affiliated with the Mizoram Board of School Education (MBSE).

Sample

The sample selected comprises of 131 parents who have one or more children attending elementary school-going children. From the selected samples, there were 69 female respondents and 62 male respondents.

Analysis of data

The responses obtained from the respondents were classified, tabulated and analysed by the standard scoring procedure. Data analysis was completed using appropriate statistical techniques. Following the objectives and hypotheses of the present study, the findings were interpreted meaningfully and presented as follows:

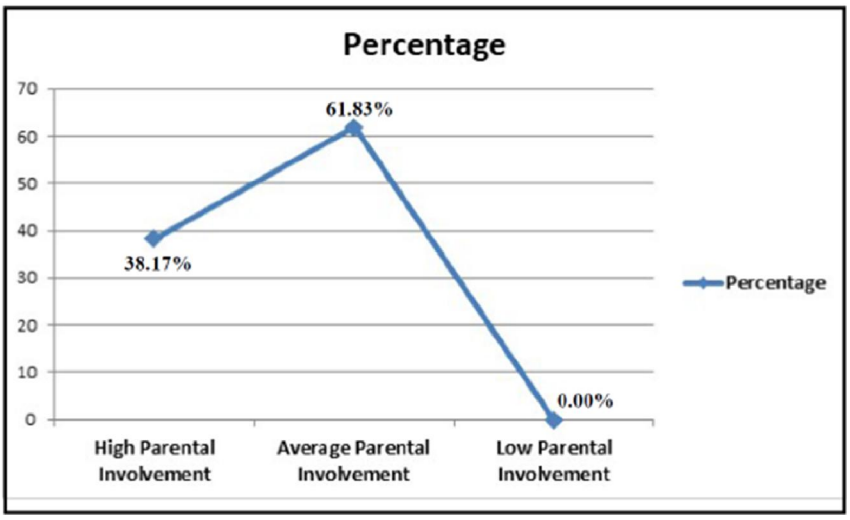
The level of parental involvement in their children's education

The scores obtained from parents of elementary school students on the 'Parent Involvement Scale' were scored and tabulated. Based on their responses, parental involvement was classified into three levels according to the norms of the scale. The scores above the 66th percentile were categorised as high parent involvement, the scores between 33rd percentile and 66th percentile were categorised as average parent involvement, and the scores below 33rd percentile were categorised as low parent involvement. The following table - 1 presented reflects the level of parent involvement in their children's education inAizawl district.

Table No.1

Level of Parental Involvement in their Children's Education in Aizawl

Category	Range of score	No. of parents	Percentage
High Parent Involvement	81 and above	50	38.17
Average Parent Involvement	49-80	81	61.83
Low Parent Involvement	48 and below	Nil	Nil
Total	102	131	100



As shown in Table - 1, out of the 131 parents of elementary school children in the Aizawl district, 50 parents (38.17%) had high parent involvement, and 81 parents (61.83%) were categorised as having an average parent involvement. The overall finding shows that the majority of the parents had average parent involvement, and it was also found that none of them was found to possess low parent involvement.

Parental involvement in their children's education with reference to gender

To compare the parental involvement with reference to gender, the mean and standard deviation of both the fathers and mothers was calculated. The t-value was then established in order to ascertain the difference between the two groups. The following Table - 2 shows the comparison of parents involvement with reference to gender.

Table No.2

Comparison of Parent's Involvement with reference to Gender

Groups	Number	Mean	SD	MD	SE_{MD}	t-value	Sig. level
Fathers	62	72.08	10.625	8.673	1.658	5.23	**
Mothers	69	80.75	8.006				

*** means significant at 0.01 level*

As shown in table - 2, the 't' value for the significance of the difference between the mean scores of fathers and mothers is 5.230. Since the calculated 't' value was greater than the critical 't' value, there was a significant difference in parental involvement with reference to gender. Hence, the null hypothesis (No.1) that states there is no significant difference in parental involvement with reference to gender was rejected as the difference was found at a 0.01 level of significance. A comparison of the parental involvement scores revealed that the

difference favoured mother, as their mean score was higher than father. It shows that mothers had more involvement in their children's education as compared to fathers.

Parental involvement in their children's education with reference to educational qualification

To compare the parental involvement in their children's education with reference to educational qualification, the mean and standard deviation of both the undergraduate and graduate parents was calculated. The t-value was then established in order to ascertain the difference between the two groups. The following Table - 3 shows the comparison of parental involvement in their children's education with reference to educational qualification.

Table No. 3

Comparison of Parent's Involvement with reference to their Educational Qualification

Groups	Number	Mean	SD	MD	SE_{MD}	t-value	Sig. level
Under Graduate	73	75.49	10.93	2.61	1.764	1.48	NS
Graduate	58	78.1	9.252				

**NS means not significant*

As shown in table – 3, the 't' value for the significance of difference between the mean scores of under graduate and graduate parents is 1.48, whereas the required 't' value, with df =129 , to declare the difference as significant is 1.98 at 0.05 level of confidence. Since the calculated 't' value was below the criterion 't' value, there was no significant difference between these two groups with regardto their involvement in their children's education. Therefore, the null hypothesis (No.2) that there is no significant difference in parental involvement with reference to their educational qualification was accepted. Comparing their mean scores, those who have completed their graduation were found to have higher involvement in their children's education than the under graduates, but this is only a chance factor.

Parental involvement in their children's education with reference to their working status

To compare the parental involvement in their children's education with reference to their working status, the mean and standard deviation of both working and non-working parentswas calculated. The t-value was then established in order to ascertain the difference between the two groups. The following Table - 4 shows the comparison of parental involvement in their children's education with reference to their working status.

Table No.4

Comparison of Parent's Involvement with reference to their Working Status

Groups	Number	Mean	SD	MD	SE_{MD}	t-value	Sig. level
Working	49	74.57	9.104	3.319	1.762	1.884	NS
Non-working	82	77.89	10.765				

NS means not significant

As shown in table – 4, the 't' value for the significance of difference between the mean scores of working and non-working parents is 1.88, whereas the required 't' value, with df =129 , to declare the difference as significant is 1.97 at 0.05 level of confidence. Since the calculated 't' value was below the criterion 't' value, there was no significant difference between these two groups with regard to their involvement in their children's education. Therefore, the null hypothesis (No.3) that states there is no significant difference in parental involvement with reference to their working status was accepted. On comparing their mean scores, the non-working parents possessed a higher involvement than working parents, although this is only a chance factor

Conclusion

The majority of the parents had average involvement in their children's education at the elementary stage. Mothers were found to be more involved in the education of their children than fathers. Thus, schools should prepare and inform parents of the necessary conditions for their maximum involvement in their children's education. Both parents should make an effort to spend as much time with their children and give love and affection. It will help create a conducive learning environment for their children at home.

Recommendations

As per the findings of this study, the following suggestions have been given:

Parents:

- Parents should try to create a conducive learning environment for their children at home.
- Parents should make an effort to spend as much time as possible with their children and give them love, affection, and encouragement.
- A Parental Association may be formed and supported to encourage and increase parent engagement in their children's education.
- Parents should make an effort to participate regularly in the parent-teachers meet and the decision-making process and contribute to planning activities for their children in school.

- Parental involvement can create confidence and appreciation among students. Therefore, parents should get involved as much as possible in their children's education.

Teachers:

- There should be a close relationship and regular contact between teachers and parents to inform them and advise their children's performances.
- A home visit by teachers is suggested, which will help parents in the process of home-based teaching.

Schools:

- Schools should prepare and inform parents about the necessary conditions for maximum involvement in their children's education.
- A School Management Committee should be organised, which will provide a much-needed platform for parents or guardians to address their grievances, share their experiences, and participate in decision-making processes concerning their children.
- The school authorities should ensure that parents participate and get involved in the entire process of educating their child regularly by maintaining the appropriate steps to be undertaken and rewards to be gained.
- Parent-teachers meetings should be regularly organised so that parents are well-informed about their children's improvement. The school, media and other organisations should create awareness about how parents' involvement in their children's education may improve students' achievement.
- The school, media and other organisations should create awareness about how parents' involvement in their children's education may improve students' achievement.

Study Habits:

- It is the responsibility of both teachers and parents to cultivate good study habits among their children. Therefore, it is suggested to direct their attention to creating and implementing strategies and other activities to improve study habits among children.

Encouragement and Reward:

Both parents and teachers can give encouragement and reward. It can develop a positive attitude towards education among students.

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Attitude of Government Aizawl West College Students towards Semester System at College Level

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Abstract

Educational system all over the world has never been consistent over the year. Through advancement and exposure to new concepts, educationists investigate possibilities to teach texts in various feasible manners. A semester system is an academic term. It is division of an academic year, the time during which a college holds classes. The purpose of this study is to find out the attitude of the college students of a particular college in Mizoram on semester system and to examine whether they have a positive or negative attitude towards semester system.

Keywords : *Semester, Teacher-centred, Attitude*

Introduction

The semester system is an education system whose primary concern is learning instead of teaching. The approach in this system is learner-centered and not of teacher centered. The motto of semester system is to put emphasis on continuous compressive and in depth learning aiming at capacity building of students by developing required Knowledge, Skills & Attitude (KSA). Though there are umpteen numbers of arguments in favour of semester system amongst Educationists over the annual system, yet to materialise the scheme effectively in an environment of poor physical & information sources remains a challenge especially in case of Indian Higher Education System. Semester systems enlarge curricular space, encourage and support accelerated learning opportunities for all concerned.

The word 'semester' originated from a Latin word 'Cursusmesestris' meaning 'course of six months- Se means six and Mensis – month. So, it literally means Half a Year or one of the two divisions (of 15 to 18 weeks each) of an academic year.However, a semester does not

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merely mean dividing an academic year into two half yearly sessions. It is an innovative approach to teaching-learning process, an educational culture, a student-friendly system, which requires a new mind set on the part of the learners as well as facilitators of learning.

