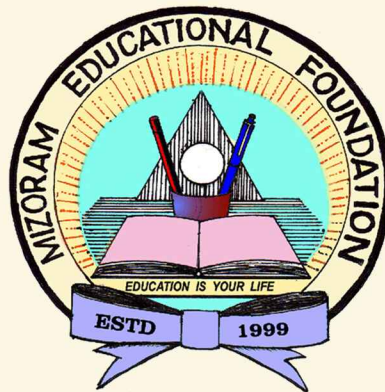


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Quality of Top Indian Higher Education Institutions with Particular Reference to their Global Status

Lalhmasai Chuaungo*

Introduction

India has made enormous strides in achieving access, inclusion and quality in higher education particularly during the last two five year plans, i.e., 11th and 12th plans. However, much greater challenges continue to exist with respect to quality and the provision of relevant education. Exceptions apart, majority of our higher education institutions perform poorly in the area of quality on a relative global scale. The government has been adopting various strategies to raise the quality of its higher education and to achieve excellence. Amongst many others, one of the strategies recently adopted by the government is the introduction of the National Institutional Ranking Framework (NIRF) which was approved by the MHRD and launched by Honourable Minister of Human Resource Development on 29th September 2015.

Methodology of Ranking

The NIRF framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations broad understanding arrived at by a Core Committee set up by MHRD, to identify the broad parameters for ranking various universities and institutions. The parameters broadly cover (i) Teaching, Learning and Resources, (ii) Research and Professional Practices, (iii) Graduation Outcomes, (iv) Outreach and Inclusivity, and (v) Perception. The India Rankings – 2016 based on this framework and the first of its kind were released on 4th April 2016 (<https://www.nirfindia.org/About>). India Rankings 2016 was a pioneering effort and hence both a challenge and a huge learning opportunity.

For India Rankings – 2017, the main ranking parameters remain the same. However, there are a few significant changes in a few sub-parameters. Details of ranking parameters and their weightages are as under:

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Ranking Parameters and Weightages- 2017 (Overall)

Sl. No.	Parameters	Marks
1	Teaching, Learning & Resources (TLR) Ranking weight: 0.30	100
	A. Student Strength including Doctoral Students(SS): 20 Marks B. Faculty-student ratio with emphasis on permanent faculty (FSR): 30 marks C. Combined metric for Faculty with PhD (or equivalent) and Experience (FQE): 20 marks D. Financial Resources and their Utilisation (FRU): 30 Marks	
2	Research and Professional Practice (RP) Ranking weight: 0.30	100
	A. Combined metric for Publications (PU): 35 marks B. Combined metric for Quality of Publications (QP): 40 marks C. IPR and Patents: Published and Granted (IPR): 15 marks D. Footprint of Projects, Professional Practice and Executive Development Programs (FPPP): 10 marks	
3	Graduation Outcomes (GO) Ranking weight: 0.20	100
	A. Metric for University Examinations(GUE):60 marks B. Metric for Number of Ph.D. Students Graduated (GPHD): 40 marks	
4	Outreach and Inclusivity (OI) Ranking weight: 0.10	100
	A. Percent Students from other states/countries (Region Diversity RD): 30 marks B. Percentage of Women (Women Diversity WD): 25 mark C. Economically and Socially Challenged Students (ESCS): 25 marks D. Facilities for Physically Challenged Students (PCS): 20 marks	

5	Perception (PR) Ranking weight: 0.10	100
	A. Peer Perception: Employers and Research Investors (PREMP): 25 marks	
	B. Peer Perception: Academic Peers (PRACD): 50 marks	
	C. Public Perception (PRPUB): 25 marks	

Source: Parameters

What are the Top Higher Education Institutions (HEIs) in India?

In the National Institutional Ranking Framework (NIRF) 2017 released by Human Resources Development Minister Prakash Javadekar on 3rd April, 2017, every large institution is given a common overall rank as well as a discipline specific rank as applicable. The rankings give a common overall rank to all major institutes, and in addition, a separate rank for the Universities, and discipline-specific rank in the disciplines of Engineering, Management and Pharmacy. General degree colleges have also been ranked for the first time this year. The top 10 higher education institutions under different categories (excluding Pharmacy) are as under:

Top 10 Universities 2017	Top 10 Colleges 2017
1. Indian Institute of Science, Bangalore	1. Miranda House, Delhi
2. Jawaharhal Nehru University, Delhi	2. Loyola College, Chennai
3. Banaras Hindu University, Varanasi	3. Shri Ram College of Commerce, Delhi
4. Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore	4. Bishop Heber College, Tiruchirapalli
5. Jadavpur University, Kolkata	5. Atma Ram Sanatan Dharma, Delhi
6. Anna University, Chennai	6. St. Xaviers College, Kolkata
7. University of Hyderabad	7. Lady Shri Ram College for Women, Delhi
8. Delhi University	8. Dyal Singh College, Delhi
9. Amrita Vishwa Vidyapeetham, Coimbatore	9. Deen Dayal Upadhyaya College, Delhi
10. Savitribai Phule Pune University	10. The Women's Christian College, Chennai)
Source: http://www.ndtv.com/education/nirf-indian-ranking-2017-top-10-educational-institutes-in-universities-management-engineering-colleg-1676760	

Top 10 Engineering Institutes 2017	Top 10 Management Institutes 2017
1. IIT, Madras 2. IIT, Bombay 3. IIT, Kharagpur 4. IIT, Delhi 5. IIT, Kanpur 6. IIT, Roorkee 7. IIT, Guwahati 8. Anna University, Chennai 9. Jadavpur University 10. IIT, Hyderabad	1. IIM, Ahmedabad 2. IIM, Bangalore 3. IIM, Calcutta 4. IIM, Lucknow 5. IIM, Kozhikode 6. IIT, Delhi - Management School 7. IIT, Kharagpur- Management School 8. IIT, Roorkee- Management School 9. Xavier Labour Relations Institute 10. IIM, Indore
Source: http://www.ndtv.com/education/nirf-indian-ranking-2017-top-10-educational-institutes-in-universities-management-engineering-colleg-1676760	

Top 10 Common Overall Ranking 2017
1. Indian Institute of Science, Bangalore 2. Indian Institute of Technology, Madras 3. Indian Institute of Technology, Bombay 4. Indian Institute of Technology, Kharagpur 5. Indian Institute of Technology, Delhi 6. Jawaharlal Nehru University, Delhi 7. Indian Institute of Technology, Kanpur 8. Indian Institute of Technology, Guahati 9. Indian Institute of Technology, Roorkee 10. Banaras Hindu University (BHU)

<https://www.nirfindia.org/Docs/Overall.pdf>

The Indian Institute of Science (IISc) which was conceived by the Indian industrialist J. N. Tata and founded in 1909 - takes first position and has been marked as the best institute among all universities across India and within the common overall ranking. In the overall list, seven of the top 10 positions have been occupied by Indian Institute of Technology, with the first place secured by IIT Madras which had even taken the first rank among engineering colleges. Of the non-IIT institutes, the Jawaharlal Nehru University (JNU) and Banaras Hindu University (BHU) have also made it to the top 10.

What is the Global Status of Top 10 Higher Education Institutions (HEIs) in NIRF Ranking 2017

Global Status of Top 10 HEIs in NIRF Ranking 2017

Top 10 HEIs in NIRF Ranking 2017 with their Ranks		THE World University Rankings 2016-17	QS World University Rankings 2016-17
1	Indian Institute of Science, Bangalore	201 - 250	152
2	Indian Institute of Technology, Madras	401 - 500	249
3	Indian Institute of Technology, Bombay	351 - 400	219
4	Indian Institute of Technology, Kharagpur	501 - 600	313
5	Indian Institute of Technology, Delhi	401 - 500	185
6	Jawaharlal Nehru University, Delhi	-	-
7	Indian Institute of Technology, Kanpur	401-500	302
8	Indian Institute of Technology, Guwahati	601 - 800	481 - 490
9	Indian Institute of Technology, Roorkee	501 - 600	399
10	Banaras Hindu University (BHU)	-	701+

Source: 1. https://www.timeshighereducation.com/world-university-rankings/2017/world-ranking#!/page/0/length/25/locations/TH/sort_by/rank/sort_order/asc/cols/stats

2. < <https://www.topuniversities.com/university-rankings/world-university-rankings/2016>>.

No Indian university figured in the first 200 ranks in prestigious Times Higher Education (THE) World University Rankings 2016-17. Surveys for the last 5 years also had indicated the same trend. The top Indian university, IISc, Bangalore could get 201-250 rank only and the rest top 10 Indian universities were placed in between 351- 600. This clearly reveals the low and unsatisfactory positions of Indian higher education institutions (HEIs) at international level.

The performance indicators used by the Times Higher Education are grouped into five areas which carry different weightages as follow: (i) Teaching (the learning environment) 30%, (ii) Research (volume, income and reputation) 30%, (iii) Citations (research influence) 30%, (iv) International outlook (staff, students and research) 7.5% and (v) Industry income (knowledge transfer) 2.5%. Indian higher education institutions are not particularly strong in the above mentioned areas, which is certainly a cause for concern. The introduction of NIRF, India Rankings is anticipated to give exercises to Indian HEIs and to upgrade their status in global rankings as well.

The QS (Quacquarelli Symonds Ltd) **World University Rankings is another famous exercise in ranking world universities.** In QS World University Rankings 2016-17, two HEIs namely, IISc, Bangalore and IIT, Delhi were placed at 152 and 185 ranks respectively. Records for the last three/four years show that none of the Indian Universities figured in top 200 while universities from other Asian countries such as Japan, Hong Kong, China, South Korea, Singapore and Taiwan were listed among top 100 universities of the world. The highest positions obtained by Indian institutions in 2012 rankings were 212th occupied by IIT Delhi, 227th by IIT Bombay and 278th by IIT Kanpur and, in 2014 ranking 235th position occupied by IIT Delhi.

The **QS World University Rankings uses the following six metrics for rankings and assign different weightage to each metric as follow:** (i) Academic Reputation 40%, (ii) Employers Reputation 10%, (iii) Faculty-Student Ratio 20%, (iv) Citations per faculty 20%, (v) International Faculty Ratio 5% and (vi) International Student Ratio 5%. <https://www.topuniversities.com/qs-world-university-rankings/methodology>. It is worth noting that this year, two Indian HEIs capture the ranks higher than the ones previously occupied by the top HEIs of our country.

Upgrading Top Indian Universities/HEIs to Match up to Top World Universities

This is a very important question that needs to be addressed with meaningful strategies as it is necessary to ensure that quality and excellence are upgraded in all the institutions of higher education to match up to international level.

Planners of Indian higher education for the last plan, ie., 12th five year plan were of the view that some Indian Universities had enormous potential to reach world standards in teaching and research. They proposed for establishment of *Navratna* Universities through identification of Universities (top ten) based on stringent parameters identified by a Committee of Vice-Chancellors that could be taken up during the plan period. The salient features that may determine a University's eligibility to be rated "Navaratna" could be (a) the number of programmes and departments offered in the university, (b) the rate of expansion during the last 5 years, (c) visibility assessed by the number of students seeking admission, (d) plurality and demographic diversity of faculty and students, (e) number of SAP Departments, CAS advancements, National facilities, Centres of Excellence, FIST Programmes, FIST-PURSE, (f) extramural funding and Research Projects carried out, (g) number and Quality of Publications in Impact factor journals, Average Citation Index, Average H Index, (h) international collaborations. Such top 10 Universities to be identified in the 12th FYP will function under total autonomy and relaxation of rigid regulations in respect of faculty, appointment of overseas Professors and international partnership. Such Universities may have to be provided an annual additional grant of 50.00 crore over and above the normal grant provided for 5 years (UGC, 2011).

The introduction of NIRF among HEIs in the country is a meaningful strategy of realizing the above objective. Following the release of the second domestic rankings under the National Institutional Ranking Framework (NIRF) 2017, the Union Minister, HRD said “The educational institutions performing well in the annual ranking will be awarded with more funding or grants, enhanced autonomy and freedom of functioning and various other benefits. Policy regarding the same will be announced soon to encourage the spirit of competition and ultimately enhance the quality of education being imparted by the institutions across the country,” The exercises and the proposed incentives are expected to bring about commendable improvements in the quality of HEIs in the country to match up to top universities of the world.

Conclusion

In view of the multifaceted schemes and activities envisaged by Government of India under Quality and Excellence, Programme Support for Research Projects, Relevance and Value Based Education, ICT - Integration, Governance & Efficiency Improvement during 12th five year plan, it is anticipated that: (a) the quality of higher education provided to the youth of the country would be comparable in terms of curricular offerings, content and delivery methods to those practiced internationally (b) increase in the employability rate of the human - resources developed through the portals of universities and colleges nationally and internationally (c) quality Ph.Ds and high quality publications in high impact factor journals and with increasing citation indices of individual researchers and institutions (d) promotion of Indian Universities to find their place among top 250 Universities of the world through the international ranking processes, and (e) the Indian University system would make significant progress in performance to the societal welfare and to build the economy of the country (UGC, 2011).

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Textbooks Prescribed for Environmental Education at the Elementary Level in Mizoram: A Study of Contents and Time Slots Provided for the Subject within Aizawl City

P.C. Lalremruati*

Lynda Zohmingliani**

Abstract

Environmental Education has been a part of formal education for quite some time as per the directives of the honourable Supreme Court of India. Mizoram too, has been including this important subject in its school curriculum. The following article is an attempt at finding out the contents of environmental education textbooks prescribed for the elementary stages, i.e. from Class I to class VIII. The findings reveal how much importance is given to environmental education and its linkage to the people's everyday occupation and life style. Time slots given to environmental education classes were also studied and the results were positive as far as environmental education in formal education at the elementary education level is concerned.