In India, the University Grant Commission (UGC) under the new initiative for academic reforms under XI Plan announced that the universities must take necessary action in order to introduce the semester system at the under graduate level by 2012. Accordingly, Mizoram University, in its 14th Academic Council meeting held on 26th June,2009 constituted a committee to go through the UGC's Action Plan and its implementation at the UG level.

Regulations on semester system at the under graduate level in colleges of Mizoram University

Some of the important regulations made by the Mizoram University on semester system at three year degree course are as follows:

1. The under graduate courses consist of three academic years with two semesters in each year. Each year is divided into two semesters. The first academic year comprise of the first and second semesters; the second academic year-third and fourth semesters and the third academic year- fifth and sixth semesters.

2. Each semester have 400 marks and the total marks for the course is 2400.

3. Three class test in each semester out of which one maybe seminar/ assignment to be conducted each in theory and practical separately for continuous assessment. The average of the best two will be considered as the mark obtained in the continuous assessment in that paper out of 20 marks. The rest 5 marks maybe allocated to the attendance and classroom performance of each student.

4. Duration of each theory class shall be 1 hour whereas for practical it shall be 2 hours.

5. The syllabus of each paper is divided into 5 units. A total contact hour for each course paper is 50 hours.

6. The working days recommended for each semester shall not be less than 90 days excluding holidays, sports, examinations, semester break and vacation.

7. Student is not allowed to appear in any course more than three times and student shall not be allowed to appear in any course beyond ten semesters of his/her first admission.

8. Student shall be permitted to proceed from the first semester upto final semester irrespective of his/her failure in any of the semester examination subject to the condition that the students shall appear for all arrear paper of each course along with the concerned semester examination.

Need of the Study

Mizoram is considered as one of the most literate state in India where semester system has been introduced at the college level since 2011 academic session. But, the introduction of semester system at the college level has brought about tremendous changes in the teaching-learning process at the college level. In India, the introduction of semester system has brought a division among the educationists, teachers and academicians who supported this system and those who opposed it. We have seen articles in support and against of this semester system. Unfortunately, a study in this related issue is not seen. Some section has an opinion that semester system should be introduced only after the infrastructure and the required teachers are met. While there is another section who opposed to this idea that introduction of semester system is too much for the students and for the teachers. In India, after this new system started at the college level, a number of theoretical articles were published in newspapers and journals. The authors of these articles, no doubt have logically express their own opinion on various issues related to semester system, but the opinion of the college students are marginalise. Besides, there are many questions relating to semester system. Some of the questions are- what is the opinion of the students on semester system? What is the attitude of male students towards semester system? What is the attitude of female students on semester system? Whether introduction of semester system is good for the students? These and many more questions relating to semester need to be studied.

Objectives of the Study

The following are the objectives of the study.

i) To construct an attitude scale towards semester system

ii) To study the attitude of students of Government Aizawl West College towards semester system.

iii) To study the attitude of male students of Government Aizawl West College towards semester system.

iv) To study the attitude of female students of Government Aizawl West College towards semester system.

Delimitation of the Study

The present study has been delimited to the Government Aizawl West College only and the enrolment of the students is confined only to 2012 academic session.

Review of related literature

In India research work in this area is very dry as this is an innovative programme which is introduced in India recently but there are some articles which are mentioned below:

Gupta (2011) pointed out that the old system of annual examinations was faulty and did not encourage scholarship. Despite the semester system having some faults, it is by far a better method of education till we innovate and get an even better system.

Mandawra (2011) supports the views of credit hours linked to the semester and continuing comprehensive evaluation provide direction to learners and this ultimately develops confidence in them and learners find themselves equipped with desired abilities.

Patil (2011) reveals that semester system will help teachers to test the students better on the subject, at the same time the students once appeared in the exam will not look back to see the part covered already, in this way for students, it become very easy to prepare and give the exams, secondly due to autonomy of institutes students are asked that part only which is covered in class, the rest is left aside neither the students care nor the professor, this degrades the quality of students, because there is no outside agency to evaluate the professors and the students ability or performance, as professors sets paper according to their wish and keep their result best by asking that part only which they are able to cover in the class.

Sarah (2011) noted that semester system has some pre-requisites like willingness of the students and teachers to go beyond the prescribe syllabus by writing assignments, submitting projects and participation in seminars, discussions and making presentations. Most Indian universities do not provide such opportunities and therefore this system has become different from the annual examination system that encourages rote learning which has become redundant with digitization of information and knowledge.

Chowdhury (2013) reveals that a semester system is desirable as it would help integrate Delhi university with other places making exchange programmes with foreign universities possible. This way they will have more opportunities at hand.

Methodology

*Sample:*The sample of the study consisted of 200 college students consisting Govt. Aizawl West College which is affiliated under Mizoram university. The sampling design adopt is simple random sampling technique.

Tools and techniques of data collection: To find out the attitude of college students on semester system, there was no readymade scale, hence the investigators constructed a scale to find out whether the students at the college level supported the semester system.

Analysis and Interpretation of Data

Scoring of the attitude scale: For scoring the attitude scale, the investigators followed the pattern of Likert Attitude Scale. Scoring for each item of the Attitude Scale was done by giving a score 4,3,2,1 and 0 for positive statements and 0,1,2,3 and 4 for negative statements respectively for responses- strongly agree, agree, undecided, disagree and strongly disagree. The scores of all 200 respondents were tabulated separately in terms of criterion variables.

The attitude scale consists of 10 statements to measure the attitude of respondents towards semester system at the college level. Each statement is followed by responses that is strongly agree, agree, undecided, disagree and strongly disagree which carried a score of 4,3,2,1 and 0 respectively for positive statement and 0,1,2,3 and 4 respectively for negative statement.

Table 1

The cut-off score shows the Positive, Neutral and Negative attitude

No. of statements	Negative Attitude	Neutral Attitude	Positive Attitude
10	Below 15	15-25	Above 25

A cut-off score for positive attitude is taken as 2.5 of a score which is the upper limit of 2 (a score for undecided response). On the other hand, a score of 1.5 is taken as a cut-off score for negative attitude which is the lower limit of 2, Therefore, a score which is above 25 on the whole score is regarded as a positive attitude towards semester system. A score that fall below 15 on the whole score is taken as negative attitude. Similarly a score that falls between the cut-off score for negative or positive attitude has been interpreted as neutral attitude,

Table 2

Mean Attitude score of students towards Semester system

Number of students	Mean Score
200 students	28.23

Overall attitude of students towards semester system: The overall mean score of 28.23 of student respondents which is above 25, shows that in overall the student have positive attitude towards semester system at college level. Therefore, the overall attitude of college students towards semester system at college level is positive; a detailed analysis show that out of 200 students 145(72.50%) have positive attitude while only 20 (10%) have negative attitude and the rest 35 (17.50%) have neutral attitude towards semester system at college level.

Table 3

Mean Attitude score of male students towards Semester system

Number of students	Mean Score
100 students	27.8

Attitude of male students towards semester system : The overall mean score is 27.80 in male students which is above 25, shows that in overall the male students have positive attitude towards semester system at college level. Therefore, the overall attitude of male students on semester system at college level is positive; a detailed analysis shows that out of 100 student respondents, 74 (74%) have positive attitude while only 12(12%) have negative attitude and the rest 14(14%) have neutral attitude towards semester system at the college level.

Table 4
Mean Attitude score of female students towards Semester system

Number of students	Mean Score
100 students	28.2

Attitude of female students towards semester system: The overall mean score 28.2 of female students which is above 25, shows that in overall the female students have positive attitude towards semester system at college level. The overall attitude of female students on semester system at college level is positive; a detailed analysis shows that out of 100 student respondents, 73(.73%) have positive attitude while only 7(7.%) have negative attitude and the rest 20(20%) have neutral attitude towards semester system at the college level.

Findings

The major findings of the study are as follows:-

1. The overall attitude of college students towards the introduction of semester system at the college level is positive.
2. The overall attitude of male respondents towards the introduction of semester system at the college level is positive.
3. The overall attitude of female respondents towards the introduction of semester system at the college level is positive.
4. Majority of the students believed that in semester system there is closer teacher-pupil interaction and it is more transparent than annual system.
5. Majority of the students also agreed that the state government did not provide the required amount of funds needed for the effective implementation of semester system at the college level.
6. More than half of the respondents believed that there was a homogeneous distribution of teachers' workload throughout the semester.
7. Majority of the students agreed that in semester system there were integrity and accountability of the teachers and administrators.

Suggestions

The following are some of the suggestions made from this study

1. There is a need to sensitize teachers and students about the need and importance of semester system, more seminars, consultations be organized in order to develop confidence among the teachers and students.
2. Studies with regards to semester system can be conducted in other colleges.

3. A study of the relationship between male and female students can also be taken up.
4. Studies with regards to the attitude of teachers on semester system can be conducted.

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A Comparative Study of Private Pre-schools and Anganwadies within Aizawl City with Reference to their Educational Qualification and Existing Infrastructure

Laldampuii*
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Abstract

The quality of the education can be measured by the quality of its pre-school, because it is the first step towards entering the world of knowledge as well as healthy and purposeful life. Therefore, bearing the importance and its consequences, nations are more concerned about Early Childhood Care and Education. So, in present scenario Early Childhood Care and Education is carried out mainly in two ways - private Pre-school and Government Anganwadies. The main objectives of the study is to compare the educational qualification of the teachers and the physical infrastructure of private pre-schools and Anganwadies with reference to the norms laid down by the NCERT. The sample of the study consists of 15 Private Pre-schools and 15Anganwadiescentre within Aizawl City. The investigator used observation cum interview schedule prepared by Chuaungo (for studying the existing conditions of Pre-schools). The collected data was used to compare the physical infrastructure and to find out the difference in educational qualification of both the school using statistical method. The study revealed that most of the Anganwadies teachers' qualifications did not meet the norms given by NCERT while most of the Private Pre-schools teachers have attained the norms. The study also indicated that in comparing to the existing physical infrastructure - Pre-schools were far better than Anganwadies.

Keywords: *Private pre-schools, Anganwadies, Early childhood care and education.*

Introduction

The early childhood is a recent term synonymous or parallelly used for pre-school years to describe the period before children enter school. Nowadays, it has become common practice for many parents to put their children in schools as early as age two or three or four. In some advanced and even in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. In the

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Indian context, the age span covered under early childhood care and education is from conception to 6 years (Aggarwal& Gupta, 2007) therefore, formal method of teaching is restricted for this stage of children's development. Early childhood education or pre-school education stage is a preparatory and readiness stage for primary education. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently NEP 2020 Revised school structure : In the new 5+3+3=4 structure a strong base of ECCE from age 3 is included to promote overall learning, development and well being" year 3 of ECCE would be Balvatika or preparatory class. 2. Vision for ECCE: "ECCE ideally consists of flexible, multifaceted, multilevel, play-based, activity-based, and inquiry based education". The overall aim of ECCE will be to attain optimal outcomes in domains of physical & motor development, cognitive development; socio-emotional & ethical development; cultural/artistic development& development of communication & early language, literacy and numeracy." 3. Foundational years : The Foundational Stage will consist of five years (3-8 years) of flexible, multilevel, play/activity based learning and the curriculum and pedagogy of ECCE. 4. Medium of Instruction: Wherever possible the MOI until at least Grade 5 but preferably till grade 8 & beyond will be home language /MT/RL. This will be followed by both public andprivate schools. Exposure to many languages – multilingual environment.

Early childhood is a period which covers colossal growth and development. Children develop rapidly during the period from their birth to 5 years of age in comparison to any other stage in their lives, shaped in large part by their experience in the world. These early years of development are critical for providing a firm foundation in cognition, language, and motor development as well as social, emotional, regulatory and moral development. (Shukla 2004)

Energizing, nurturing, and stable relationships with parents and other caregivers are necessary for children's healthy development and the absence of these factors can compromise children's development.

The SSA, Mizoram has started setting up new ECCE centres which are Pre-Primary sections, attached to the Primary schools under the SSA on July, 2005. The children, covered belong to 3 – 5 years of age. Some attempts are made to provide learning readiness programme. The children in these Early Childhood Care and Education Centres are provided mid-day meal along with Primary school children. Pre-school under Private management have their presence too in Mizoram. The private management runs invariably English Medium Institutions. These schools have been opening classes usually from Nursery/ Kindergarten (KG) stage. Thus, before a child is able to sit in Class I, he/she has to attend the Nursery and KG Classes (for two years) which simultaneously provide chances for pre-school activities. The pre-school in Mizoram has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare since 1978. A non-formal pre-school education is one of the package of services rendered by the ICDS.

Rationale of the Study

To realize the importance of the study of the early childhood education is to know the value of early childhood education as it gives children good foundations upon which to build their succeeding years in school; as besides their academics, they develop a sense of self and family and it teaches them how to communicate with others even though they may be small, and this can help make the world better.

Early Childhood Care and Education has received attention in the National Policy for children (1974), consequent to which the Integrated Child Development Services (ICDS) was initiated on a pilot basis in 1975 with the objective of laying the foundation for holistic and integrated development of child and building capabilities of caregivers.

The Government of India had formulated the National Policy on Education (NPE) in 1986 to promote education for the welfare of all its citizens. The policy focuses on the overall development of young children and visualizes ECCE as an important factor for strengthening primary education in the country.

It is crucial to find out the current status of private pre-schools and Anganwadis since early childhood care and education is the foundation period. The ICDS project in Mizoram has rendered its service solely/mainly for the establishment and welfare of the Anganwadis. The ICDS has 5 objectives mainly catering to the needs of a child. Further to enhance the objectives, packages of services are implemented. Tireless efforts rendered by the Government and Anganwadi workers have enabled Mizoram to have one of the best AnganwadiCentres in the country. At the same time, having an awareness of the importance of early childhood education, people who have interest in this matter have set up pre-schools, especially in urban areas. Thus, this has led to the need for a comparison to find out the quality of the Private privately run pre-schools and Anganwadis under Government. The nurturing of children is very important so these are the two agencies who carry out this important task. NCERT has laid down norms to be followed by the teacher about their qualifications, physical infrastructure, records and register so there is also a need to find out whether they fulfill the norms laid down by the NCERT for running pre-schools or not. For qualitative development, competent, professionally trained and enthusiastic teachers are required to teach at this level. Further, it is important to find out the infrastructure, learning environments and whether special programme for the benefit of the children are organized or not. It is imperative to compare the private Pre-schools and Anganwadis in human and physical aspects. It is also important to find out the parents' reaction and their expectations of private pre-schools and Anganwadies.

Statement of the Problem

The problem of the study has been stated as *"A Comparative Study of Private Pre-schools and Anganwadies within Aizawl City with Reference to their Educational Qualification and Existing Infrastructure"*

Review of related literature

Taylor, Lee & Franceschini et al. (2011) performed a research on *"A comparative study of childcare in Japan and the USA*: Who needs to take care of our young children?" The USA and Japan teachers have some similarities and differences in taking care of the children and they have examined their differences and similarities among the teachers in their perception of children among childhood. The results of the study revealed that there was a significant differences in these perception, that American teachers have stronger belief that mothers are the most important part in taking care of the children in comparing to Japanese teachers belief. Both groups of teachers, however, had similar views that group care offers positive development of children.

Zia's (2015) comparative analysis of public and private educational institutions in Vehari District of Pakistan revealed that education is the main key of progress for the country. Zia said that the main aims of education for private schools were increasing the literate student and reduce illiterate pupil. Primary data were taken through questionnaire and survey method and the result shows that much of the student prefer private schools though public schools provides books and uniforms at free rate for students, still many students prefer private schools as it provides better environment for children than public schools.The findings also showed that the socioeconomic status of the home, the degree of a school's user-friendliness, the cost of education, parents' observations of school quality, and their sensitivities of the available employment opportunities in the region.

Singh &Mukherjee (2017) conducted *"Comparison of the Effects of Government and Private Preschool Education on the Developmental Outcomes of Children: Evidence From Young Lives India"*.The findings of the study indicated that many of the centres, whether it was an anganwadi or pre-school, were housed in a rented building, while only some had accommodation of their own. Significant differences were found between anganwadis and preschools regarding the engagement of children in developmental activities. The findings revealed that anganwadis provided very few opportunities for activities initiated by the child that encouraged creativity and provided the stimulation necessary for intellectual growth.

Research Questions

Are there any differences between the educational qualification and the physical structure of private Pre-school and Anganwadies with reference laid down by the NCERT?

Objectives

1) To find out and compare the teacher educational qualification of private pre-schools and Anganwadies with reference to the criteria laid down by the NCERT.

2) To examine and compare the existing physical infrastructure of private pre-schools and Anganwadies in compliance with the norms laid down by the NCERT.

Delimitations

Due to time constraint, the present study was confined only to Aizawl City.

Method of study

Descriptive survey approach was used to conduct the present study.

Sources of data

The study has used primary and secondary source of data for attainment of its objectives. Primary sources are direct contact obtained through the Head of the Institution, teacher and parents of Pre-schools and Anganwadies. Secondary source are institution office records.

Population and sample of the study

The population of the study comprise of all the Pre-schools and Anganwadies within the Aizawl South Area. The investigators selectecd 15 - private Pre-schools and Anganwadiescentres as the sample of the study.

Tools used for data collection

For the present study, questionnaire, observation cum interview schedule prepared by Chuaungo (2002) were used. Interview schedule for Head of the Institution prepared by the investigator was also used.

Data collection

The investigator personally visited the school and permission was taken from the Head of the institution of the school to collect the required data confidentiality was assured.

Data analysis

The data collected were tabulatedand analyzed for comparison to find out the differences, which was shown in percentage.

Analysis and interpretation

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

Objective No. 1 :Comparison was done between 15Anganwadies teacher and 15 Private Pre-school teacher.

Table No. 1 shows the number of teacher who are under-graduate and graduate of both the institution. The comparison result was tabulated and the differences was shown in percentage as below :-

Comparison of the Educational Qualification of the Teachers of Private Pre-schools and Anganwadies

Table No. 1

Comparison of the Educational Qualification of the Teachers of Private Pre-schools and Anganwadies

Educational Qualification	Anganwadi		Pre-school	
	No. of teacher	Percentage	No. of teacher	Percentage
Under Graduate	10	66.70%	1	6.70%
Graduate	5	33.30%	14	93.30%

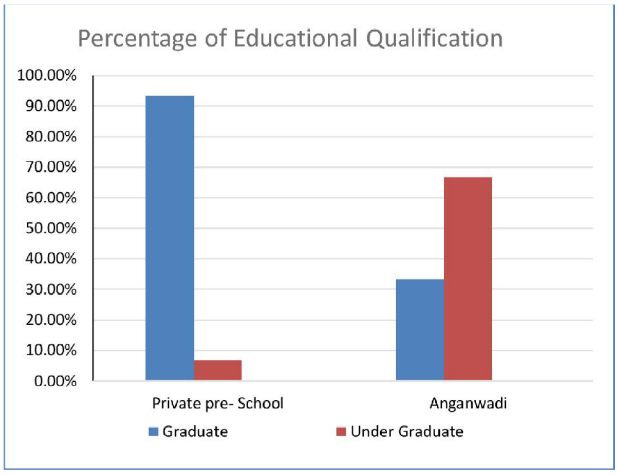

Figure no.1 Chart representing the comparison of both the Institutions through percentage method.