Keywords: Textbooks, Environmental education, Contents, Time slots

Introduction:

The environment has always been a matter of great concern for people in general. It refers to all social, economic, biological, physical and chemical factors which constitute the surroundings of man and includes all those things on which we are directly or indirectly dependent on our survival.

Environmental education is education that is intimately connected with the environment. It is education about the environment, through the environment and for the environment. It is a process by which people develop awareness, concern and knowledge of the environment and learn to use this understanding to preserve, conserve and utilize the environment in a sustainable manner for the benefit of present and future generations.

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Environmental education has an important role to play in the promotion of environmental awareness at the elementary levels of education. Early environmental experiences help shape children's values, perspectives and understanding of the environment and how to interact with it. It should be remembered that they are the generations for tomorrow and they are the ones who will be making major decisions concerning the environment. To prepare them for such responsibilities they need a sound environmental education as a foundation from which to make those decisions. The content in the curriculum and the way it is being transacted in the classroom plays a vital role in the development of environmental awareness in the students

According to Ruth Wilson (1994), "Environmental education in early childhood includes the development of a sense of wonder, appreciation for the beauty and mystery of the natural world opportunities to experience the joy of closeness to nature and respect for other creatures. It also includes the development of problem solving skills and the development of interest and appreciation in the world around us."

Rationale of the Study

Environment is degrading at a much faster pace than our imagination. Most of this mess is caused by human activities. Human beings are facing grave environmental problems and adjustment to changes in the environment has become a huge challenge. All members of society depend on natural resources to survive. The availability of these resources has limits. It is therefore essential that people should understand the need of environment to their quality of life and should have the knowledge, tools and skills to live in ways that minimize the impact of their actions on environment. The future health and welfare of our nation depends on our earth's resources and sustained developmental activities. A positive attitude and informed environmental decisions are conducive to sustainability. These are possible only through a sound understanding of the environment. Since this entails a good reading material along with other teaching aids for sound environmental education, it is imperative that environmental education should try to implement the goals of environmental education as defined by Tbilisi conference back in 1977 which reads as follows:

1. To foster clear awareness of, and concern about economic, social, political, and ecological interdependence in rural and urban areas;
2. To provide every person with opportunities to acquire knowledge, values, attitudes, commitment and skills needed to protect and improve the environment;
3. To create new patterns of behavior of individuals, groups and society as a whole towards the environment.

Therefore, it was considered an important task to see whether the text books prescribed for environmental education truly reflected the goals of environmental education.

Besides this in order to successfully meet the present environmental situation it is essential that everyone makes a contribution which will emerge from environmental knowledge. It is universally acknowledged that education is an effective means for social reconstruction and to a great extent offers solution to the problem societies are faced with. To protect and manage environment it is imperative to have a sound environmental education. Today's students will be responsible for making decisions that will shape the health of the environment. To prepare them for such responsibilities, they need a sound environmental education from which to make those decisions.

Objectives

1. To make a thorough study of the contents of textbooks for environmental education at elementary stage in the state of Mizoram
2. To study the time slots provided for environmental education for classes 1-VIII within Aizawl city

Methodology of the Study

The population of the study comprised of students from all elementary schools within Aizawl city. All class 1-VIII students of 2 schools from each educational block (east, west and south) within Aizawl city comprised the sample of the study. Data were collected from primary and secondary sources. Primary data were obtained through Observation cum Interview Schedule developed by the investigators. Secondary data were obtained from (i) Statistical Cell, Directorate of School Education, Government of Mizoram, in order to get information concerning the number of elementary schools in Aizawl city along with the number of students enrolled and (ii) from offices of selected sample schools to collect required information. The analysis of data was done by descriptive statistics like percentage.

Analysis and Interpretation of Data:

The data collected for the realization of the objectives were analysed and interpreted as follows:

- 1. To make a thorough study of the contents of textbooks for environmental education at elementary level within the state of Mizoram**
 - i) Text book for class- I**

The name of the text book studied by class- 1 is entitled ‘Oscar Environmental Studies’ which is a series of text cum workbook designed to meet the specific need of young children which were written in accordance with the recent guideline laid down in the New Education Policy by the NCERT. It consists of different units which are divided into different lessons.

The age group of students studying at class- 1 is around 6-7 years. Therefore the subject discussed is well defined and relevant for their age group. The topics under study were quite adequate to inculcate a sense of awareness about their body and its needs, how to maintain a healthy lifestyle and a sound awareness of their environment. The textbook also laid emphasis on raising awareness levels and sensitising children about environmental concerns.

ii) Text book for class II

The name of the text book studied by class- 1 is entitled ‘Oscar Environmental Studies’ which is a series of text cum workbook designed to meet the specific need of young children which were written in accordance with the recent guideline laid down in the New Education Policy by the NCERT. It consists of different units which are divided into different lessons. The purpose of the textbook is to stimulate the development of the child, awareness of the world he lives in through his personal observation. The age group of students studying at class- II is around 8-9 years. It exposes children to the actual world they live in and help children to explore and connect with their natural and human made surroundings. It develops favourable attitudes and habits to protect and preserve their environment and also develop a holistic understanding of their environment. Emphasis had also been laid on the need to organise learning in local specific contexts which will provide more meaningful experiences to children.

iii) Textbook for class III

The name of the textbook studied by class III is entitled ‘Frank Environmental Studies’ which is prescribed for used by the Mizoram Board of School Education. It consists of different units which are divided into different lessons.

The textbook is an attempt to instill scientific temper in children along with family values, values of equality and justice, gender discrimination and respect for human dignity and labour. The syllabus gradually extends the child’s understanding of her world, beginning from the immediate self to include her family, the neighbourhood, the locality and also the country.

v) Textbook for class IV

The name of the textbook studied by class IV is entitled 'Frank Environmental Studies' which is prescribed for use by the Mizoram Board of School Education. It consists of different units which are divided into different lessons.

The textbook laid emphasis on raising awareness levels and sensitizing children about environmental concerns. Emphasis had also been laid on the need to organise learning in local specific contexts which will provide more meaningful experiences to children. The textbook enable children to locate and comprehend relationships between the natural, social and cultural environment and to make the child curious about social phenomena, starting with the family and moving on to wider spaces to nurture the curiosity and creativity of the child particularly in relation to the natural environment to develop an awareness about environmental issues.

v) Textbook for class V

The name of the textbook studied by class IV is entitled 'Frank Environmental Studies' which is prescribed for used by the Mizoram Board of School Education. It consists of different units which are divided into different lessons. The textbook is designed to inculcate an integrated perspective on science and social studies by drawing upon familiar situations within the general sense experience of a child and interpret in them in relation to their life environment.

Thus by the time the child reaches class- V, he/she is able to see his/her self in the larger context as part of a community, the country and also more tacitly as located in this world. It is evident that the textbook represent relevant ideas commensurate with the age and developmental level of children so as to provide them the necessary understanding about their immediate environment.

vi) Textbook for class VI

The textbook studied by class VI is entitled 'Composite Social Sciences for Us'. It has been written according to the latest syllabus as per National Curriculum Framework 2005. The textbook is divided into three main parts – 1) Our past-History 2)Our Environment-Geography 3) Social and Political life- Civics.

As part 2 of the textbook is mainly concerned with environment it was found that the textbook is important to understand the unique place of the earth in the solar system which provides ideal condition for all forms of life, including human beings and to understand interrelationships of the realms of the earth and major landforms of the earth. The last three chapters mention about the physiographic divisions of India. It describes the influence of land, climate vegetation and wildlife on human life and to appreciate the need for conserving natural vegetation and wildlife. It provides us real

time useful information about our planet, the environment in which we live and the measures we can do to conserve its resources. It instills in the students a sense of duty and responsibility towards the planet on which we live.

vii) Textbook for class VII

The textbook studied by class VII is entitled ‘Composite Social Sciences for Us’. It has been written according to the latest syllabus as per National Curriculum Framework 2005. The textbook is divided into three main parts- 1)Our past-History 2)Our Environment-Geography 3) Social and Political life- Civics.

As part 2 of the textbook is mainly concerned with environment it was found out that it is necessary to appreciate and develop sensitivity towards environment. It describes how to understand about the atmosphere and its elements, human interactions between natural environment and human habitation and also to appreciate the need of transport and communication for development of the community and to be familiar with the new developments making today's world a global society and to understand the complex interrelationships of human and natural environment and to appreciate the cultural differences existing in the world which is an outcome of interaction between human beings and their environment.

The syllabus aims at generating among young learners an awareness of an sensitivity to the total environment in a holistic manner and the problems associated with it. The processes and strategies suggested would help develop positive attitude, social values and strong concern for sustainable development and further improvement of the environment. The course would prepare them to initiate and carry on practical initiative at the individual, the group and the community level for solving environmental related problem and moving towards a life of perfect harmony with their social and natural environment.

viii) Text book for class VIII

The textbook studied by class VIII is entitled ‘ Social Science’.The textbook is divided into three main parts-1)History 2)Geography: Resources and development 3) Social and political life.

As part 2 of the textbook is mainly concerned with environmental education, it is essential for the students to know the meaning of resources, their variety, location and distribution and also to understand the importance of resources in our life. The topic is important to develop awareness towards resources conservation and to take initiative towards conservation process. It caters to making the students learn about the natural resources. The syllabus aims at providing children with knowledge attitudes and skills so that they are equipped to contribute meaningfully towards the betterment of the environment and accomplish the goal of sustainable development.

2. To study the time slots provided for environmental education for classes 1-VIII within Aizawl city.

Table-1

Time slots given to environmental education for class 1

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	100%	-	-	5
School 2	4	100%	-	-	4
School 3	3	75%	1	25%	4
School 4	5	100%	-	-	5
School 5	3	60%	2	40%	5
School 6	4	80%	1	20%	5

Source: Field Study

As shown by table 1 it was found that at class 1 level, 100% of the schools had environmental education classes in the morning time. However, some schools also had environmental education classes in the afternoon as well as in the morning. It was also revealed that 67% of the sample elementary schools had environmental education classes on all the five days of the week.

Table-2

Time slots given to environmental education for class 2

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	100%	-	-	5
School 2	5	100%	-	-	5
School 3	3	60%	2	40%	5
School 4	4	80%	1	20%	5
School 5	4	66.67%	2	33.33%	6
School 6	4	100%	-	-	4

Source: Field Study

As shown by table 2 it was found that at class II level, 100% of the schools had environmental education classes in the morning time. However, some schools also had environmental education classes in the afternoon as well as in the morning. It was also revealed that 83% of the sample elementary schools had environmental education classes on all the five days of the week.

Table-3
Time slots given to environmental education for class 3

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	100%	-	-	5
School 2	3	60%	2	40%	5
School 3	5	100%	-	-	5
School 4	3	75%	1	25%	4
School 5	4	100%	-	-	4
School 6	3	60%	2	40%	5

Source: Field Study

As shown by table 3 it was found that at class III level, 100% of the schools had environmental education classes in the morning time. However, some schools also had environmental education classes in the afternoon as well as in the morning. It was also revealed that 67% of the sample elementary schools had environmental education classes on all the five days of the week.

Table-4
Time slots given to environmental education for class 4

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	50%	5	50%	10
School 2	3	60%	2	40%	5
School 3	4	66.67%	2	33.33%	6
School 4	3	75%	1	25%	4
School 5	3	60%	2	40%	5
School 6	3	60%	2	40%	5

Source: Field Study

As shown by table 4 it was found that at class IV level the sample schools divided environmental education classes in the morning and afternoon shift. It was also revealed that 83% of the sample elementary schools had environmental education classes on all the five days of the week. The table also clearly showed that environmental education occupied more number of classes in a week when compared to the number of classes given to this subject from classes I to III.

Table-5
Time slots given to environmental education for class 5

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	50%	5	50%	10
School 2	3	60%	2	40%	5
School 3	4	66.67%	2	33.33%	6
School 4	3	75%	1	25%	4
School 5	3	60%	2	40%	5
School 6	3	60%	2	40%	5

Source :Field Study

As shown by table 5 it was found that at class V level the sample schools divided environmental education classes in the morning and afternoon shift. It was also revealed that 83% of the sample elementary schools had environmental education classes on all the five days of the week.

Table-6
Time slots given to environmental education for class 6

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	100%	-	-	5
School 2	3	60%	2	40%	5
School 3	4	80%	1	20%	5
School 4	8	88.89%	1	11.11%	9
School 5	3	60%	2	40%	5
School 6	4	66.67%	2	33.33%	6

Source: Field Study

As shown by table 6 it was found that at class VI level, 83% of the sample schools divided environmental education classes in the morning and afternoon shifts. It was also revealed that 100% of the sample elementary schools had environmental education classes on all the five days of the week.

Table-7
Time slots given to environmental education for class 7

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	1	25%	3	75%	4
School 2	4	80%	1	20%	5
School 3	5	100%	-	-	5
School 4	5	83.33%	1	16.67%	6
School 5	4	66.66%	2	33.33%	6
School 6	3	66.00%	2	40%	5

Source: Field Study

As shown by table 7, it was found that at class VII level, 100% of the sample schools had environmental education classes in the morning. The table also indicated that only 17% did not have environmental education classes in the afternoon as well. It was also revealed that 100% of the sample elementary schools had environmental education classes on all the five days of the week.

Table-8
Time slots given to environmental education for class 8

Category	Morning classes for environmental education		Afternoon classes for environmental education		Total no of environmental education period in a week
	No	%	No	%	
School 1	5	100%	-	-	5
School 2	3	60%	2	40%	5
School 3	3	60%	2	40%	5
School 4	4	66.67%	2	33.33%	6
School 5	3	50%	3	50%	6
School 6	3	60.00%	2	40%	5

Source: Field Study

As shown by table 8 it was found that at class VIII level, 100% of the sample schools had environmental education classes in the morning. The table also indicated that only 17% did not have environmental education classes in the afternoon as well. It was also revealed that 100% of the sample elementary schools had environmental education classes on all the five days of the week.