Analysis of data vide Table 1& Figure 1, reveals that there are 15 teachers each in Private Pre-schools and Anganwadies in Aizawl City. Of these (66.7%) were under graduate teachers in Anganwadies while 93.3% teachers of Private Pre-schools were graduates. This findings shows that graduate were more in number in Private Pre-schools thanAnganwadies.It can be concluded that that Private Pre-schools teachers have better educational qualification than Anganwadies teachers

Comparison of educational qualification of the teachers of Private Pre-schools and Anganwadies with reference to the criteria laid down by the NCERT.

To compare the educational qualification of the teachers of Private Pre-schools and Anganwadies with reference to the criteria laid down by the NCERT.

As the NCERT has laid down the criteria for Pre-school teacher i.e. the teacher should be Class XII standard passed holding a Diploma in Early Childhood Education, in the below Table the teachers qualifications are highlighted.

Academic Qualification and Professional course of Private Pre-schools and Anganwadies

Table No. 1(a)

Academic Qualificationand Professional course of Private Pre-schools and Anganwadies

Academic Qualification	Pre-schools		Anganwadies	
	No.of teacher	Percentage	No. of teacher	Percentage
Below XII	nil	nil	6	40%
XII Standard	15	100%	9	60%
Graduate	14	93.30%	5	33.30%
Professional	8	53.30%	2	13.30%

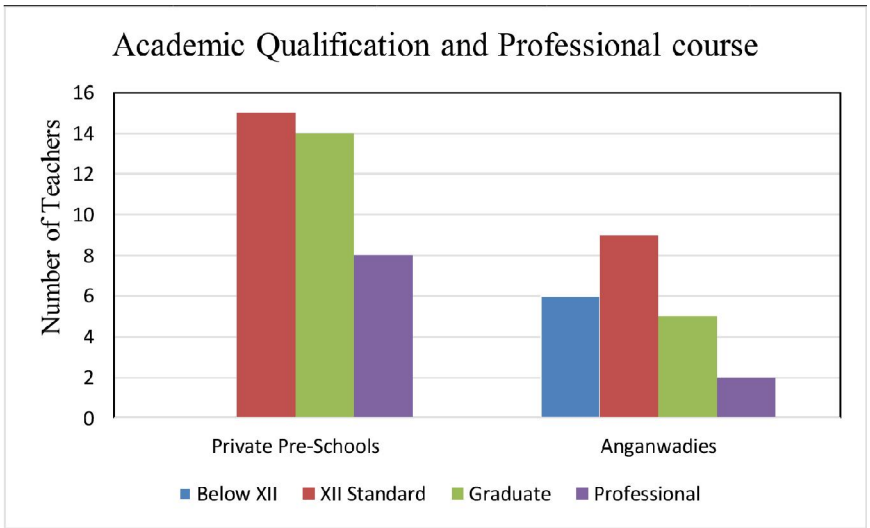

Figure no. 1(a): Histogram showingthe comparison of teachers who attained the academic qualification of norms laid down by the NCERT.

A perusal of the result vide Table no. 1(a) and Figureno. 1(a), indicate that there are 15 teachers each in Private Pre-schools and Anganwadies in Aizawl City. Out of which 6 teachers of Anganwadies are below class xii where Private Pre-school have no teachers below class XII. Private Pre-schools have 1 teacher with xii standard and all the other teachers were graduate while Anganwadies got 9 teachers with xii standard and 5 teachers with graduate. 53.3% Private Pre-school teachers holds Diploma Certificate in Early Childhood Education and 13.3% teachers of Anganwadies hold Diploma Certificate in Early Childhood Education. This finding shows that Private Pre-school teachers were more in number in accomplishing the criteria laid down by the NCERT norms.

Objective No. 2: To find out and compare the existing physical infrastructure of private Pre-schools and Anganwadies in compliance with the norms laid down by the NCERT.

Table No. 2

Physical Infrastructure of Private Pre-schools and Anganwadi

S/N	NCERT Norms	Private Pre-School		Anganwadies	
		No	%	No	%
1	Location (of Pre-schools/ Anganwadies) easily accessible to the children i.e.1 km for walking distance and 8 kms depend on the transportation facilities.	15	100	15	100
2	Free from heavy traffic, ponds, wells, nallahs, pollution, heaps of garbage.	11	73.3	10	66.7
3	Outdoor play space should be available.	6	40	4	26.7
4	Rooms should be well ventilated.	15	100	12	80
5	Indoor space separate storage sleeping facilities, toys corner.	15	100	7	46.7
6	Picture and children work display on the wall.	15	100	14	93.3
7	Furniture provided in the class chairs, bench, table, mat, blackboard, rags.	15	100	15	100
8	Drinking water - filtered water.	13	86.7	14	93.3
9	Sanitary facilities.	15	100	14	93.3
10	Mid-day meal.	15	100	15	100

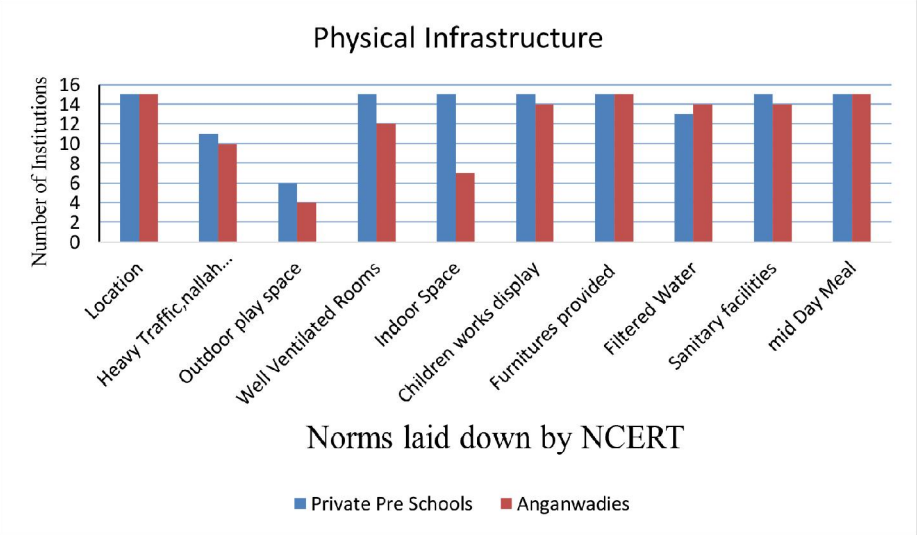

Figure no.2: Chart representing the comparison of the Physical Infrastructure of both the Private Pre School and Anganwadies

A perusal of the result vide Table No. 2 and Figure no.2.All the location of the private pre-schools and were easily accessible and free from heavy traffic, ponds, wells, nallah and garbage. Outdoor play spaces are mostly unavailable to all the private pre-schools. Rooms were all well-ventilated. Indoor space, separate storage, sleeping facilities, toys corners are all available in private pre-schools. Private pre-schools put pictures and display their children's work on the wall. Furnitures like chairs, bench, table, mat, Blackboard and rags were all available in the institutions. In accordance to the drinking water 13 private Pre-schools provide filtered water, while 2 institutions let the children drink the water tap. About the sanitary facilities private pre-school have met the needs of the children. In reference to the mid-day meal the institution provided well enough.

All the location of Anganwadieswere easily accessible and were mostly free from heavy traffic, ponds, wells, nallah and garbage. Outdoor play spaces are mostly unavailable at Anganwadies. Rooms were mostly well-ventilated except two (2) Anganwadies. Indoor space, separate storage, sleeping facilities, toys corners were unavailable in 8 anganwadies while 7 anganwadies can afford. Anganwadies put pictures and display their children's work on the wall except 1 Anganwadi. Furnitures like chairs, bench, table, mat, Blackboard and rags were mostly available in the institutions. In accordance to the drinking water 14 anganwadies provide filtered water, while 1 Anganwadi let the children drink the water tap. About the sanitary facilities anganwadies and have met the needs of the children excluding one (1) Anganwadi. In reference to the mid-day meal the institution provided well enough.

Comparison ofthe existing physical infrastructure of Private Pre-schools and Anganwadies in compliance with the norms laid down by the NCERT.

As shown from the above table shown accordance to the physical Infrastructure of Private Pre- Schools and Anganwadies, location of both the institutions are easily accessible. 4 institutions of Private Pre schools were not free from heavy traffic and 5 Anganwadies were also not free from heavy traffic. 9 Private Pre Schools were not having proper outdoor play space while 11 Anganwadies were lack of outdoor play space. Looking to the indoor space storage all the Private Pre-Schools encompass all the indoor facilities while 8 Anganwadies did not have proper indoor space facilities. Both the institution displayed the work of their students. Furnitures provided by both institution were good enough. Filtered water were also available in both the institutions. Sanitary facilities and mid day meal were also well provided in the institution.

From here we can conclud that Private Pre-Schools have better physical Infrastructure than Anganwadies.

Conclusion and discussion

Early Childhood Education a pre-school education stage is an important stage as it is a preparatory stage to enhance holistic development in child for future life. The main focus of

ECCE are categorized as 0 – 3 years is health condition; 3 – 6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in child life where interaction with others began.

National Focus Group on Early Childhood Education NCERT, 2005 has stated that "This stage" of life is important as a foundation for the inculcation of social values and personal habits which are known to last for life time.

According to the criteria laid down by NCERT to be a teacher of Pre-school one has to be a Class XII standard passed and have Diploma in Early Childhood Education (ECE). In the present study no teacher of Anganwadies has a Diploma qualification in ECE. On the other hand, only a few private Pre-school teachers undergo this training, therefore, to attain the ultimate goal of Pre-school we can conclude from the study that trained teachers are needed to attain the desired goal.

The present study also revealed that both private pre-schools and anganwadies were well located with regard to the norms of NCERT as it was all easily accessible and free from traffic, ponds, wells and garbage. Rooms were well ventilated and Indoor space were also good enough and furniture provided to the students were also satisfactory. But with regard to the outdoor play space most of the private pre-schools and Anganwadies established their institutions in rented house so they cannot provide outdoor space. So, special attention is needed to pay more attention with regard to the building establishment.

The investigator noticed that schools with qualified teacher has better student in regard to their behavior, manner and etiquette and their confidence. Their teachings were also more effective than the unqualified teachers.

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Tribal Education and Quality of Life: Issues and Challenges

Gollapalli Tejeswara Rao*

Abstract

The living style or patterns of tribal people are different from civilians and they follow their certain culture. States like Madhya Pradesh, Jharkhand, West Bengal, Orissa and North-eastern states have the maximum tribal population. The lives of tribal people are as miserable as they live in lack of resources and technology. Tribal people face several issues and challenges due to the lack of literacy, weak finance, food scarcity, housing, unemployment, and more. The major problem faced by the tribal people are issues related to education, the government to overcome this challenge implemented a few specific laws. The prime objective of the study is to identify and discuss the major challenges and issues occurring in front of tribal communities of India for achieving an education. The study focuses on the laws implemented by the government of India and their impact on uplifting the tribal communities. Challenges related to tribal education would be solved to provide quality of life with the context of the paper with illustrated results and recommendations.

Keywords: *Tribes, Laws, Quality of life, Challenges, Unemployment.*

Introduction

Background of the Study

Education is the key instrument to achieving quality of life and solving socio-economic issues. Tribal communities are an important part of Indigenous India that is still far away from the modern digital world. Most of the tribal communities arefrom poor families, and their parents cannot provide them with school necessities and usually, parents areunemployed, so their children find themselves compelled to leave school in order to find a job and to earn somemoney to support their family. On one side where Indian people are doing so great and achieving lots of higher sparkle on the same tribal communities faces lots of issues in getting the proper education. The social and economic status of an area could be identified through its condition of education and literacy. Education of ST children isimportant not just due to a Constitutional obligation to equality of its citizen or special entitlements to ST, butbecause it

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is a crucial input in the nation's strategy of total development of tribal communities. However, despitenation's efforts to ensure constitutional equality, dignity and development that they themselves wish for, thetribal people have lagged behind in education owing to external as well as internal constraints, socio-economicand cultural background of the tribals and psychological problems of first-generation learners etc.The lifestyle of scheduled tribe people could be uplifted through the development in education. The study focuses on discussing the educational issues and the challenges faced in solving those problems.

Review of Literature

Life of Tribal Community People of India

Tribal communities of India are still following their culture and living a different lifestyle. They are untouchable by modern life, technologies, and resources. The survival of tribal people is not as easy as it is full of challenges. Discrimination against caste, class, and custom keep them discriminated from the society as shown in table 1. Tribal people face boundness in a different form in different states and the base is discrimination. The social, educational,health and economic conditions of tribal communities are pathetic. In 1961, the literacy rate of tribal communities was 8.5% of the total, which was later improved in 2011 and became 63.5% (Nedungadi et al. 2018). The educational status of tribal communities improved in the last few decades yet some challenges are present in solving the educational problems.

Table 1. Discrimination with tribal communities in India
(Source: Created by Author)

State	System for Discrimination Against Class
Orissa	Gothi system
Uttar Pradesh	Colta and Doms Tribe
Rajasthan	Sagri System
Karnataka	Jetha System
Andra Pradesh	Vetti System
Chhattisgarh	Naukrinama System

Major Issues faced by Tribal People of India and Laws for the Development

Tribal communities are recognized as an oppressed and deprived part of the country. Social, educational problems, economical, unemployment, the problem of housing, transportation, exploitation, lack of infrastructure, parental attitude, and communication gap are the major issues faced by the tribal people. The majority of the tribal communities live in marginal areas, are isolated, and have a lack of resources. Socio-economic issues of tribal people are not having a proper source of income. The Educational status of tribal people is

poor due to the demanded fee of schools. Due to their poor income, they are not able to afford schools for their children. Illiteracy is the major problem that keeps tribal communities far away from modern society. The rate of literacy is very low for the tribal communities and that deprived them of development. The condition of tribal health is very poor due to the lack of proper housing, food scarcity, lack of clean drinking water, and poor health services.

The development of a person could be achieved through education as it plays an important role in overall growth. The major social problem of tribal communities is the source of income as they do not have a proper source. They had to borrow money from landlords and conditions became worse. The government has started multiple programs and policies for the development of tribal communities of India. Providing the development of scheduled tribes is the responsibility of the central and state government of India and thus they implemented laws for promotion. These laws include; Article 154 (4), Article 29 (1), Article (46), Article (17), and Article 350 (A) (Rahman et al. 2019). Promoting the spread of education through these laws and policies the government has provided book banks in primary schools; girls are given attendance allowances, improvement of higher secondary education, and opening of private schools for tribal. SarvaSikshaAbhiyan was started in 2003 to provide elementary education to everyone. Later in 2010, it worked for children of age 6 to 12. Free uniforms, books, and mid-day meals were given to promote education in tribal communities.

Challenges in Solving the Educational Issues

Despite providing multiple facilities in education yet the interest of children for going to school is less. The parents of tribal children are not well educated so they do not value school or education. The major source of income for tribal people is farming, handloom, weaving, and poultry in which they involve their children too. The economic burden for tribal people is so high that they keep their children engaged in works and do not send them to school (Tripathy and Padhi 2020). Social discrimination is the major challenge faced in achieving an education. Girls are dropped out of school due to discrimination and fear of being teased. Families do not support education as they did not understand its importance. Major challenges that occurred in solving the educational problems of tribal people are child marriage, economical burden, poor mentality, corruption, lack of interest, and more.

The Objectives of the Study

The objectives of the study are as follow:

- To identify the current situation of tribal education with gross enrolment ratio, literacy rate, gender parity index, and dropout rates.
- To determine the major issues faced by the tribal people in achieving education.
- To evaluate the major challenges occurring in solving the education issues of tribal communities.
- To analyze the role of education in providing quality of life to tribal communities of India.

Significance of the Study

The study is important to understand the impact of education in uplifting the quality of life. Major issues faced by tribal communities of India could be identified through the context of the study. The present paper is important to acknowledge the issues and challenges of tribal education. Husson et al. (2018) stated that backdrops of tribal education and the law implemented by the government of India could be acknowledged through this study. The study plays a significant role in identifying the impact of implemented law on the upliftment of tribal communities of India. The role of education in achieving a better life and standard of living could be understood in the context of this paper.

Methodology

As per Snyder (2019), the methodology is an important part of the study as it consists of selected procedures or approaches that are used to identify, analyze, select, and process the information related to the topic. The validity and reliability of the study could be checked through the selected methodology. The methodology consists of research philosophy, research approach, research design, data collection, analysis, and interpretation. The brief about data related to the phenomenon are collected, analyzed, and implemented are described in research philosophy.

Positivism, pragmatism, interpretive, and realism are four different types of research philosophy among which positivism has been selected. Positivism research philosophy is selected as it provides factual information gained through observation. Positivism research limits the role of research for data collection and its interpretation. Plan and procedure that consists of steps for broad assumptions for the methods of data collection, analysis, and used are termed as research approaches (Andrade et al. 2018). Inductive and deductive are two types of the research approach.

According to Fardet et al. (2021) deductive research approach has been selected by the researcher of the study as it explores a known phenomenon and theory to check its validity. The framework of the research approach and methods selected by the researcher are termed as research design. Research designs are categorized into various parts among which descriptive research design has been selected. The descriptive design aims to describe a situation, phenomenon, or population systematically and accurately. Primary and secondary data types are two distinct data types.

Secondary data are collected by the researcher from published newspapers, books, websites, journals, articles, etc. Data is collected through a sampling technique that allows the user to select a specific sample from the entire population. Simple random sampling techniques have been used as it provides equal chances for being selected and it helps in providing authentic and unbiased conclusions (Iliyasu and Etikan 2021). Qualitative data analysis methods have been used to analyze data collected in the form of text. All ethical considerations are well maintained throughout the process of the study.

Result and Discussion

Socio-economic Status of Tribal Communities

Table 2. Tribal Population in India
(Source: Asha 2020**)**

Report based on Year	Rural	Urban	Total	Percentage of Total Population of India (%)
2001 to 2010	8,58,10,102	94,26,713	8,67,52,815	8.1
2011	9,38,15,151	1,02,69,142	10,40,84,293	8.5

Graph 1.The tribal population of India
(Source: Created by Author)

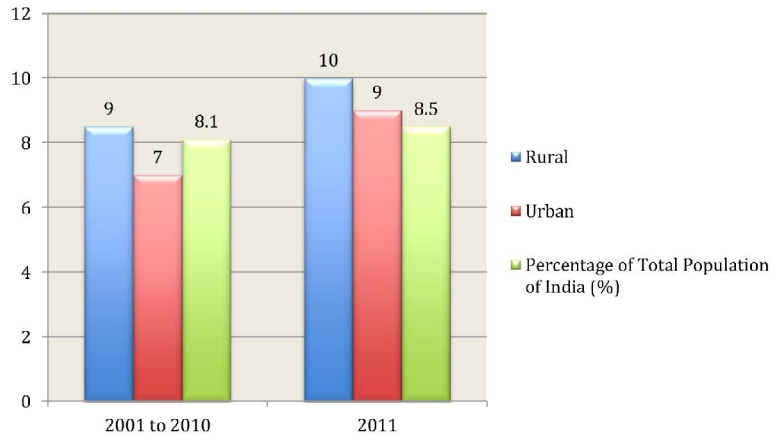

Table 2 describes the tribal population of India as per the report of the Indian population from 2001 to 2010 and for 2011. Table 2 shows the tribal population for the rural area, urban area, and the percentage for the total population. The maximum tribal population lives in rural areas or marginal urban areas. As per kumar et al. (2020) the majority of tribal communities live in the northeast part of India such as Mizoram and Lakshadweep cover 94 % of the tribal population, Nagaland 85%, and Meghalaya 86%. Few states have a 0% population of tribal such as Punjab, Haryana, Delhi, Chandigarh, and Pondicherry.