Conclusion:

From the present study on environmental education in elementary schools it may be concluded that most of the students at the elementary levels should have a good awareness concerning environmental education and its related problems as environmental education has been introduced from the early stage of class 1. The time slots devoted to environmental education at various stages in elementary level also reveal that this is a subject prioritised by schools. If this trend continues there is hope that students will soon grow up as responsible citizens who will make sound environmental decisions.

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Annual Plans for In-service Teacher Training in Mizoram under SSA: An Analytical Study

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Abstract

In-service teacher training is one of the most important interventions of SSA for quality improvement of elementary education. As SSA clearly recognizes its significance, it has a 'provision of 20 days in-service teacher training for all teachers each year'. The success of this provision firstly depends to a large extent on the way planning is undertaken and prepared. The present study is focused on annual plans for in-service teacher training in Mizoram under SSA. The study found that participatory and decentralized planning was adopted in the process. Identification of areas or topics for teacher training was need-based. Apart from topics of general nature, subject-specific training found a central place and received more and more emphasis in subsequent plans. Physical and financial targets for in-service teacher training at both BRC and CRC levels were highest in the annual plan for the year 2011-12. The targets went down in subsequent years. Certain measures for improvement in the preparation of annual plans are suggested at the end.

Key words: *Annual plan, Planning process, Proposed topics, Physical and financial targets*

Introduction

Teacher education has emerged as the most challenging sector for systemic reforms in education. Following the approval of NCF in 2005, its implementation required not only a new approach for syllabus and textbook preparation, but also for training of teachers. The importance of teacher education has also been recognized in the context of SSA which has continuously encountered the problem of a sufficient supply of trained teachers. Now that SSA is concentrating on quality, the urgency of reform in

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teacher education has become all the more acute (NCERT, 2009). It is against this background that section 1.8 of the SSA framework document prescribes, as one of the norms, 'Provision of 20 days In-service course for all teachers each year'. Broad objectives of providing in-service training of 20 days to each elementary teacher under SSA every year are to:

- Orient them in the goal, philosophy and strategy of SSA and to raise their motivation level.
- Enable them to work in close collaboration with parents, the community and VEC/PTA/SMDC.
- Improve their skills to teach curricular areas in more interesting, activity-based, joyful and effective manner, using suitable teaching aids, and to deal competently with the more difficult topics.
- Sensitize them to the need to pay special attention to education of girls, SC/ST children with special needs (CWSN), migrant children and other disadvantaged groups.
- Improve their knowledge of curricular areas which they are required to teach.
- Improve their skills of evaluation and of identifying and helping slow-learners.
- Expose them to new ideas, techniques, teaching aids, technology (especially ICT), schemes etc.
- Through all the above, help teachers in achieving universal attainment of essential levels by students. (MHRD, DEE&L, GOI, 2004).

When one reviews related literature, one finds that the area of in-service teacher education in the context of SSA is not yet thoroughly explored particularly in Mizoram. To address the dire need for conducting a research on this as well as to fill the research gap, the investigators decided to take up a study on this. This paper deals with planning part only and thus the problem for the present study is stated as: 'Annual Plans for In-service Teacher Training in Mizoram under SSA: An Analytical Study'.

Objectives of the Study

The present study has been conducted with the following objectives:

- 1) To analyse the planning process for in-service teacher training in Mizoram under SSA.
- 2) To analyse the proposed topics/areas for in-service teacher training during the period from 2012-13 to 2015-2016

- 3) To analyse the physical and financial targets for in-service teacher training in annual plans for the years 2010-11 to 2014-15
- 4) To suggest certain measures for improvement in the preparation of annual plans for in-service teacher training in Mizoram under SSA.

Methodology of the Study

The present study belongs to descriptive research. It was conducted based on secondary data collected mainly from Annual Work Plans and Budgets/ State Component Plans of SSA in Mizoram for different years from 2010-2011 to 2015-2016. These documents were collected from State Project Office of SSA, Mizoram, Aizawl. Both qualitative and quantitative analyses were done for the data collected.

Analysis of Data

1. Planning Process

SSA envisages decentralized planning to address the diversified needs for achievement of UEE. Realizing the need for evolving correct strategies, SSA gives due importance to planning exercises at various levels. The various SSA Planning Teams have therefore, resorted to lots of planning exercises to ensure decentralized and micro-level planning at the institution, village, block/circle levels which ultimately form the basis of the SSA District Plan and State Component Plan of Mizoram State. The Annual Work Plans & Budgets (RTE-SSA) for improvement of Elementary Schools including teacher training are prepared in a participatory and decentralized manner involving stakeholders and user groups like School Management Committee, NGO Leaders, Officers in the Department and various Cells under SSA, SCERT and Monitoring Institute (Mizoram University).

The Annual Plan for 8 Districts and State Component Plan are formulated after a series of workshops, consultations and analysis of the various variables and indicators arrived at from the Data Capture Format (DCF). In order to ensure effective formulation of plans, the State Planning Team and State Appraisal Team are formed with the Secretary, School Education, Govt. of Mizoram & State Mission Director (MEMS) as Chairman and Deputy SPD (A), SSA as Convener respectively. Planning exercises are done at VEC/SMC, Block, District and State levels. In-service teacher education is one of the strategies for enhancing quality of elementary education which is covered in every annual work plan and budget.

2. Proposed Topics/Areas for In-service Teacher Training during 2012-13 to 2015-2016

Table 2.1.**Proposed Topics under General Areas for In-service Teacher Training at BRC Level during 2012-13**

Sl. No.	Topics under General Areas
1	School/Classroom Administration – Group I
2	Code of Professional Ethics for Teachers – Group I
3	Importance of Elementary Education/ECCE – Group I
4	Involvement of Community for School and Importance of Service of VEC/SMC and PTA - Group I
5	Financial Norms and Management Under SSA - Group I
6	Utilization and Accounting of Teachers , Schools and Maintenance Grants - Group I
7	AIDS Education - Group II
8	Value Education - Group II
9	Inclusive Education (CWSN) - Group II
10	NCF – 2005 - Group II
11	Career Guidance - Group II
12	Education for All and Its Recent Development/RTE Act - Group II
13	Continuous and Comprehensive Evaluation (CCE) - Group II
14	Protection of Child Rights - Group II
15	Joyful Learning/Learning Without Burden - Group III
16	Art Education (Co-scholastic) - Group III
17	Activity Training - Group III
18	Quality Improvement - Group III
19	Effective Classroom Teaching/Motivational Skills - Group III
20	Origin of Mid-Day Meal and Its Implication - Group III
21	Child Psychology - Group IV
22	Child Centred Education - Group IV
23	Minimum Levels of Learning - Group IV
24	Educational Technology & Instruction - Group IV
25	Importance of Lesson Plan/Teaching Aids - Group IV
26	Importance of Physical Education - Group IV

Source: SSA Mission, Aizawl District. In-Service Teacher Training Calendar 2012-13

The above table shows proposed topics under General Areas for teacher training at BRC level during 2012-13. Proposed topics were categorized into Group I, Group II, Group III and Group IV. Topics under Group I and Group II were meant for primary

school teachers whereas those under Group III and Group IV were for middle school teachers. However, BRCs were given the freedom to choose topics in accordance with the availability and expertise of Resource Persons for the trainings as well as the relevance of the topics at the time of training. They were also allowed to select new topics other than these if situation arose for the need. The plan/proposal suggested that reference materials, handouts etc be given to the trainees.

The proposed topics were meant for supplementing subject-wise training and CRC level training. Subject-wise training involves training of teachers for specific subjects taught by them.

Table 2.2

Proposed Topics/Areas for In-service Teacher Training at CRC/School Level during 2012-13

Sl. No	Topics/Areas
1	Exhibition (Project Work)
2	Exhibition (Co-scholastic)
3	Review Meeting for 1 st Entry
4	District Information System for Education (DISE)
5	Preparation for Final Entry
6	Review Meeting for Final Entry
7	Capacity Building with the School:
	a) Sharing training experience to fellow teachers
	b) Sharing classroom experiences and reviewing the activities conducted
	c) Academic meeting at least once every two months
8	Contact with Parents
9	Block Specified Programmes

Source: SSA Mission, Aizawl District In-Service Teacher Training Calendar 2012-13

The programme for teacher training at CRC level for 2012-13 was activity based. The programme included guidelines for conducting exhibition. According to those guidelines, two types of exhibition were to be organized:

1. Exhibition of project, craft etc. done by children under Work Education (WE).
2. Exhibition of Co-scholastic activities of students such as drawing, painting, performing etc.

Exhibition was to be conducted in three phases as follow:

First Phase: The first phase of exhibition was to be organized during June and September at every CRC in all the districts. Children's works were proposed to be exhibited for viewing of the parents and the community at large.

Second Phase: The second phase of exhibition was scheduled for 2 days in the month of October, 2012 at BRCs. The first day was earmarked for exhibition of WE Project Work/Craft and the second day for Co-scholastic Works. Participants bagging top three positions at every Cluster Level Exhibition from primary as well as middle schools were to participate in the BRC level exhibition.

Third Phase: This was District level exhibition scheduled for one day in December (6th Dec., 2012). Top three students at BRC level exhibition from the category of primary and middle schools were to participate in District level exhibition. Prizes were to be arranged for this competition.

Table 2.3
Proposed Topics/Areas for In-service Teacher Training during 2013-14

Sl No	Focussed Topics/Areas	Target Group (Type of Teacher)	Duration/ In which month to conduct
1	Right to Education Act and its implications	All teachers	1 day – May
2	Key Principles of NCF 2005, nature of constructivist learning, beliefs and assumptions about children and learning	All teachers	1 day – July
3	Motivational and Attitudinal changes (as per NCF 2005 and RTE)	All teachers	1 day – Aug.
4	Subject specific- Early reading and writing for class 1&2	Class 1 & 2 teachers	2 days – Sept.
5	Subject specific- Teaching of language, maths & science for UPS	All concerned subj. teachers	2 days each – Sept.
6	Performance indicators of teachers and support system & goal-setting; Strategies for Assessment & analysis of student's learning difficulties	All teachers	1 day – Oct.
7	Training on CCE	All teachers	1 day – Jan.'13
8	Training for Headmasters on effective administrative and management skills	All Hdms.	1 day – Jan.'13
9	Monthly Cluster level Meetings	All teachers	Once every month

Source: Mizoram SSA AWP&B 2013-14

From the above table, we find that the focused areas of teacher training for 2013-14 were confined to few relevant areas like RTE Act, NCF 2005 and CCE. No choice of areas/topics was provided and all the teachers were to undergo the same type of in-service training. However, subject-specific trainings were proposed to be attended by teachers according to the subjects taught by them. The provision of training for headmasters and monthly cluster level meetings were also included in the plan.

The total number of days proposed for training at BRC level was 10 to be broken up into 8 times and CRC level also 10 as monthly cluster level meeting was to be held once every month for 10 months in a year.

Table 2.4

Proposed Topics/Areas for In-service Teacher Training during 2014-15

SI No	Focused Topics/Areas	Target Group	Duration & month
1	Review of RTE Act & NCF 2005	All teachers	1 day – May
2	CCE and its impact on our Present Education System. Practical Implementation of CCE.	All teachers	2 days – July
3	Creating Lesson Plan, utilizing TLM, maintaining portfolios and students record.	All teachers	1 day – Aug.
4	Subject specific- Early reading and writing for class 1&2	Class-1 & 2 teachers	2 days – Sept.
5	Subject specific- Teaching of language, SS, Math's & Science, for UPS	All concerned subj. teachers	2 days each – Sept.
6	Improvement of Examination and Evaluation of Students Performance	All teachers	1 day – Oct.
7	CWSN- Responsibilities of Teachers and their Parents	All teachers	1 day – Oct.

Source: Mizoram SSA AWP&B 2014-15

Apart from RTE Act, NCF 2005 and CCE, topics such as lesson plan, teaching-learning materials, examination and evaluation, Children with Special Needs were introduced in the plan for teacher training during the year 2014-15. The 10 days training at BRC level was planned to be fulfilled in 7 trainings at different dates.

Table 2.5.**Proposal for In-service Teacher Training (2015-16)****Class I & II Teachers**

Proposal for support	Targets			SSA financial head
	Physical		Financial	
Training of teachers (only class 1 and 2 teachers) Block level also mention no. of days	10 days	1880	37.6	Teacher training (Block)
Training of teachers (only class 1 and 2 teachers) Cluster level also mention no. of days	10 days	1880	18.8	Teacher training (Cluster)
Training of RPs	3 days	379	1.137	Training of BRPs, CRPs

Class III, IV & V Teachers

Proposal for support	Target			SSA financial head
	Physical		Financial	
Training of teachers (only class 3,4 and 5 teachers) Block level. Please mention no. of days)	10 days	2823	56.46	Teacher training (Block)
Training of teachers (only class 3, 4 and 5 teachers) Cluster level pls. mention no. of days	10 days	2823	28.23	Teacher training (Cluster)
Training of RPs	3 days	379	1.137	Training of BRPs, CRPs

Class VI, VII & VIII Teachers

Proposal for support	Target			SSA financial head
	Physical		Financial	
Training of teachers (subject specific) * Block level. (Pls. mention no. of days)	10 days	6861	137.22	Teacher training (Block)
Training of teachers (subject specific) * Cluster level (pls. mention no. of days)	10 days	6861	68.61	Teacher training (Cluster)

Training of RPs	3 days	379	1.137	Training of BRPs, CRPs
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Source: Mizoram SSA AWP&B 2015-16

The plan for teacher training for the year 2015-16 was prepared for three main groups of teachers such as Class I & II Teachers, Class III, IV & V Teachers and Class VI, VII & VIII Teachers. Training for each group of teachers was planned to be conducted at BRC and CRC levels for 10 days each. Block and Cluster Resource Persons for each group were also to be given training for 3 days each. The plan/proposal is focused mainly on subject specific training.

3. Physical and Financial Targets for In-service Teacher Training in Annual Plans for the years 2010-11 to 2014-15

Table 3.1

Physical and Financial Targets for In-service Teacher Training in Annual Plans for the years 2010-11 to 2014-15

Year	Refresher In-service Teacher Training at BRC level and above for 10 days		One day monthly cluster level meetings for 10 months for all teachers at CRC level for 10 days.	
	Physical Target	Financial Target	Physical Target	Financial Target
2010 - 2011	12278	122.78	12278	61.39
2011 - 2012	14649	292.98	14649	146.49
2012 - 2013	9537	190.74	11855	118.55
2013 - 2014	11887	59.44	11887	35.66
2014 - 2015	11882	237.64	11882	118.82

For Refresher In-service Teacher Training at BRC level and above for 10 days, the highest physical and financial targets were made in the annual plan for the year 2011-12 in which 14649 teachers were proposed to be trained for which Rs. 292.98 lakhs was earmarked. The targets both physical and financial went down to 9537 teachers and Rs. 190.74 lakhs respectively in the year 2012-13. A remarkable scene in the annual plans for the year 2013-14 and 2014-15 was that while the physical targets 11887 and 11882 were almost same, a marked difference was found in the financial targets viz. Rs.59.44 lakhs and Rs. 237.64 lakhs.

For in-service teacher training programme at CRC level called ‘one day monthly cluster level meetings for 10 months for all teachers at CRC level for 10 days’, the annual plans show that the highest physical target of 14649 teachers and financial target of Rs. 146.49 lakhs were made in 2011—12. Physical targets of 11855 teachers for the year 2012-13, 11887 for 2013-14 and 11882 for 2014-15 were almost same. However, the financial target of Rs. 35.66 lakhs for the year 2013-14 was much much lower than that of the other two years which stood at Rs. 118.55 lakhs and Rs. 118.82 respectively.

Major Findings and Conclusions on Annual Plans for In-service Teacher Training in Mizoram under SSA

1. As per the reports of SSA, the Annual Work Plans & Budgets (RTE-SSA) for improvement of elementary education including teacher training were prepared in a participatory manner involving stakeholders and user groups like SMC, NGO Leaders, Officers in the Department and various Cells under SSA, SCERT and Monitoring Institute (Mizoram University). State Component Plans were formulated after a series of workshops and consultations. Planning exercises were done at SMC, Block, District and State levels.
2. For the year 2012-13, proposed topics under General Areas for teacher training at BRC level were categorized into Group I, Group II, Group III and Group IV. Topics under Group I and Group II were meant for primary school teachers whereas those under Group III and Group IV were for middle school teachers.
3. The programme for teacher training at CRC level for 2012-13 was activity based. The programme included guidelines for conducting exhibition. According to those guidelines, two types of exhibition- exhibition of project, craft etc. done by children under Work Education (WE) and exhibition of co-scholastic activities of students such as drawing, painting, performing etc., were to be organized.
4. The focused areas of teacher training for 2013-14 were confined to few relevant areas like RTE Act, NCF 2005 and CCE. However, subject-specific trainings were proposed to be attended by teachers according to the subjects taught by them.
5. Apart from RTE Act, NCF 2005 and CCE, topics such as lesson plan, teaching-learning materials, examination and evaluation, Children with Special Needs were introduced in the plan for teacher training during the year 2014-15. The 10 days training at BRC level was planned to be fulfilled in 7 trainings at different dates.
6. The plan for teacher training for the year 2015-16 was prepared for three main groups of teachers such as Class I & II Teachers, Class III, IV & V Teachers and Class VI, VII & VIII Teachers. Training for each group of teachers was planned to be

conducted at BRC and CRC levels for 10 days each. Block and Cluster Resource Persons for each group were also to be given training for 3 days each.

7. Annual Plans for teacher training reveal that identification of areas or topics for teacher training was need-based.

8. Apart from topics of general nature, subject-specific training found a central place in all the plans. Not only that, it received more and more emphasis in subsequent plans and the plan for training of Class VI, VII and VIII teachers for the year 2015-16 was focused mainly on subject specific training.

9. For Refresher In-service Teacher Training at BRC level and above for 10 days, the highest physical and financial targets were made in the annual plan for the year 2011-12 in which 14649 teachers were proposed to be trained for which Rs. 292.98 lakhs was earmarked. The targets both physical and financial went down in subsequent years.

10. For in-service teacher training programme at CRC level called 'one day monthly cluster level meetings for 10 months for all teachers at CRC level for 10 days', the highest physical target of 14649 teachers and financial target of Rs. 146.49 lakhs were made in 2011—12. The targets both physical and financial went down in subsequent years.

Suggestions for Improvement of In-Service Teacher Training under SSA

The following measures have been suggested for improvement of in-service teacher training under SSA:

1. The whole process of organization of in-service training needs to be planned and executed in such a way that the training meets its objectives more effectively.
2. Planning of teacher training is a part of the whole planning of SSA as teacher training is one of the strategies of quality interventions of SSA. SSA envisages decentralized planning involving stakeholders and user groups. But in reality, the grassroot level workers and stakeholders are not properly involved in planning process. Thus, School Management Committee comprising of the grassroot level workers and stakeholders should be involved in a more participatory manner to prepare their school plan that includes the plan for teacher training under the guidance of the CRCC.
3. Proper Training Need Analysis (TNA) needs to be undertaken to ensure need-based trainings. Identification and selection of topics and activities for training programmes in annual plans should be based on emerging issues and trends in elementary education.

4. The matter of teacher training should be taken seriously. Efforts should be made to achieve both physical and financial targets of teacher training made in annual plans. The practice of diverting fund for teacher training to some other purposes and thereby reducing the number of training days should be stopped and done away with.

Conclusion

In-service teacher training is one of the most important interventions of SSA for quality improvement of elementary education. Its success firstly depends to a large extent on the way planning is undertaken and finalized. Its planning should be done in democratic and decentralized manner thereby involving the stakeholders and grassroot-level workers. Moreover, the best planning, if not executed as planned or properly, would not be able to bring about achievement of the targets. Therefore, the success of teacher training also depends on the staffs of SSA who are responsible for implementation of the plans. Proper monitoring of the programme and of utilization of funds is a dire necessity for successful implementation of the programme planning.

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Vocational Preferences of High School Students in Aizawl

H.Malsawmi*

Abstract

The present study aims to find out the vocational preferences of high school students in Aizawl, It also aims to find out the correlations between the choices among boys and girls of various socio-economic factor. It was found that there is a strong similarity between the vocational preferences of boys and girls taken as a whole. It was also found that the first three vocational preferences for boys were Engineer, pilot and scientists, and the last three vocational preferences were writer, collector and editor. At the same time, the first three vocational preferences for girls were doctor, engineer and professor and the last three vocational preferences were the same as the boys, i.e. writer, collector and editor. Reasons for the present findings were speculated.

Key words: *Vocational preferences, High school students, Socio economic status, Gender*

Interests are factors that attract an individual to or repel him from objects, persons, and activities. According to Crow and Crow (1979), interest may refer to the motivating force that compels us to attend to a person, a thing or an activity, or it may be the affective experience that has been stimulated by the activity itself. Interests are very important to understand the individual and to guide his future activities. During adolescence, the interest of both boys and girls widen to a great degree. They begin to show concern about possible vocational choices and goals when they reach adolescence. Earlier unrealistic impulsive aims give way to aspirations more directly related to their past experiences. According to Super (1980) the vocational development is a continuous process, stages of growth, exploration, establishment, maintenance and decline may be distinguished, each characterized by appropriate developmental tasks. The adolescence is most likely to be in exploratory life stage. Besides factors of self and role, personal factors like intelligence and interests, the socio-economic and family

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factors seems to determine one's vocational behaviour of an individual. Close relationship has also been observed between vocational environment of home and community and the level of vocational preferences (Grewal 1972). Differences have been found in the prestige ranking of occupation in rural and urban boys (Sharma 1970). Vasantha (1977) has, however found no socio-economic difference in occupational value. Girl's aspiration were found to be higher and more realistic whereas boys tend to aspire for higher occupations while their expectations and effort level is low. Relationship between high and average family influence group and the vocational aspiration have been found to be of the same magnitude but in the case of low family influence group the aspiration have been lower (Lyngdoh 1975).

The world of work has been rather different in Mizoram from the rest of the country. Agriculture has been the main occupation of the Mizos from time immemorial. The system of agriculture practiced in Mizoram was jhum cultivation. Cultivation which was so unscientific and unproductive that it could not feed sufficient crops even for the need of the cultivators themselves but there was no alternative for them to shift. So when formal education started in the area, boys and girls took education as a means of earning and not for its own sake. So it would not be surprising if a student might possess strong vocational aspirations.

Prior to the start of formal education there was no vocational awareness in the territory. In 1984 formal education started due to the efforts of missionaries. The first few educated Mizos had strong aspiration for the jobs, whatever was available under the Government or the Mission. Till 1921 the minimum qualification for a clerk was VIII which was subsequently raised to Matriculation. Until 1919 there were only three clerical posts available in the now called Mizoram state.

During years between 1920 – 39 the number of posts of Primary teachers was increased, and so more job opportunities were available to educated persons. The British were aware of the unemployment problem in the area. They did not give emphasis on higher education. They however promoted fundamental education required for the needs of the Government and the Mission. Up till 1939 there were only seven Mizo graduates and only one could get Gezatted post.

After attaining the states with its own Government, Mizoram has taken big strides in the educational development, thereby creating more vocational opportunities to the young educated boys and girls.

Most of the Mizo youths do not have a definite vocational aim in life. They mostly accept any kind of employment. It is because of the selection of an inappropriate job that leads them to unhappiness, discontentment and frustration. Vocational guidance is the crying need of the developing society like that of Mizoram. In order that any

good vocational guidance programme could start, it becomes necessary that we must be aware of the present pattern of the vocational interests of the pupils; for on such fundamental preliminary enquiry can the foundation be laid for the structure of an efficient guidance programme.

Sample: Two hundred students (100 boys and 100 girls) were randomly selected from five high schools in Aizawl city.

Tools: The following tools were used.

(I) Socio-economic scale: Constructed by S.Narain Rao, Professor and Head, Department of psychology S.V.Tirupaty. The scale includes the following areas:

- (a) Community.
- (b) Income (parents/siblings).
- (c) Occupation of parents/siblings.
- (d) Education of parents/siblings.
- (e) Individual self-rating of his/her own economic status.
- (f) Individual self-ratings of his/her own social status.
- (g) The locality from which the subject hails.

The validity was obtained by calculating the correctness between the mean socio-economic status ratings of judges and the socio-economic status rating derived from the scale. It was found to be .76.

The socio-economic status ratings obtained were correlated with socio-economic status rating scale and the obtained correlation was .83.

The reliability obtained by test-retest method which was re-tested after 8 weeks was .92.

(II) Vocational preference scale: Constructed by Dr.Meera, M.Joshi and Jugdish Pandey. Dept of Psychology T.D.College Jaunpur.

The scale includes 15 prominent vocations belonging to different walks of life namely Doctor, Engineer, Professor, Military Officer, Writer, Pilot, Collector, Businessman, Scientist, Editor, Musician, Hotel Manager, Political leader, Principal and Judge. Method of Paired comparison is used.

Method: Socio-economic Scale was administered to 200 students. Based on the scores obtained on the scale the sample for boys and girls were divided into three groups – Low socio-economic group, Middle socio-economic group and Higher socio-economic group. The cutting points were P 25 and P 75. Scores below P 25 were included in the lower group and above P 75 in the higher group.

Vocational preference scale was administered to all the students and scores were obtained. The instructions and general directions in the manual for the scale were followed.

Results: The rank order correlation between the mean preferences scores of boys and girls on fifteen vocational areas came as 0.83. This indicates a strong similarity between the vocational preferences of boys and girls taken as a whole. The sex distinction between vocational preferences is not seen, indicating that in general boys and girls do not differ as far as their vocational choices are concerned..

Table 1 shows the mean preferences scores of boys and girls on fifteen occupations.

Table 1

Table showing the mean preference scores of boys and girls of fifteen occupational area.

BOYS			GIRLS		
<i>Occupations</i>	<i>Mean</i>	<i>Rank</i>	<i>Occupations</i>	<i>Mean</i>	<i>Rank</i>
V1	8.62	5	V1	10.74	1
V2	10.85	2	V2	9.93	3
V3	9.66	4	V3	10.03	2
V4	8.47	7	V4	7.46	8
V5	3.13	15	V5	4.13	13
V6	10.87	1	V6	7.6	7
V7	3.2	14	V7	3.72	14
V8	5.3	9	V8	5.1	10
V9	7.99	3	V9	9.28	5
V10	3.48	13	V10	3.54	15
V11	8.49	6	V11	8.09	6
V12	4.42	12	V12	4.83	11
V13	4.98	10	V13	4.61	12
V14	8.09	8	V14	9.65	4
V15	4.65	11	V15	5.29	9

Spearman's Rho = 0.83

However, the first three choices in the case of boys were Engineer, Pilot and scientist, while in the case of girls they were Doctors, Engineer and Professor. The least preferred choice in the case of boys and girls were same i.e. Writer, Collector and Editor. In general Engineering appears among the first three choices of both boys and girls while the occupations of Writer, Editor and Collector occupy last choices.