Analysis of Tribal Literacy in India

Table 3. Tribal literacy in India from 1960 to 2010
(Source: Kostelecky et al. 2017**)**

Year	Female Literacy	Male Literacy	Total Literacy Rate for Tribal
1960	3.12	13.5	8.51
1970	4.23	17.52	11.23
1980	8.68	24.06	15.86
1990	17.95	40.13	29.56
2000	34.26	58.96	47.16
2010	54.06	71.52	63.06

Graph 2.Tribal literacy in India from 1960 to 2010
(Source: Created by Author)

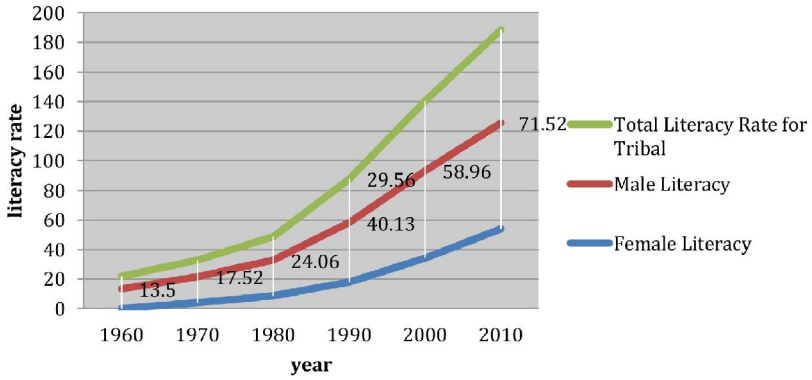

Table 3 shows the literacy rate of tribal communities of India from 1960 to 2010. Table 3 describes the literacy rate among male, female, and total literacy among tribal communities. According to Chattopadhaya and Mohanty (2018),the literacy rate of tribal people was 8.51 in 1960 which was later improved and reached 63.06 in 2010. The above graph shows the change in literacy rate for males and females of tribal communities in the last 5 decades.

Discussion

The result obtained through the analysis of the socio-economic condition of the tribal population of India in table 2 shows the rural areas have more tribal population in comparison to urban areas. The condition of development is poor as the majority live in the rural area and the source of income is agriculture. Table 3 shows the result of the literacy rate of tribal communities of India from 1960 to 2010. The literacy rates of the female are less in comparison to a male tribe. The literacy rate for female has been increased from 3.12 to 54.06 that show

the impact of laws and policies implemented by the government (Velusamy 2021).The rate of literacy has been improved in the last few decades yet the lack of information or awareness results in being deprived of resources. Tribal development could be achieved through socio-economic development and improving the status of education.

Recommendations

The following recommendation could be implemented for the development and fulfill the existing knowledge gap of the present study:

- Education of tribes should be promoted through literacy campaigns in different tribal areas.
- Study materials should be supplied in local tribal languages that help in easy understanding.
- In residential schools, social security should be provided to students especially adolescent girls.
- Regular guidance and counselling should be given to the parents of tribal children to change their attitude towards the value of education.
- Education should be promoted by providing stipends and different types of scholarships for academic and non-academic activities like painting, sports, etc.
- Unemployment could be reduced through the appointment of female and local teachers.

Conclusion

The study concluded that quality of life could be achieved through education in tribal communities. The participation of tribal children in the educational system is very low due to a lack of awareness or information. The state and central Government of India have implemented many laws and policies for the development of tribal communities yet the rate of growth is slow. The steps taken by the government for the upliftment of tribal communities help in reducing the chance of death, despair, and distress. Education plays a key role in the overall development of a people or community. The challenges occurring in solving the issues of tribal education could be reduced through spreading education awareness. Positivism research helps in collecting appropriate information about the topic and enhances reliability. Research and scholars of further study could take help from the present study for describing the educational issues for tribal education.

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Teacher Education Institutions in Mizoram: Past, Present and Future

R. Zothanliana*

Abstract

This article traces the development of teacher education institutions in the state of Mizoram with the establishment of the first TEI in the state in 1953 to the present day. It briefly highlights the growth and expansion of TEIs in Mizoram. The article also focuses on the need for change in TEIs with regard to their function and administration in the light of the newly introduced New Education Policy, 2020 in the country.

Keywords: *Mizoram, Teacher education, Teacher training, NEP 2020.*

Introduction:

Education can be approached from different perspectives. One of the perspectives is to see education as a process of enlightening someone, to do away with her/his ignorance, to bring out the inner qualities of students, to help them adjustand to prepare them for future challenges. In order to bring these changes in students, one of the most important functions is to teach them and the person who can make teaching happen is the teacher. Such is the importance of a teacher. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, - "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage".

Teaching is an important profession and a noble one and teacher educationis the process of training prospective teachers to become professionals in teaching. The training process that an individual has to go through in order to enter the teaching profession is a demanding task and care must be taken to produce good teachers who in turn will later on help students to learn.

Need and Importance of Teacher Education:

A teacher is a person who delivers programme meant for educating children inside the classroom, one who helps students to become better persons by guiding and facilitating

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different learning activities according to the prescribed curricula and syllabi, and help students to make adjustments and cope up with future challenges by giving them proper guidance and training. The National Policy on Education (NPE) 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers".Thus, the role of a teacher is very important. To become a teacher, one must undergo a thorough and intense teacher training programme which in other words in known as teacher education programme.

Teacher education means to train in-service and prospective teachers so as to equip them with the various skills associated with teaching different subjects, to develop better teaching aptitude, to make them perform better inside and outside of the classroom and train them to enable them to guide students for their future endeavours. The National Council for teacher Education (NCTE) has defined teacher education as 'a programme of education, research and training of persons to teach from pre-primary to higher education level'.

The National Curriculum Framework for Teacher Education (NCFTE) 2009 also stresses the importance of teacher education saying: "The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation's schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes"

History of Teacher Education Institutions in Mizoram:

Teacher Education Institutions (TEIs) are one of the earliest professional education institutions in the state of Mizoram. District Institute of Education and Training (mentioned afterwards as DIET), Aizawl is the premier teacher training institute in Mizoram. Established on September 1, 1953 as Junior Basic Training Centre (JBTC), it was used as a training centre for Primary School Teachers in Mizoram. It was then integrated with Normal Training School (NTS) and was named as Under Graduate Teacher Training Institute (UGTTI) on September 19, 1974. The name was later changed to Teacher Training Institute (TTI) on July 1, 1980 to allow greater and larger intake for training more teachers.

TTI was then upgraded to DIET in 1988 with the launching of the Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher education and with this up-gradation, the discontinued course of PSTE was restored. The NCTE has recognized DIET to impart D.El.Ed course in the year 2000, and was affiliated to MBSE. The NCTE, Higher and Technical Education, Govt of Mizoram andMizoram University approved the proposal of starting a Bachelor of Education (B.Ed) programme at DIET and the first batch of 50 B.Ed students joined DIET, Aizawl on July 2018.

TTI at Lunglei (A district in the southern part of Mizoram) was established in 1974 and was later upgraded and designated as DIET, Lunglei in 1993. Smaller sized DIETs are formed

in the remaining districts of Champhai, Kolasib, Lawngtlai, Mamit, Siaha (previously Saiha), and Serchhip in 2005. At the initial inception, these 6 DIETs function without the PSTE branch. However, PSTE Branch was introduced with the upgradation and recognition of NCTE in 2013.

At present, the two DIETs at Aizawl and Lunglei are running two Teacher Education programme – Diploma in Elementary Education (D.El.Ed) and Bachelor of Education (B.Ed).The other six DIETs are running the D.El.Ed programme. Other than the eight DIETs, different teacher education courses are also offered by Mizoram Hindi Training College (MHTC), Institute of Advanced Study in Education (IASE), State Council of Educational Research and Training (SCERT) and Mizoram University (MZU).

Table - 1
Teacher Education Institutes in Mizoram

Institute	D.El.Ed/Diploma (Intake) –	B.Ed. (Intake)	M.Ed. (Intake)	B.Ed.SplEdu (Intake)
MZU	Nil	100	50	Nil
IASE	Nil	120	50	Nil
MHTC	50	50	Nil	Nil
SCERT	Nil	Nil	Nil	60
DIET, Aizawl	120	50	Nil	Nil
DIET, Lunglei	100	50	Nil	Nil
DIET, Siaha	50	Nil	Nil	Nil
DIET, Champhai	50	Nil	Nil	Nil
DIET, Kolasib	50	Nil	Nil	Nil
DIET, Serchhip	50	Nil	Nil	Nil
DIET, Lawngtlai	50	Nil	Nil	Nil
DIET, Mamit	50	Nil	Nil	Nil

(Table showing courses and intake of TEIs in Mizoram)

There was a time when Teacher Education courses like D.El.Ed and B.Edwere pursued by teachers who are in service. As of now, all courses are pre-service courses as the backlog of untrained teachers had been cleared in the state. Teacher education courses are in great demand in Mizoram and eachinstitution receives applications for admission much greater than the seat intake capacity they have.