The correlation between the choices of boys of various socio-economic status were quite high indicating similarity in vocational choices of boys in general irrespective of socio-economic status. The calculated Spearman's rho are shown in Table 2

Table 2

Table showing the correlation among boys of various socio-economic factor

	L.S.E	M.S.E	H.S.E
L.S.E	1	0.94	0.94
M.S.E		1	0.95
H.S.E			1

L.S.E. = Low Socio-economic group

M.S.E. = Middle Socio-economic group

H.S.E. = Higher Socio-economic group

The correlation between the choices of girls of various socio-economic status were quite high indicating a high degree of similarity among the girls of various socio-economic status in general. The coefficient of correlation (Spearman's rho) are given in table 3.

Table 3

Table showing the correlation among girls of various socio economic status.

	L.S.E	M.S.E	H.S.E
L.S.E	1	0.91	0.88
M.S.E	-	1	0.97
H.S.E			1

L.S.E. = Low Socio-economic group

M.S.E. = Middle Socio-economic group

H.S.E. = Higher Socio-economic group

Table – 4 shows the correlation between preference of boys and girls of different socio-economic status.

Table 4**Table showing correlation among students of various socio-economic status**

G I R L S	BOYS			
		<i>HB</i>	<i>MB</i>	<i>LB</i>
	<i>HG</i>	0.86	0.82	0.89
	<i>MG</i>	0.84	0.79	0.87
	<i>LG</i>	0.8	0.7	0.78

HB = High Socio-economic group (boys)

MB = Middle Socio-economic group (boys)

LB = Low Socio-economic group (boys)

HG = High Socio-economic group (girls)

MG = Middle Socio-economic group (girls)

LG = Low Socio-economic group (girls)

The correlation between the vocational preferences of Boys and Girls of different socio-economic status, when compared were found to be significant ($P < .01$) $df = 13$. This indicates a general similarity in vocational preferences of all the students irrespective of sex and socio-economic status.

Table 5**Table showing the first three and last three preferences of boys and girls of various socio-economic level**

B O Y S	HIGH	First three vocational preferences	Last three vocational preferences
		Pilot	Writer
		Engineer	Collector
	MIDDLE	Scientist	Editor
		Engineer	Writer
		Professor	Collector
	LOW	Pilot	Editor
		Engineer	Writer
		Pilot	Collector
		Scientist	Editor

G I R L S	HIGH	First three vocational preferences	Last three vocational preferences
		Doctor	Writer
		Engineer	Collector
		Professor	Editor
	MIDDLE	Doctor	Writer
		Engineer	Collector
		Professor	Editor
	LOW	Doctor	Collector
		Engineer	Editor
		Principal	Political leader

Considering the first three vocational choices, all subjects irrespective of sex and socio-economic status preferred to be Engineer. The doctor profession was preferred by girls of all socio-economic status but none from boys. Professor or teaching occupation was preferred by high and middle class girls as well as middle class boys. Pilot profession was preferred by boys of all socio-economic boys and none from girls. Scientific occupation preferences were seen in high and low socio-economic boys and not in girls. Principal's occupation was preferred by only low socio-economic status girls. Writers profession was among the least preferred occupation in all except in lower socio-economic girls who placed it on Political leader, quite low.

Collector and editor were least preferred occupation in all irrespective of sex and socio-economic status.

Political career was the least preferred in lower socio-economic girls. In other groups the position was quite low. Among the groups of high socio-economic groups (both boys and girls) it finds 12th position in the preferential list. Among the lower socio-economic group it appears in 10th position for boys and 13th for the girls. Among the middle socio-economic group it occupies 9th and 11th position for boys and girls respectively.

Discussion: Significant correlation exists between the average choices made by boys and girls on fifteen occupational areas, indicating a similarity in their vocational choices. Besides when boys of different socio-economic background are compared with each other and with the girls of different socio-economic background, all correlation obtained are significant (Table 2,3,4) indicating the similarities of choices of boys and girls of different socio-economic background. In general, it appears that the preferences in general are little affected by the sex and socio-economic factors. This may be due to the fact that most of the Mizo youths do not have a definite vocational aims and they

are ready to accept any kind of employment. In spite of male dominated society and clear division of labour between males and females traditionally, due to modern influence which has rapidly spread in the area, roles of boys and girls are coming closer, the similarity of the choices between them might be an indication of the same.

However, besides the general similarities in vocational preferences there are some occupations which are preferred more by one or the other groups and some occupation which are least preferred. Medical profession was preferred by girls only while Pilot occupations by boys only. Engineering profession was preferred by all. The preference for medical profession is indicative of general attitude of service and compassion in the females and the preference for pilot in boys may be indicative of a preference for adventure.

The lower preferential position of the occupation of Editor and Collector may either be due to the lack of occupational information or the relatively sedentary nature of job or cold attitude towards administrative occupations, similarly Political career also occupies low place in a preferences. It appears from the study that Mizo boys prefer active and adventurous job while the girls are more inclined towards jobs involving serving others. Both of them do not prefer political career or administrative jobs nor are they interested in literary occupations by its absence in being preferred as an occupation.

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Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis: A Comparative Study

Lalhlimpuii*

Lalhmasai Chuaungo**

Abstract

Socio-economic status has always had many implications on many issues and therefore has always been a topic of hot debate. Numerous studies have recognised the relationship between socio-economic status of parents and students' academic achievements justifying that students from low socio-economic background dawdle as compared to the students from high socio-economic status. However, there are also equally abundant studies which overthrow this notion. Therefore, this paper attempts to find out and compare the socio-economic status of parents of children from varying socio-economic backgrounds, i.e. English Medium Preschools and Anganwadis in the context of Mizoram.

Keywords: *Socio-economic status, Parents of children from English medium preschools, Parents of children from anganwadis*

Introduction

Education is the lifeline for efficient and stable working of human society. Education helps develop individual personality making the person knowledgeable, competent, capable and skillful. Parents with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of financial, social and educational supports that characterize families with high socio-economic status. On the other hand, inadequate funds and limited access to available resources can adversely impact families' decisions regarding their young children's development and learning. As a result, children from families with low socio-economic status are less prepared than their peers from families with medium or high socio-economic status. (Memon, Joubish, & Khurram 2010).

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Environmental conditions of poverty and the present system of schooling are insufficient to promote proper/healthy cognitive development. Poverty is associated with a wide range of childhood difficulties, including poor home environment, lack of educational equipments, school under-achievement, delinquency and low educational attainment. Intervening in the 0-6 years period when children are at their most receptive stage of development has the potential to permanently alter their development trajectories and protect them against risk factors present in the early environment.

Effective investments in early child development have the potential to reduce inequalities prolonged by poverty, poor nutrition, and restricted learning opportunities. A simulation model of the potential long-term economic effects of increasing preschool enrolment to 25% or 50% in every low-income and middle-income country showed a benefit-to-cost ratio ranging from 6.4 to 17.6, depending on preschool enrolment rate and discount rate (Engle, Fernald, Alderman, Berhrman, O Glara, Yousafzai, Cabrall, 2011).

Preschool programmes are important interventions which do dual justice to the purpose of providing better opportunities for cognitive development and academic improvement as well as reducing the lag between the socio-economically advantaged and disadvantaged sections, given that they are commercial in nature and intended with the objective of attracting good market. However, the type of preschool programme offered may have serious implications upon the intended objective of equalising the impact of socio-economic status. Moreover, disadvantage may also be encountered, as most of these private run pre-schools are not affordable for the socio-economically disadvantaged. For this reason, many who wish to receive preschool education are forced to turn to the other alternative, Anganwadi. The present study thus is an attempt to analyse and compare the socio-economic backgrounds of children from varied socio-economic status, i.e. English Medium Preschools and Anganwadis.

Objectives of the Study

The present study was conducted with the following objectives:

- 1) To study the socio-economic status of parents of children from English Medium Preschools and Anganwadis.
- 2) To compare the socio-economic status of parents of children from English Medium Preschools and Anganwadis.

Hypotheses

Research Hypothesis

- 1) There is significant difference between the socio-economic status of parents of children from English Medium Preschools and Anganwadis.

Null Hypothesis

- 2) There is no significant difference between the socio-economic status of parents of children from English Medium Preschools and Anganwadis.

Methodology of the Study

The present study is a descriptive analytical cross-sectional survey study. It was conducted to find out the socio-economic status of parents of preschool children from English Medium Preschools and Anganwadis. The results were then analysed and compared for significant differences. The population of the present study is comprised of all parents of children from English Medium Preschools and Anganwadis. A sample of 100 parents, 50 each from English Medium Preschools and Anganwadis was taken. Socio Economic Status Scale developed by Dr. Lallianzuali Fanai adapted by the investigators was used for collection of the required data. The SES scale consists of 9 items seeking information relating to the education, occupation and social position of the parents. Descriptive statistics such as mean and standard deviation and inferential statistic like t-test were calculated using SPSS and used for analysis of data.

Analysis and Interpretation of Data

Data obtained from parents of children from English Medium Preschools and Anganwadis were analysed and interpreted as follows:

1. Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis

Table 1.1

Socio-Economic Status of Parents of English Medium Preschool Children

Indicators	Parents from English Medium Preschools					
	Bottom 27%		Middle 46%		Upper 27%	
	N	%	N	%	N	%
Parent Education	2	4	18	36	30	60
Economic Status	2	4	21	42	27	54
Social Status	24	48	0	0	26	52
Overall SES	2	4	19	38	29	58

1. With regard to Educational status:

a) As many as 60% of the parents of children of English Medium Preschools fall in the upper or high educational range.

b) 36% of the parents of English Medium Preschool children fall in the average or middle educational range.

c) Only 4% of the parents from English Medium Preschools fall in the low educational range

2. With regard to Economic Status:

a) 54% of the parents of English Medium Preschool children fall in the high economic status range.

b) 42% of the parents from English Medium Preschools fall in middle economic status range

c) 4% of the parents of children of English Medium Preschools fall in the low economic status range

3. With regard to Social Status:

a) 52% of the parents of children of English Medium Preschools fall in the upper or high social status range.

b) 0% of the parents from English Medium Preschools fall in the average or middle status range

c) 48% of the parents from English Medium Preschools fall in the low status range

Overall, the socio-economic status of parents of English Medium Preschool children is as follows:

a) 58% of the parents of children of English Medium Preschools fall in the high SES range.

b) 38% of the parents of English Medium Preschool children fall in the middle SES range

c) 4% of the parents from English Medium Preschools fall in the low SES range.

Table 1.2

Socio-Economic Status of Parents of Anganwadi Children

Indicators	Parents of Anganwadi Children					
	Bottom 27%		Middle 46%		Upper 27%	
	No	%	No	%	No	%
Parent Education	12	24	28	56	10	20
Economic Status	25	50	22	44	3	6
Social Status	30	60	0	0	20	40
Overall SES	23	46	23	46	4	8

1. With regard to Educational Status:

- a) Only 20% of the parents of Anganwadi children fall in the upper or high educational range.
- b) 56% of the parents of Anganwadi children fall in the average or middle educational range.
- c) 24% of the parents of Anganwadi children fall in the low educational range

2. With regard to Economic Status:

- a) Only 6% of the parents of Anganwadi children fall in the high economic status range.
- b) 44% of the parents of Anganwadi children fall in middle economic status range
- c) 50% of the parents of Anganwadi children fall in the low economic status range

3. With regard to Social Status:

- a) 40% of the parents of Anganwadi children fall in the upper or high social status range.
- b) 0% of the parents of Anganwadi children fall in the average or middle status range
- c) As many as 60% of the parents of Anganwadi children fall in the low status range

Overall, the socio-economic status of parents of Anganwadi children are as follows:

- 1. Only 8% of the parents of Anganwadi children fall in the high SES range.
- 2. 46% of the parents of Anganwadi children fall in the middle SES range
- 3. 46% of the parents of Anganwadi children fall in the low SES range

2. Comparison of Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis

Table 2.1

Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis

Indicators	Parents of Children from			
	English Medium Preschools		Anganwadis	
	Mean	Std. Dev	Mean	Std. Dev
Educational Status	7.82	1.49	6.3	1.72
Economic Status	39.26	7.4	27	7.96
Social Status	1.08	1.37	0.62	0.97
Overall SES	48.16	8.23	33.92	9.14

Out of the three indicators for SES, the parents of English Medium Preschool children are highest in their economic status, followed by educational status. Their social status is however low.

The parents of Anganwadi children are highest in their economic status and low in their social status.

Table 2.1

Comparison of Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis

Sl. No	Skill	Parents of Children						t
		English Medium Preschools		Anganwadis		Total		
		Mean	S.D	Mean	S.D	Mean	S.D	
1	Fathers' education	4.3	0.9	3.2	1.1	3.7	1.1	5.55**
2	Mothers' education	3.6	1.1	3.1	1	3.4	1.1	1.93**
3	Fathers' occupation	4.3	0.9	3.2	1.2	3.7	1.2	5.18**
4	Mothers' occupation	1.8	2.1	1.9	1.9	1.8	2	0.3
5	Monthly income of family	5.3	1.6	3	1.8	4.2	2	6.73**
6	Opinion on socio economic status	2	0.4	1.8	0.5	1.9	0.5	2.24**

7	Items family possesses	18.2	3.5	12	3.7	15.1	4.7	8.52**
8	Housing	3.5	2.1	1.9	2.4	2.7	2.4	3.70**
9	Position in the church	0.7	1.1	0.3	0.8	0.5	1	2.08*
10	Position in social organisations	0.3	0.5	0.3	0.5	0.3	0.5	0.64
11	Family subscribing daily newspaper	3	0.2	2.6	0.8	2.8	0.6	3.06**
12	Family subscribing national newspaper	1.3	1.3	0.7	1.5	1	1.5	2.23*
	Socio Economic Status	48.2	8.2	33.9	9.1	41	11.2	8.19**

1. Regarding fathers' education, the mean for parents of English Medium Preschool children is 4.3 whereas it is 3.2 for parents from Anganwadis. The t-value for the significance of difference between the fathers' education for English Medium Preschools and Anganwadis is calculated as 5.55 at 0.01 level. This indicates that fathers of English Medium Preschool children have significantly better education than the fathers of Anganwadi children.
2. With regard to mothers' education, the mean for parents of English Medium Preschool children is 3.6 while for the Anganwadis it is 3.1. The t-value for the significance of difference between the English Medium Preschools and Anganwadis is 1.93 at 0.01 level, which means that the mothers of children of English Medium Preschools have better education than that of Anganwadis.
3. When it comes to fathers' occupation, the table depicts that the mean for fathers of children of English Medium Preschools is 4.3 whereas it is 3.2 for Anganwadis. The t-value of 5.18 at 0.01 level denotes significant difference between the occupation of the fathers from English Medium Preschools and Anganwadis. This implies that the fathers of English Medium Preschool children have better occupations than the fathers of Anganwadi children.
4. When mothers' occupation is taken into consideration, the mean for the English Medium Preschools is 1.8 and for the Anganwadis it is 1.9. The t-value of 0.30 is not significant at either 0.01 or 0.05 levels. This reveals that there is no significant difference between the mothers' occupation.
5. Regarding the family monthly income, the mean in the case of English Medium Preschools is 5.3 whereas it is 3.0 for the Anganwadis. The t-value is calculated

as 6.73 at 0.01 level. This denotes that the parents of English Medium Preschool children have significantly better income than that of Anganwadis.

6. As far as opinion on socio economic status goes, the table reveals that the mean of the parents of children from English Medium Preschools and Anganwadis is 2.0 and 1.8 respectively. The t-value for the significance of difference is 2.24 that is significant at 0.01 level. This indicates that the parents of children of English Medium Preschools enjoy significantly higher socio-economic status than that of Anganwadis.
7. As relates to the items that the families of children from English Medium Preschools and Anganwadis possess, the mean for the English Medium Preschools i.e., 18.2 is higher than that of the Anganwadis which is 12.2. The calculated t-value for the significance of difference is 8.52 at 0.05 level. We can, therefore, conclude that the parents of English Medium Preschools possess significantly better items than the parents of Anganwadis.
8. When it comes to housing, the mean for the parents from English Medium Preschools is 3.5, while for the Anganwadis it is 1.9 which is lesser. Besides, the t-value for the significance of difference between the parents from English Medium Preschools and Anganwadis is 2.79 at 0.01 level. This proposes that the parents of English Medium Preschoolers have significantly better houses than the parents of Anganwadis children.
9. As far as position in church goes, the mean for the parents from English Medium Preschools is 0.7 while it is 0.3 for the parents from Anganwadis. The derived t-value of 2.08 is significant at 0.01 level. This indicates that the parents of Anganwadis children hold significantly more position in the church than do the parents English Medium Preschoolers.
10. If we look at the table relating to the parents' position in social organisations, the mean for both the parents from English Medium Preschools and Anganwadis is 0.3. Moreover, the t-value of 0.64 is not significant at either 0.01 or 0.05 level. Thus, there is no significant difference between the parents from Anganwadis and English Medium Preschools in relation to position in social organisations.
11. Regarding daily newspapers subscribed, the mean for the parents of English Medium Preschoolers is 3.0, while it is 2.6 for the parents from Anganwadis. The t-value is calculated as 3.06 at 0.01 level for the significance of difference. This indicates that parents from English Medium Preschools subscribe significantly more daily newspapers than the parents whose children are enrolled in Anganwadis.

12. In the subscription of national newspapers, the table designates that the mean for the parents from English Medium Preschools is 1.3, and 0.7 for parents from Anganwadis, the t-value for the significance of difference is also 2.23 which is significant at 0.05 level. Thus it can be concluded that the parents of English Medium Preschoolers subscribe significantly more national newspapers than do the parents of Anganwadi children.
13. On the overall socio-economic status, the mean for parents of English Medium Preschoolers is 48.2 while for the parents from Anganwadis it is 2.33. The calculated t-value is 8.19 at 0.01 levels of significance. This shows significant difference in favour of the parents from English Medium Preschools. Thus, the parents of children from English Medium Preschools are significantly better off socio-economically and educationally than that from Anganwadis.

Table 1.5: Overall Comparison of Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis

Indicators	Parents of children from				t-value
	English Medium Preschools		Anganwadis		
	Mean	Std. Dev	Mean	Std. Dev	
Educational Status	7.82	1.49	6.3	1.72	4.72**
Economic Status	39.26	7.4	27	7.96	7.98**
Social Status	1.08	1.37	0.62	0.97	1.94
Overall SES	48.16	8.23	33.92	9.14	8.19**
Source: Calculated **significant at 0.01 level &*significant at 0.05 level					

1. The mean value for the educational status of parents from English Medium Preschools is 7.82, whereas it is 6.30 for the parents from Anganwadis. The t-value for the significance of difference between the educational profiles of parents from English Medium Preschools and Anganwadis is 4.72 at 0.01 level. Since the mean for parents from English Medium Preschools is more than that from Anganwadis, there is significant difference between the parents' educational status and the difference is in favour of the parents of English Medium Preschoolers.
2. The table highlights that in relation to economic status, the t-value for the significance of difference between the parents from English Medium Preschools and Anganwadis is 7.98 at 0.01 level. The mean for the parents from English Medium Preschools is 39.26 whereas it is 27.00 in the case of Anganwadis. This indicates that there is significant difference between the economic status of the parents whose children are enrolled in English Medium Preschools and Anganwadis.

3. The mean value for social status of parents from English Medium Preschools is 1.08 while it is 0.62 in the case of parents from Anganwadis. The t-value for the significance of difference between the parents from English Medium Preschools and Anganwadis with regard to their social status is 1.94. This figure is not significant at either 0.01 or 0.05 level. This indicates that there is no significant difference between the two groups in relation to their social status.

On the whole, the mean for the parents of children from English Medium Preschools is calculated at 48.16 whereas it is 33.92 for parents from Anganwadis. The computed t-value for the significance of difference between the parents of English Medium Preschools and Anganwadis is 8.19 at 0.01 level. Thus, there is significant difference in the socio-economic status of parents from English Medium Preschools and Anganwadis and the difference is in favour of parents of English Medium Preschool children.

The above interpretations highlight that there is significant difference between the socio-economic status of parents of English Medium Preschools and Anganwadis. This indicates that the null hypothesis which states, “*there is no significant difference between the socio-economic status of parents of children from English Medium Preschools and Anganwadis*” is rejected, but the research hypothesis is retained.

Major Findings of the Study

Findings Relating to Socio-Economic Status of Parents of Children from English Medium Preschools

With regard to their education, the percentage of parents of children from English Medium Preschool in the high range was 60 percent, 36 percent belonged to the average range and only 4 % belonged to the low status.

In relation to their economic status, more than 50 percent of parents of children from English Medium Preschool were in the high economic status; 42 percent fell in the middle status, but only 4 percent of them were in the low category.

As relates to the social status of the parents of children of English Medium Preschool, there were approximately 50 percent each in the high and low social status; there were no subjects in the middle social range.

On the whole, the socio-economic status of parents from English Medium Preschool highlights that there were more than 50 percent of parents in the high socio-economic range and less than 5 percent in the low category. The incidence of the percentage of parents in the middle range was 38 percent.

Findings Relating to Socio-Economic Status of Parents of Children from Anganwadis

A study of the socio-economic status of parents of children from Anganwadi revealed that, in relation to education, the percentage for high educational status i.e., 20 percent was lower than the percentage of incidence in the low category which was 24 percent. The average category included 56 percent of the parents.

When it came to economic status, the percentages of parents in the high, middle and low economic range were 6 %, 44 % and 50 % respectively.

Relating to the social status, the percentage of parents in high social status was 40 percent only, whereas the percentage of the parents in the low social status was 60 percent.

The overall picture on the socio-economic and educational profiles of parents of preschool children from English Medium Preschools resonates that as much as 46 percent each, were in the middle and low SES range while only 8 percent were in the high SES range.

Findings Relating to Comparison of Socio-Economic Status of Parents of Children from English Medium Preschools and Anganwadis

There were significant differences between the socio-economic status of parents of children from English Medium Preschools and Anganwadis in two (2) out of three (3) components, namely, economic status and educational status at 0.01 level, which were in favour of the parents of English Medium Preschoolers. However, relating to the social component, there were differences in favour of the parents of Anganwadi children but the differences were not statistically significant. On the whole, there was significant difference at 0.01 level between the SES of the parents of children from English Medium Preschools and Anganwadis.

Therefore, the null hypothesis which states, “*there is no significant difference between the socio-economic status of parents of children from English Medium Preschools and Anganwadis*” was rejected and the research hypothesis was retained.

Conclusion

Higher socio-economic status and high levels of education may enhance parents’ facility at becoming involved in their children’s education, and also enable parents to acquire social skills and problem-solving strategies conducive to children’s school success. Thus, children whose parents have higher socio-economic status and higher levels of education may have an enhanced-regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies

than children of parents with lower socio-economic status and lower levels of education (Kainuwa & Muhammad, 2013).

No doubt, low socio-economic status most times adversely impact academic achievements of students. But this gap can be effectively bridged through effective learning strategies and interventions.

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Academic Achievements of High School Students with Reference to their Gender, Locale and Mothers' Working Status.

Estherine Lalrinmawii*

Abstract

Academically successful adolescents have higher self-esteem, have lower levels of depression and anxiety, are socially inclined, and are less likely to abuse alcohol and engage in substance abuse. Positive self-esteem and self-confidence are critical factors in commitment to academic success. Parents who were involved in their child's education and family activities saw positive results in the area of behavior, academics and social interactions. Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. The present study aims to find out the academic achievement of high school students in Mizoram and to compare them with reference to their gender, locale and their mothers working status. The present study found that majority of the students had average academic achievements; boys had better academic achievements than girls, and those urban students' achievements are higher than the rural student. It also found that students whose mothers are working did better than those students whose mothers are not working.

Key words: *Academic achievements, High school students, Gender, Locale, Mothers working status*

Introduction

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. (Steinmayr et al 2014). Academic achievement has become an important indicator in determining a student's future. The world is becoming more competitive, and the quality of

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performance has become the key factors for personal success. A lot of pressure is placed on the students, the schools and the general education system because of a desire for a high level of achievement. In fact, it looks as if the whole system of education revolves around the academic achievement of students.

Rationale of the Study:

Secondary education is a crucial link between elementary and higher education. It holds the key for shaping an individual's way towards higher education. One of the most important outcomes of any educational set-up is the achievement of the students. Depending on the level of the achievement, individuals are characterized as high achievers, average achievers and low achievers. The quality of students' thoughts is critical to learning and could potentially determine their academic achievement. Students differ in how they process, encode, recall, organize and apply the information they gather; some are thoughtful learners while others process information more superficially. Many studies at different stages of education indicate that academic achievement is dependent on variables like socio-economic status, gender, family environment, school location, educational aspirations etc. The investigator would like to base her studies on three variables which are also considered significant to the academic achievements of any students namely, gender, locale and mothers' working status.

Objectives of the Study:

1. To find out the academic achievements of high school students in Mizoram
2. To compare the academic achievements of high school students with reference to their gender
3. To compare the academic achievements of high school students with reference to their locale.
4. To compare the academic achievements of high school students with reference to their mothers' working status.

Hypotheses:

1. There is no significant difference in the academic achievements of high school students with reference to their gender, locale and mothers' working status.

Sample of the Study:

The sample consists of 948 students with 482 males and 466 females. Among these selected samples, there are 492 students whose mothers are working, and

456 students whose mothers are not working, 551 students hail from the urban areas, while 397 students hail from rural areas. Samples are selected using stratified cluster random sampling technique.

Tools Used:

After ascertaining mother's working status and locale of the students of class X, the investigator collected the results of High School Leaving Certificate (HSLC) examinations of those students for analysis.

Analysis and Interpretation:

Objective no. 1: To find out the academic achievements of high school students in Mizoram

Students were classified into three groups as High achievers, Average achievers and low achievers based on the scores obtained by the students in HSLC examinations. For this, the cutting points were P 25 and P 75. Accordingly, P 25 is equal to the score 212 and P 75 is equal to the score 293. Consequently, those scoring above 293 were categorized as high achievers, and those scoring below 212 were categorized as low achievers and those scoring between 212 and 293 were categorized as average achievers. The mean of the total marks of all the students is found to be 253.02. This means that in general, the students have average academic achievements. The following table -1 shows the classification of students in their Academic achievements.

Table 1
Classification of students in their academic achievements (N=948)

Academic achievements	Number of students	Percentage
Low achievers	236	24.90%
Average achievers	471	49.68%
High achievers	241	25.42%

The above table shows that out of 948 students, 24.90% are low achievers, while the largest percentage i.e. 49.68% students were average achievers, and 25.42% of students were high achievers.

Discussion: All human characteristics are normally distributed. Widely believed and rarely questioned is the notion that human characteristics, including the particular measures of performance, are distributed along a symmetric bell-shaped curve. There are a small handful of individuals who score high and a comparable handful who

scores low, with most individuals bunched together in the middle. On the other hand, average scores are typical scores, and the number of extreme scores in one direction is about the same as the number of extreme scores in the other direction. It is found that most students are average achiever which indicates that they are also normally distributed.

Objective no 2: To compare the academic achievements of high school students with reference to their gender

The following table - 2 shows the gender comparison of academic achievements of high school students.