Teacher Education is one of the important focus areas of the National Education Policy (NEP) 2020 and the NEP recommended various modifications with regard to the functioning of TEIs in the country. Chapter 15 of the NEP 2020 talks about Teacher Education. Let us

look at some of the recommendations of the NEP 2020 on Teacher Education, limitations of the present position and how these new amendments can perchance change the course and structure of TEIs in the state of Mizoram –

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. (Pg. 43)

Limitations -

1. TEIs in Mizoram are stand-alone institutions and it is inconceivable to belief that all the TEIs can convert into a multidisciplinary institutions by 2030.
2. Multidisciplinary colleges are not running B.Ed programme.
3. Teacher Education program at the University is also not multidisciplinary.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. (Pg 43)

Limitations -

1. In Mizoram, the minimal qualification for elementary school teacher is a Diploma/ D.El.Ed and for Secondary and Higher Secondary, a B.Ed.
2. None of the TEIs are at present running a 4 year ITEP

Suggestions –

1. Multidisciplinary Colleges in Mizoram do have Department of Education but are not running a teacher education programme. So, the DIETs can collaborate or even merged with college/colleges in each of their districts. If this is possible, the DIETs can come under the colleges and will no longer be stand-alone institutions. Colleges can start a new Department of Teacher Education with the DIETs. Principals of DIETs can act as HoDs of the Department of Teacher Educationof the colleges.
2. If the DIETs can collaborate with nearbycolleges, it will mean that Department of Education in colleges can also start running the 4 year Integrated B.Ed course with the newly established Department of Teacher Education. Human resources of colleges and DIETs can thus be utilised by both institutes to start a Multidisciplinary Integrated Teacher Education Programme (ITEP).

3. All Diploma courses may be changed to Bachelor courses and for elementary school teachers, a B.Ed (Elementary) or Bachelor of Elementary Education (B.El.Ed)program may be started. As per the recommendations of the NEP, 2020, a four year integrated B.Ed could be aimed at.
4. Other stand-alone institutions like IASE and MHTC may work outthe possibility of collaborating with colleges within the city so that they can offer a multidisciplinary B.Ed programme.

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Vocationalization of Curriculum at Lower Secondary Level of Schooling in India: An Analysis through Review of Related Literature

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Nitu Kaur**

Abstract

There is a strong felt need for high school students to enter the higher-secondary stream with a clear understanding of vocational field which they wish to choose.This need fits in very aptly in the present state of unemployed youth in the country and lack of proper implementation of different schemes related to vocationalization of secondary curriculum. The present paper tries to analyze the present state of vocationalization of school curriculum through review of related literature, especially during lower secondary classes when curriculum is still undifferentiated and students need proper guidance and counseling on selection of their higher secondary streams out of traditional academic and vocational streams. The authors suggest that there is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Moreover, the country had been witnessing the gradual under-popularization of vocational courses since independence. However, the latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The educational stakeholders must understand what are the factors that really motivate students to take up vocational field as their career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming. Hence it is advisable to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understand their aspirations for future.

Keywords: *Vocationalization of curriculum, Lower secondary level of schooling, Review of related literature*

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Introduction

There is a strong felt need for high school students to enter the higher-secondary stream with a clear understanding of vocational field which they wish to choose. Vocational education helpsthe students to acquire readiness to enter the world of the work while they are in the world of studies. It also helps them to visualize their future ahead, in terms of benefit of vocational education over traditional academic subjects. So, it is very necessary to introduce the importance of vocational education at an early age to get the child for building up his future. The need of vocationalization of curriculum fits in very aptlyin the present state of unemployed youth in the country and lack of proper implementation of different schemes related to vocationalization of secondary curriculum.

Vocational guidance and counseling at school itself aims at helping the person select a proper vocation and prepare for it. Deciding on a career/vocation is crucial as it involves lots of time, effort and money. Entering into a career which turns out to be inappropriate for the person will lead to job dissatisfaction, unhappiness and maladjustment in work life. All these will affect negatively the personal life of the individual. Hence deciding on a vocation is very important task. Vocational counseling facilitates this decision by providing appropriate counseling to the individual. Guidance provides information, suggestion and direction for future action.Vocational guidance consists of collection, classification, filing and dissemination of occupational information by use of several media of communication such as bulletin board, career corner, career pamphlets, films, documentaries, individual and groupdiscussions. Vocational counseling is more remedial in nature with a goal to help the person deal with the conflicts and problems in life, everyone being different and unique, blessed with individual strengths and weaknesses. This is reflected in the choices one make, decisions one take and plans one make for his/her life with regard to the educational and vocational aspects. The educational stake holders therefore must understand what are the factors that really motivate students to take up vocational field as their career and why the traditional academic streams still hold a major attraction for students during higher secondary streaming. Hence it is advisable to improve students understanding about vocational education through proper vocational guidance and counseling services for students and understand their aspirations for future**.** Thus the present paper tries to analyze the state of vocationalization of school curriculum in the country through review of related literature, especially during lower secondary classes when curriculum is still undifferentiated and students need proper guidance and counseling on selection of their higher secondary streams out of traditional academic and vocational streams.

An Analysis of the Existing Status of Vocational Education through Review of Literature

"The history of Indian education is testimony to the fact that the need for introduction of occupational education for students was highlighted as far back as in 1854"(Fifth Survey of Educational Research, 1988-1992). It was Wood's Dispatch (1854) that suggested for the provision of practical education to Indians which may help them in contributing the sphere of national development.The Hunter Commission (1882) analyzed the status of

secondaryeducation and recommended the introduction of diversified courses at the secondary stage and categorically mentioned that in the upper classes of high schools there should be two diversions- one leading to the entrance examination of universities, and the other of a more practical aspect, training the youths for commercial or other non-literary pursuits. But the suggestion did not receive any appreciation from the government and public and it was completely ignored.

Hartog Committee (1929) suggested for the diversion of more boys to industrial and commercial career at the end of middle school stage and adding more courses to impart special instruction in technical and industrial schools. However, these suggestions were not seriously carried out because of the growth in the number of educated unemployed greater attention was paid to the problems of practical and vocational education.

FurthermoreMahatma Gandhi also had a concern for manual and productive work in his scheme of Basic Education (1937). The idea behind the scheme was to provide education through some form of craft or productive work. It was to relieve the child from the tyranny of purely academic and theoretical instruction and to break down the existing barriers of prejudice between manual and intellectual work.

After independence, the Secondary Education Commission (1952-53), recommended for implementation of the diversified courses at the secondary level and establishment of higher secondary schools only to vocationalize the education at the secondary level.As a result, a large number of existing high schools were converted into higher secondary multipurpose schools and the number is keeping on increasing year by year. But still it can be seen that society give much emphasis on general education at higher stages and it is still in a rush making vocational education a subsidiary position. As per 1960-61 national data, nearly 4.22 lakhs students enrolled in varied vocational schools in the country against an enrolment of 31.59 lakhs in general secondary education. This clearly shows that only 12% students of secondary education level were enrolled in vocational courses while 88% of students are in general education. Although vocational education across the country does not receive enough support and attention till then, there were several countries by that time in which vocational education is being utilized by the people and successfully implemented. Countries like northern European countries reach the highest position in providing adequate educational opportunities and thereby producing maximum skills for its citizen. The most comprehensive suggestions towards vocationalization of higher secondary education came from recommendations of Education commission (1964-66), which presented a complete blueprint for complete transformation of educational system in the country (Fifth Survey of Educational Research, 1988-1992). These recommendations received due acceptance in National policy of Education, 1968 and 1986 and finally Centrally Sponsored Scheme(CSS), 1988 was widely implemented across nation for providing diversification of educational opportunities so as to enhance employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education (Fifth Survey of Educational Research, 1988-1992).As per NVEQF (National Vocational Educational Quality Framework), 2012 provided by All India Council for Technical Education (AICTE),the main goals and

objectives on vocational education is toremove the imbalances upon the demand and supply of skilled workforce, increase employment rates among the youth and to establish and maintain more vocational schools and stressed that vocationalization should be introduce and implemented right from Class IX – XII standards. It envisaged that vocational courses would ordinarily be provided at the higher secondary +2 stage, but flexibility was provided to start vocational education after class VIII.

So far the share of vocationalized courses available at lower secondary level is much less in comparison to higher secondary level, and even if they are implemented they are just for name sake. There is highly felt need for guiding and counseling students at lower secondary level for choosing their future stream of education, with special emphasis on vocational courses which remained a neglected avenue of prospective higher education until very recently where its importanceis reiterated(NVEQF, 2012).As pertheFourthSurveyofResearch in Educationit is revealed that research in vocational and technical education was undertaken only from 1960 onwards, which gathered momentum after 1970 and stabilized after 1980 (Fifth Survey of Educational Research, 1988-1992).Table 1 depicts the various themes which emerged as an area of research in this field during the 80s revealing thatmost of the researches gathered data from higher secondary stages of diversified curriculum and higher education institutions. The trend report on research in context of our country suggests that very few handful of studies have been taken at lower secondary level owing to lack of proper implementation of various schemes of vocational education all this time.