Table 2:
Gender comparison of academic achievements of high school students

Gender	Number	Mean	SD	MD	SE MD	t-value	Sig. level
Male	482	257.37	61.387	8.842	4.015	2.202	*
Female	466	248.52	62.193				

* Significant at .05 level

The above table illustrates that there is significant difference in the academic achievements of students with reference to their gender. Male students have higher academic achievements than the female students.

Discussion: Contrary to the present findings, Younger et al. (1999) analyzed on the performance of boys and girls in GCSE examinations in the UK and girls are found to get better grades than boys. On the other hand, in line with the present findings, Young and Fisler (2000) examining SAT-M scores of high school seniors found that males score better than females. Therefore findings vary with respect to the gender differences in academic achievements. But most studies show that, on average, girls do better in school than boys. The reason for the present findings could be because boys are more willing to take risk and perhaps boys are more motivated than girls, as a consequence male students achieve higher than the female students.

Objective no 3: To compare the academic achievements of high school students with reference to their locale

The following table - 3 shows the comparison of academic achievements of high school students with reference to their locale.

Table 3

Comparison of academic achievements of high school students with reference to their locale

Locale	Number	Mean	SD	MD	SE MD	t-value	Sig. level
Urban	551	272.19	61.295	45.78	3.699	12.377	**
Rural	397	226.41	52.212				

**Significant at .01 level

The above table shows that there is significant difference in the academic achievements of high school students with reference to their locale. Urban students have better academic achievements than the rural students.

Discussion: Several researchers also found that urban students had better academic achievements than the rural students. One reason may be they have better facilities, resources and more exposed to the use of technology. Therefore, urban students have many advantages in their learning process. Family background could also be an important factor. Perhaps in rural areas, family expectation is not high, so students may have felt less pressure to attain good performance.

Objective no 4: To compare the academic achievements of high school students with reference to their mothers' working status

The following table - 4 shows the comparison of academic achievements of high school students with reference to their mothers' working status

Table 4

Comparison of academic achievements of high school students with reference to their mothers' working status

Mothers' working status	Number	Mean	SD	MD	SE MD	t-value	Sig. level
Working mothers	492	258.58	62.951	10.867	4.005	2.714	**
Non-working mothers	456	247.38	60.325				

**Significant at .01 level

The above table shows that there is significant difference in the academic achievements of high school students with reference to their mothers' working status. Students with working mothers have better academic achievements than students with non-working mothers

Discussion: Sridevi & Beena (2008), Goswami (2000) Budhdev (1999) also had similar findings. Since working mothers are mostly educated, perhaps they realize the

importance of motivating their children to have good academic achievements. Besides working mothers have better prospect of helping their children in their studies, a plausible reasons why students whose mothers are working have higher academic achievements than students whose mothers are not working.

Conclusion:

The present study found that majority of high school students had average academic achievements. This is quite normal as most individuals have normal characteristics. Although most studies found that females had better academic achievements than the male students, the present study found that male students had better academic achievements than female students.. Different factors can be accounted to these findings. The study also established that urban students are better in academic achievements than the rural students which are not surprising considering the fact that urban areas are more developed and had better facilities as compared to the rural areas. It was also found that students with working mothers had higher academic achievements than students with non-working mothers. Findings with regard to this is rather questionable as some studies found that students with working mothers shows better academic achievement while it may not always be true. From the present findings, it shows that females need to enhance their academic achievements. Rural students may be provided better facilities and opportunities so that they also have better chance of accomplishing their life's goals. Mothers (working or nonworking) play important roles in the upbringing of their children. Their support towards their children's education has a lasting effect on their life and will develop them into responsible adults.

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A Study of the Intelligence of Government K.M. Higher Secondary School Students, Aizawl

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Abstract

Intelligence has been defined in many different ways such as in terms of one's capacity for problem solving. In the school, it is possible for the teacher to classify the students in his/her class as backward, average, bright or gifted and thus arrange for homogeneous grouping to provide them with proper educational opportunities according to their individual capabilities. The result of intelligence test may be used successfully in providing educational, vocational and personal guidance to students' by teachers and guidance personnel. The objective of this study is to examine the general intelligence level of higher secondary students. It also aims to compare the intelligence of higher secondary students in relation to their gender and stream of study. The study found that the overall intelligence level of higher secondary students is average and there is a significant difference in intelligence with reference to gender and stream of study.

Key words: *Intelligence, Gender, Secondary, Students, Arts, Science*

Introduction:

Intelligence can only be observed on how it works in terms of behaviors. The assumption is that behaviors reflect intelligence. A mathematics teacher says that a boy is intelligent as he attempts the problems quickly and correctly, because his behavior in the class is above all the students. Teacher does not say that he is good in mathematics. Thus intelligence is nothing but intelligent behavior. An intelligent behavior is that which is above the norms of a particular group. If a child of two years behaves above his age group, he is known as an intelligent boy. Thus intelligence is an inferred phenomenon.

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Intelligence has been defined in many different ways such as in terms of one's capacity for problem solving. Intelligence is most widely studied in human but has also been observed in animals and in plants. Within the discipline of psychology, various approaches to human intelligence have been adopted. The psychometric approach is especially familiar to the general public, as well as being the most researched and by far the most widely used in practical settings

In view of the lacunae (gap) in the existing definitions, David Wechsler (1944) tried to provide a somewhat comprehensive definition. He defined "Intelligence as the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment.

We can observe the intelligence of an individual only to the extent that it is manifested by him in one or more intelligence tests. Many tests have been devised by psychologists for the measurement of intelligence. Various types of tests have been constructed so far for measuring the intelligence but the credit goes to Binet and Stanford, who have first developed the test to measure intelligence. Binet is considered as the father of intelligence.

The first practical group tests of general intelligence were developed for the Armed forces during the First World War. The number of men to be tested required a quick and economical measurement device, and the individual test was unsuited for that purpose.

Most group tests are sufficiently self-explanatory so that the test examiner need not have little or no specialized knowledge of testing procedures. The test forms are simply passed out to subjects; either they are allowed to work at their chosen rate or the examiner directs the subject when to start and stop.

Group tests are less time consuming and less expensive, it takes no more time to administer and score one individual, it is usually easier to construct than individual tests. The difficulties in constructing test materials, standardizing the test, and particularly the setting of instructions for administration and scoring make the development of an individual test a time consuming and an expensive job.

Need and Importance of the Study:

Test of intelligence is highly needed in the field of higher level of education, this is because by using this test we can develop students' personality according to their intelligence level. Intelligence test also helps in classifying individuals according to their mental make-up. In the school, it is possible for the teacher to classify the students in his/her class as backward, average, bright or gifted and thus arrange for homogeneous grouping to provide them with proper educational opportunities according to their

individual capabilities. The result of intelligence test may be used successfully in providing educational, vocational and personal guidance to students by teachers and guidance personnel. Intelligence test results can be used for predicting the future performance of the students. Results of intelligence test can help a teacher to discover what the child can learn and how quickly he can learn. It also helps to discover the teaching method that should be applied and the learning content that should be utilized to guide the learner to use his mental potentialities to their utmost. Thus, we can conclude that intelligence test is needed in educational settings. In view of all these, the investigators decided to take up the present study which is stated as 'A study of the intelligence of Gov't. K.M. Higher Secondary School Students, Aizawl'.

Objectives of the Study

- 1) To find out the level of intelligence among K.M. Higher Secondary school students.
- 2) To compare the intelligence of K.M. Higher Secondary school students with respect to gender.
- 3) To compare the intelligence of K.M Higher Secondary School students with respect to their stream of study.

Hypothesis

- 1) There is no significant difference in the intelligence of K.M. Higher secondary school students with reference to their gender.
- 2) There is no significant difference in the intelligence of K.M. Higher secondary School students with reference to their stream of study.

Operational Definition of Key Word.

Intelligence: Intelligence is judgment, good sense initiative, the ability to comprehend and to reason well and to adapt one's self to circumstances, and it is the ability of an individual to adapt himself adequately to relatively new situation in life, we can also say that it is the proportion that he/she is able to carry on abstract thinking. In the present study, the level of intelligence implies the scores obtained from the test of general intelligence developed by Dr. K.S. Mishra and Dr. S.K.Pal.

Methodology

The method used for the present study is a status survey method. The population includes all students of K.M. Higher secondary school, Aizawl. The sample consists of 100 students, 50 students from Science stream (25 Male and 25 Female), and 50

students from Arts stream (25 Male and 25 Female) were selected for the present study. The investigators used “TGI- Test of general intelligence’ developed by Dr K.S.Mishra and Dr S.K.Pal as a tool for the collection of data. ator personally went to the school and met the Principal and asked the consent of the principal to collect data. After getting the permission, the test named General Intelligence Scale (TGI), test booklet and answer sheets were given to the subjects. Before administering the test, the instructions and the procedure given in the manual were explained to the students to make sure that the subjects understood the instruction. After test administration was completed, the investigators collected the test booklets. The responses obtained from the subjects were scored following the standard scoring procedures. The scores were classified, tabulated and analyzed.

Analysis and Interpretation of Data.

Analysis and interpretation of the data were carried out with the help of standard statistical techniques and in accordance with the objectives of the present study as follow:

Objective No.1: To find out the intelligence of K.M. Higher Secondary school students.

In order to find out the intelligence of the students, Test of General Intelligence was administered to all the respondents, after this, their scores were tabulated and classified in accordance with the norm given in the manual. Score below P25 is taken as low IQ, score above P75 is taken as High IQ and score between P25 and P75 is taken as average IQ. The following table shows the respondents’ intelligence which is categorized into three levels.

Table 1: Classification of students with respect to their intelligence

Categories	Low Intelligence	%	Average Intelligence	%	High Intelligence
All students N=100	44	44	56	56	0
Male N=50	10	20	40	80	0
Female N=50	34	68	16	32	0
Arts N=50	32	64	18	36	0

Science N=50	12	24	38	76	0
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The above table shows that out of 100 respondents, 44% of the students are categorized as having low intelligence, 56% as having average intelligence, and among all of them there is no student with high level of intelligence.

The above table also reveals that among the male respondents, 20% of them had low intelligence and 80% had average intelligence. On the other hand, among the female respondents, 68% had low intelligence and 32% are found to have average level of intelligence.

As depicted in table no. 1, among science students, 24% possess low intelligence and 76% had average intelligence. Among Arts students 64% had low intelligence whereas 36% had average intelligence.

Objective No.2: To compare the intelligence level of K.M. Higher secondary school students with respect to their gender.

The intellectual levels of the student were compared on the basis of their gender. For this, the mean and standard deviation of the scores were calculated. The mean differences were tested by applying “t” test and the details are presented in the following tables.

Hypothesis no. 1. There is no significant difference in the intelligence of K.M. Higher secondary school students with reference to their gender.

Table 2 : Difference in intelligence between male and female respondents.

Groups	Number	Mean	SD	MD	SEM	t-value	Significant level
Male	50	28.74	4.92	8.1	1.409	5.749	0.01
Female	50	20.64	8.673				

Table 2 shows that there is a significant difference between male and female students in relation to their intelligence. The test is significant at 0.01 level. The result indicates that the two groups differed significantly and the null hypothesis – *There is no significant difference in the intelligence of K.M. Higher secondary school students with reference to their gender* is rejected. The mean score of male students is found to be greater than that of female. This shows that male students of K.M Higher secondary school have higher IQ level than that of female students.

Objective No.3: To compare the intelligence level of K.M. Higher secondary school students with respect to their stream of study.

The intellectual levels of the student were compared on the basis of their stream of study. For this, the mean and standard deviation of the scores were calculated. The mean differences were tested by applying “t” test and the details are presented in the following tables.

Hypothesis no. 2: There is no significant difference in the intelligence of K.M. Higher secondary school students with reference to their stream of study.

Table 3: Difference in intelligence between Science and Arts respondents.

Groups	Number	Mean	SD	MD	SEM	t-value	Significant level
Arts	50	21.54	8.127	6.3	1.5	4.201	0.01
Science	50	27.84	6.813				

As depicted in table No 3, the t-value of 4.201 is found to be significant at the level of .01 level. The mean of Science students is found to be greater than the mean of Arts. The result indicates that the two groups differed significantly and the null hypothesis – *There is no significant difference in the intelligence of K.M. Higher secondary School students with reference to their stream of study* is rejected. This indicates that Science students have higher IQ level than that of Arts students.

Major Findings

1. Majority of the students possessed average level of intelligence, no students possessed high intelligence level and a fewer number of the students had low level of intelligence.
2. There is a significant difference in the intelligence of K.M. Higher secondary school students with reference to their gender. Male students possessed higher level of intelligence than that of their female counterpart.
3. There is a significant difference in the intelligence of K.M. Higher secondary School with reference to their stream of study. It was also found that Science students possessed a relatively higher level of intelligence than Arts students.

Conclusion:

The study found that no student possessed high level of intelligence. One reason for this could be that the students did not actually understand the test as it was developed

in English. Since majority of the students had average intelligence, the teachers and parents had great responsibility in helping the students so that they will have satisfactory academic achievements. Teachers need to be cautious in the method of teaching they apply and in giving motivations to the students and parents need to monitor their children so that they develop good study habits.

Male students were found to possess higher level of intelligence as compared to the females. Differences in intelligence have long been a topic of debate among researchers and scholars. With the advent of the concept of *g* or general intelligence, some researchers have argued for no significant sex differences in general intelligence while others have found greater intelligence in males. The split view between these researchers depends on the methodology and tests they use for their claims. However, it is suggested that female students be given more motivation and better attention by their teachers.

When arts and science students were compared, it was found that science students possessed higher intelligence than the arts students. This is not surprising considering the fact that those students who took up science stream were mostly those who did well in their matriculation, and usually those who had good achievements in HSLC were those who possessed higher level of intelligence. Students who took up Arts were mostly students who did not get admission in the science stream because of their low level of achievements. But this does not mean that all Arts students possessed low level of intelligence or that all of them achieved at a low level.