Table1

Research in Different Thematic Areas of Vocational Education

Sl.No.	Thematic Areas of Vocational Education
1	Evaluativestudiesoftheongoinggovernmentalschemesofvocationaleducation
2	Workexperienceprogrammesofschools
3	Studyofstudents'educationalandvocationalaspirations
4	Attitudeandbehaviorstudies
5	Roleofindustriesinpromotionofvocationalandtechnicaleducation
6	Entrepreneurandentrepreneurship
7	Students'performance
8	Vocationalinterestandoccupationalchoices
9	Students'future-problemsandpriorities
10	Issuesrelatedtopolicy,managementandplanning
11	Issuesrelatedtocurriculumandinstructionalmaterials
12	Issuesrelatedtoteachersandtheirtraining

13	IssuesrelatedtoSchool-industrylinkages
14	Othermiscellaneousstudies

Source*:*FifthSurveyofEducationalResearch

During the periods of 80s and 90s many studies were documented on students' vocational and occupational interest which generally develops between 13-15 years. Jayapoorani (1982) found that majority of higher secondary students preferred natural sciences, mathematics and English language over other subjects, with boys having interest in engineering and girls in being a doctor. Gautam (1988) found that students at delta stage (class VIII & X) varied in their vocational preferences significantly with regard to gender. Makhiza (1988) found that risk-taking and vocational interest were significantly related, self esteem was positively related to social jobs over constructive and agricultural jobs and family status was found to be a significant determinant of artistic and agricultural interests. Robert (1988) further found vocational interest of higher-secondary students depended upon socio-economic status, with no difference with regard to gender except for preference of house-hold work by girls. In a similar study Sodhi (1988) found that amongst the girls of class X very few adolescent girls were able to make correct occupational choices. Also urban higher-income group girls were comparativelybetter in taking congruent decision than their counterparts. Pattinsthsr (1989) found that parents' income and expenditure is the main determining factors of a student's vocational interest. Bhatnagar & Gulati(1989) in their study proposed a framework on vocational behavior of creative adolescents and suggested that they are more vocationally mature than their less creative counterparts; however lack of sufficient empirical evidence could not support their findings immediately. Further, Choudhary (1990) conducted a survey to find out the vocational, occupational and academic choices of class IX students in Pune and found that about 40% of students aspired to become doctors or engineers. Majority of them preferred science stream over other streams. Javed (1990) found that rural students were disinterested in vocations based on agriculture and morein sciencebased vocations. Students ofall streams preferred white collared jobs oversocial jobs which demand more physical labour, with arts and commerce students showing more inclination towards persuasive and executive vocations. Mohan & Gupta (1990) identified interest, motivation, personal concerns, values, level of self-concept, attitudinal aspect, career maturity and future prospects of vocation as the major factors related to the choice of vocational courses. Bhatnagar (1991) found in his study sampling students, teachers and parents in Haryana, that more girls were keen to learn about modern trades but due to lack of systematic training, textbooks, scholarships and human resource development policy there were many hurdles in pursuing it. Bhargava (1991) studied the interests of students studying in Rajasthan andfound in spite of students' interest in vocational courses because of their employment- preparatory nature, lack of trained teachers, non-release of funds in time are the major short comings of these courses. From the teachers' perspective Das (1991) found that female primary teachers had higher vocational interest than the males. Further Saraswathi (1992) found that personality dimensions and vocational interests of class X students did not match. Further the vocational interests are also not related to their academic achievement.

With regard to technical education some study revealed that vocational and technical education was not in good shape right fromits inception stage. Nakatana & Srinivasan (1988) foundin their study that combined mean score for the students performance in monotechnic diploma courses was not better than their school final examination indicating an underperformance of student in vocational trades of commercial practice, chemical technology and printing technology.

Natarajan & Mukhopadhyay (1988) in their study on women's polytechnics for diploma in commercial practice in Kerala found that a total of 90% students felt that curriculum was difficult and lengthy, lacking demonstrative method with few practicums, lack of infrastructural and instructional materials. Nearly 60% of students were disinterested in the course mainly because of meagre unemployment opportunities.

In the field of vocational guidance and counseling very few studies have been documented with more recent studies in this field compared to last decades. In this regard one of the earliest study by Kochar (1984) depicted the rapid dynamic educational and occupational scene which lead to conflicts and grip of personal adjustment problems among the youth. The study reveals that the students need somem entorand guide, and the need for strengthening guidance programme in the schools to canalize the energies of the youth in productive channels. The study also recommends ensuring separate discussion upon guidance and counsellingprogramme in order to make it successful. Arulmani, Van Larr& Easton (2003) studied the situation on career psychology that focuses on the importance of comprehending how socio-economic backgrounds and social- cognitive environment affect career development. It studied the interaction between careerbeliefsandsocio-economicstatus amongthesampleof Indianhighschool students. The findings revealed that there is a significant difference between socio-economic statuses with lower socio- economic status students showing higher levels of negative career beliefs. Kumar (2010) studied how secondary school students face problems during adolescent stage in their mental and physical aspects. The findings revealed the importance and need of proper guidance and counselling services to tackle their own problems and to assist them in achieving self direction and educational, vocational and personal adjustment individually and help them to take positive steps in light of new orientations. Henry (2012) conducted his study on principals, teachers and students from schools of ICSE, CBSE, SSC aided and unaided schools finding that there is an urgent need of introducing and strengthening vocational guidance services to meet the various requirements of the students, administration, and educational system for optimum developmentof the individual, society and most importantly for national development. Sirohi (2013) in his study of vocational guidance and career maturity among secondary school students, examinedthe career maturity of secondary students according to gender, type of school and vocational guidance provisions. The findings revealed that females possess higher career maturity than males, private schools show higher career maturity than government school students, and lastly students belonging to school with vocational guidance and counseling provision show much higher career maturity attitude than the underprivileged counterpart. Chaudhari (2015) in her study of guidance needs at secondary school level revealed that majority of students pursue higher education without proper planning that leads

to hamper proper selection of career choice, it further results in wastage of human services. She recommended assisting students to identify their abilities. Upadhyaya & Sisodiya (2016) conducted an investigation on Interest of secondary students in selection of subjects in Mandsaur (Madhya Pradesh), revealing that most students are interested in fine arts subjects and students are very much in need of guidance for selecting the subject. Nivedita & Singh (2016) in their study determined the guidance needs of secondary school students in Sirsa District of Haryana and found that guidance needs of female secondary school student are more than that of male secondary school students. Moreover, the guidance needs of rural secondary school student are more than their urban counter parts. Venkata Rao (2017) inhis study on guidance needs of high school students highlighted the need of guidance in areas of physical, social, psychological, educational and vocational needs.The findings revealed that both boys and girls of high school students have almost the same guidance needs. Mishra & Chaudhary (2018) reviewed the guidance and counselling at school across India in order to have better perspective of this field and aims to find orientation solutions to Indian rural contexts. The study analyzes various works done on the importance of establishing guidance at schools and found that India is still deprived of the true spirit of guidance, counselling and lack of vigorous research. Guidance has not been paid proper attention and has not yielded desired objectives as compared with other countries. Zafar (2019) in his study on career guidance in career planning among secondary school students found correct decision in students life will help them to acquire successin choosing right profession. The findings also states that parent's educational level made a huge impact on career selection.

Conclusion Drawn from Review of Related Literature

Therefore, from the above mentioned reviews, it is clear that vocational education definitely reduces unemployment among the school leavers and there is an urgent need of introducing and strengthening vocational guidance services and the establishment of a full-fledged career guidance at the same time. Similarly, there is lack of adequate infrastructure and facilities and research done in these areas and majority of students across the country needs guidance in the selection of subjects for choosing their profession. Majority of students and counselors felt the need to develop and strengthen guidance needs and intervention programs and adequate infrastructure for a smooth functioning of the services to help the students and there is also a strong suggestions of appointing a well-trained and qualified counselors whom the students can trust to tell all their problems and help to solve their problems in order to have a bright future. The review also suggested that guidance and counseling programs help young adolescents intheir adjustment problems and help them to cope with their mental, emotional, physical and sociological aspects. Students at this age face a lot of adversities and difficulties in their environment, the most common problems may be peer pressure and family problems which may lead to wrong career choices. Negligence of guidance and counseling programs also blinded the students ability and their talents which lead to choosing subjects which do not suits their abilities and this results in failure of education and again results in increasing the rate of unemployment amongthe youths.This causes a huge depression among the young adults who are the foundation and economic backbone of the country.

India has been not able to in-cash the advantages of vocational and technical education in-spiteof having a clear vision lane laid down at the very outset of post-independent era by great visionaries and leaders of the time. Be it University commission (1948), Secondary Education Commission (1952) or the Education Commission (1964-66), all did not forget to measure the impact of vocationalization of school curriculum especially through lower to higher secondary stages but lack of proper implementation in the top-down model of Indian administration things collapsed. Of latelywith the introduction of decentralized policyof education things have started to come in order, however there is still a strong felt need of vocationalization of curriculum right through middle years of schooling, as proposed recently through national campaign of NISTHA(National Initiative for School Heads and Teachers Holistic Advancement), to support pre-vocational courses in school curriculum. The latest National Education Policy, 2020 is very precise in laying down the modalities of the vocationalization of curriculum right through early intervention in school education in order to enroll more students to various vocational courses. The 12th Five-Year Plan (2012-2017) estimated only a small percentage of the Indian workforce in the age group19-24 (less than 5%) receivingformal vocational education (National Education Policy, 2020). On the contrary in the latest scenario West-Germany, the percentage of students in vocational schools was 70%, while in general education it was 30%. In Japan this percentage was 60% and 40% respectively. It is surprising to mention that the ratio of enrolment in vocational and technical courses in high and higher secondary schools of India was only 5.5% as compared to 17% in China, 24% in France, 29% in Italy, 59% in USSR, 65% in U.K and 80% or more in Switzerland, Denmark and Germany.

The main reason derived for the imbalance in secondary education in India was the traditional attraction for the white collared professions and the general aversion among educated people to work with their hands. Moreover general education institutions were much cheaper to establish and easy to maintain than vocational education. Lack of infrastructure and inadequate facilities are the major problems face by vocational education which leads to imbalances in education resultingin the growth of unemployment rate amongthe youths. So, itis suggested the provision of trained and professional qualified career guidance teacher for successful implementation and for acquiring over all quality education for achieving goals in education. It will also save the lives and future of young adults who will lead the coming generation and enable them to become a productive citizen. The authors suggest that there is a serious lack of implementation of vocationalization of lower secondary curriculum which results in very little percentage of students entering this skill based field. Moreover, the country had been witnessing the gradual under-popularization of vocational courses since independence.

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

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Name of the Journal : Mizoram Educational Journal
Nature of Journal : A National Refereed Journal
Periodicity : March, June, September & December
ISSN : 2395-731X
Publisher : Prof. C.Lalremruata
Chief Editor : Prof. Lalhmasai Chuaungo
Address for Communication : B-4/8, Upper Republic, Aizawl 796-001, Mizoram
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