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A Study of Achievement Motivation Among Post-Graduate Students of Mizoram University

H.Malsawmi*
Francis L.R. Puia Tlau**

Abstract

We talked about motivations behind simple human behaviors like eating and working. What motivates us to work hard in school, video games, sports and all those day to day things that take up our day? We call these types of motivation, achievement motivation. Achievement motivation seems to vary from person to person. Some people have high achievement motivations in school, while others in bowling, and while others in nothing at all. What makes us strive or not strive for that goal- well one easy way to think about it is through extrinsic and intrinsic motivators. The present study aims to find out the achievement motivation of Post-Graduate students of Mizoram University and to compare their achievement motivation with respect to their gender and stream of study by selecting 100 (50 students from science and 50 students from arts) students. It was found that 37% Post-Graduate students have got above average level of achievement motivation, 26% fall in the category of average and 37% have got below average level; that it was found that there is no significant difference in the achievement motivation of Post-Graduate students with regards to their gender and stream of study. Suggestions in the light of the findings of the study have been proposed.

Key words: Achievement motivation, Post-Graduate students

Introduction:

Motivation is the driving force behind a person's actions. There are many different types of motivation, and everyone is inspired by something different. Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There

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are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation.

Achievement motivation is defined as behaviors dedicated to developing and demonstrating higher abilities. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz et al. 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Achievement motivation or the need for achievement is the psychological drive to excel, a social form of motivation to perform at a high level of competence. It is sometimes abbreviated to **NAch** or **n Ach**. Usually this is understood to mean competing in socially valued activities where achievement can be recognized and given appropriate recognition either by the group or internally by the performer.

Achievement motivation can be defined simply as the positive desire to excel, to do well, to accomplish something on one's own. As studied experimentally, achievement is always linked to standards recognized by others, so that achievement motivation may be labeled more precisely "competitive achievement".

According to Atkinson and Feather (1966), "The achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performances as instrumental to a sense of personal accomplishment"

According to Irving Sarnoff, "Achievement motivation is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that ought to possess them, he may be regarded as having an achievement motive".

Achievement motivation is relatively a new concept in the world of motivation. The basis of achievement motivation is achievement motive i.e. a motive to achieve.

Those who engage themselves in a task on account of achievement motive are said to work under the spirit of achievement motivation. In general, achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular, it stands for the pursuit of excellent.

Rationale of the Study:

Achievement motivation is an essential element for success in all kinds of activities. Each and every person need to be motivated to achieve their certain goals. High achievement motivated individuals are more influential than the less-motivated counterparts, and rarely experience emotional breakdowns even under high stress circumstances. The individual who have high achievement motivation can sometimes lead very stressful life due to the amount of pressure they put on themselves, on other hand they also experienced much joy and satisfaction from their achievement. Those who are highly motivated usually performed well in competitive fields such as law, business and entertainment. Even in service oriented fields such as teaching, nursing, individuals with high achievement motivation tend to perform better than their less-motivated colleagues.

Achievement motivation is one of the most important elements of learning and environment. A highly motivated person, therefore, is conceptualized as someone with cognitions or beliefs that lead to constructive achievement behavior, such as exerting effort or persisting in the face of difficulty. Achievement motivation is especially needed among the students. Students with high achievement motivation level are more likely to work hard and give more attention and concentration on their studies and they are more likely ready to achieve educational success than those with low achievement motivational level.

Achievement motivation encourages the individuals to pay attention to their own needs including the need of safety, friendship, creative expression and love and even to have success in their goals. It emphasizes a feeling of enjoyment, self-worth and seeks opportunities to demonstrate competencies in the individual. Therefore, the investigator felt important to conduct a study to find out the achievement motivation of the students as achievement motivation is one of the most important elements for all the students to be successful in their studies and future carrier.

Statement of the Problem:

The problem of the present study is stated as “*A Study of Achievement Motivation among Post-Graduate Students of Mizoram University*”

Objectives of the Study:

1. To find out the achievement motivation of Post-Graduate students of Mizoram University, Aizawl.
2. To compare the achievement motivation of Post-Graduate students of Mizoram University with reference to their gender.
3. To compare the achievement motivation of Post-Graduate students of Mizoram University with reference to their stream of study.
4. To offer suggestions in the light of the findings of the study.

Hypothesis:

1. There is no significant difference in achievement motivation of Post-Graduate students of Mizoram University with reference to their gender.
2. There is no significant difference in achievement motivation of Post-Graduate students of Mizoram University with reference to their stream of study.

Operational Definition of Keywords:

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

Achievement Motivation: The term achievement motivation refers to the expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular it stands for the pursuit of excellence.

According to Mc David and Hasari (1968) "A system of good direction in human activity that is closely related to competence, aggressive and dominance is described by psychologists as Achievement Motivation".

For the present study, *achievement motivation* refers to the score obtained by the students in the Achievement Motivation Test developed by Dr. V.P. Bhargava (1984).

Post-Graduate Students: In the present study, *Post-Graduate students* refer to those students who are enrolled in different disciplines of Mizoram University to pursue their Masters degree.

Delimitation of the Study:

There are more than thousands of students in Mizoram University. It would be of great value to study the achievement level of more Post-Graduate students of Mizoram University. But due to limitation of time, lack of financial support and other constraints, the present study is delimited to selecting only 100 Post-Graduate students of Mizoram University.

Method of Study:

For the presents study, status survey method was used.

Population of the Study:

The population of the present study consisted of all the Post-graduate students of Mizoram University, Aizawl.

Sample of the Study:

The investigator selected 50 Arts and 50 Science students (25 girls and 25 boys in each stream) from all the Post-Graduate students of Mizoram University, Aizawl as a sample of the present study.

Tool Used:

For the present study, “Achievement Motivation Test (English Version)” developed by Dr. V.P. Bhargava, in 1984 was used.

Data Collection

The investigator personally visited different departments and hostels to collect data from Post-Graduate students of Mizoram University, Aizawl by using ‘Achievement Motivation Test (English Version)’ developed by Dr. V.P. Bhargava in 1984.

After selecting the sample of 100 students i.e. 50 (25 boys and 25 girls) students and 50 (25 boys and 25 girls) students from Arts and Science stream of Mizoram University respectively, the investigator introduced himself and honestly asked them to answer the test booklet.

Before administering the test, the investigator read out the instruction written in the test booklet and gave all necessary information to the respondents. Having made sure that the subject has understood the instruction and procedure for answering the test booklet, the actual administration of the test was started.

After the administration of the test was done, the filled up test booklets were then collected and carefully checked by the investigator. After this, the scoring of the test was done according to the procedure written in the test manual and then tabulated. The tabulated data are then analyzed and interpreted according to the norms given in the manual.

Analysis and Interpretation of Data:

The tabulated data were then analyzed by using the norms provided in the manual and the findings of the study are presented as followed in accordance with the objectives of the study.

Objective No. 1: *To find out the achievement motivation of Post-Graduate students of Mizoram University, Aizawl.*

Table 1

Achievement Motivation of Post-Graduate students of Mizoram University

Category	No. of Students	Percentage
Above Average	37	37%
Average	26	26%
Below Average	37	37%

The above table reveals that 37 students (37%) have above average achievement motivation, 26 students (26%) are at the category of average and 37 students (37%) falls in the category of below average. This shows that equal number of students falls in the extreme end of above and below average.

Objective No. 2: *To compare the achievement motivation of Post-Graduate students of Mizoram University with reference to their gender.*

Hypothesis No. 1: *There is no significant difference in the achievement motivation of Post-Graduate students of Mizoram University with reference to their gender.*

Table 2

Comparison of Achievement Motivation of students with reference to their gender

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Male	50	17.8	4.693	0.2	0.861	0.232	NS
Female	50	17.38	3.88				

Looking at Table No. II, the t-value is not significant. The mean of male and female students is almost the same. The result indicates that the two groups are not significantly different and the hypothesis - '*there is no significant difference in the achievement motivation of Post-Graduate students of Mizoram University with reference to their gender*' is accepted.

Objective No. 3: *To compare the achievement motivation of Post-Graduate students of Mizoram University with reference to their stream of study.*

Hypothesis No. 2: *There is no significant difference in achievement motivation of Post-Graduate students of Mizoram University with reference to their stream of study.*

Table 3

Comparison of Achievement Motivation of Post-Graduate students with reference to their stream of study

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Science	50	17.22	4.117	0.12	0.861	0.139	NS
Arts	50	17.34	4.489				

Looking at Table No. III, the t-value is .139. The mean of Science and Arts students is almost the same. This indicates that the two groups do not differ significantly and the hypothesis - *'there is no significant difference in the achievement motivation of Post-Graduate students of Mizoram University with reference to their stream of study'* is accepted.

Major Findings:

- It was found that 37% Post-Graduate students have got above average level of achievement motivation, 26% fall in the category of average and 37% have got below average level.
- Comparison was done between male and female regarding their levels of achievement motivation and it was found that there is no significant difference in the achievement motivation of Post-Graduate students with regards to their gender. The level of achievement motivation of both male and female students is almost the same.
- It was also found that there is no significant difference in the achievement motivation of Post-Graduate students of Mizoram University with reference to their stream of study.

Suggestions:

From the findings of the study, the following suggestions are given:-

- Students' home environment and background should be clearly well-known by the teachers as far as possible. This is a great necessity and will be beneficial for the students in developing their motive to achieve better.

- Matters relating to barriers for the development of students achievement motivation should be clearly analyzed by the teacher.
- It is suggested that teachers should try to create and inculcate in their students the importance and necessity of motivation in their studies in order to have successful achievements towards their goals.
- It is also suggested the parents should try to help their children in developing the level of their achievement motivation.

Conclusion:

From the present study, it was found that there is no significant difference in the achievement motivation of Post-Graduate students with regards to their gender and even among the students of arts stream and science stream, no significant differences was found. The investigator felt that these students need to have better motive to achieve. Especially the students of science, since the subject required more perseverance and sincerity, should have better motivation to have great achievement at their own subject. The study suggested that teachers, community and parents should play a major role in bringing about high achievement motivational level for the young people. The investigator hopes that the observation and suggestions given may be considered useful and helpful for the students to have better achievement motivation.

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English Textbooks Prescribed for Class X by Mizoram Board of School Education: Physical Aspects and Perception of English Teachers

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Abstract

Textbooks play significant roles in the teaching-learning process for the teachers as well as the students. The first impression that students get from looking at the physical appearance of their textbooks create preconceptions of what the particular subject would offer either helping them gain interest towards the subject or making students lose their interest. The present study aims at evaluating the physical aspects of English textbooks prescribed for Class X by the Mizoram Board of School Education. Quality of paper used, printing quality, layout and binding were found to be good and prices affordable whereas cover designs, font sizes and types used, table of detailed contents, numbering of headings of exercises and activities and pictures and illustrations used were found to be unsatisfactory. The study also analyses the perception of English teachers on the physical aspects of the textbooks and found that they are perceived to be good by majority of the teacher.

Key words: *Physical aspect, English textbooks for Class X, Mizoram Board of School Education, Perception of English teachers.*

Introduction

English language textbooks play a very significant role in improving the linguistic and communicative abilities of the learners. They influence both the teachers and students, as they provide proper guidelines to the teachers and students for better teaching and learning respectively. To have a sound and effective programme of language teaching in schools, it is of great necessity that good textbooks are introduced to the teachers as well as the students. Thus, teaching of English language requires

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good textbooks to achieve its various objectives. While contents of the textbooks play the most important role in teaching and learning the language, the importance of the physical appearance and other aspects can never be ignored.

The appearance of a textbook is of great importance to the learner as this is what the learner first encounters before actually learning the subject. There is a popular saying that people should not judge a book by its covers. However, many readers often decide to select their books from what they see in the cover designs. The physical appearance of a textbook can immediately lure a student into reading the particular textbook or make him/her lose interest towards it. It is in this context that the investigators decided to study the physical aspects of English textbooks prescribed for Class X by Mizoram Board of School Education and also the perception of English teachers in secondary schools of Aizawl city.

Objectives of the Study

The present study was conducted with the following objectives:

1. To evaluate the physical aspects of English textbooks prescribed for Class X by Mizoram Board of School Education in terms of:
 - (i) Textbook cover design
 - (ii) Quality of paper
 - (iii) Printing and layout
 - (iv) Font size
 - (v) Binding and durability
 - (vi) Price
2. To study the perception of English teachers about the physical aspects of English textbooks prescribed for Class X by Mizoram Board of School Education.

Operational Definitions of Key Terms Used:

English textbooks: ‘English textbooks’ in the present study refers to the three English textbooks for Class X prescribed by the Mizoram Board of School Education namely ‘Essential English Coursebook’, ‘Essential English Literature Reader’ and ‘Essential English Workbook’.

Mizoram Board of School Education: The Mizoram Board of School Education (MBSE) is a board set up by the Government of Mizoram whose functions include prescription of curricula and textbooks for Secondary and Higher Secondary Schools

and conduct of High School Leaving Certificate and Higher Secondary School Leaving Certificate Examinations.

English teachers: English teachers in the present study imply secondary/high school teachers teaching English subject.

Methodology of the Study

Descriptive and analytical methods of study were employed for the present study. Physical aspects of all the three English textbooks prescribed for Class X by Mizoram Board of School Education, namely, Essential English Coursebook, Essential English Literature Reader and Essential English Workbook were evaluated. For analysis of the physical aspects of the textbooks, the 'Guiding principles for printing of textbooks', developed by the Textbook Selection Criteria, Education Bureau, the Government of The Hong Kong Special Administrative Region and the 'ESL Textbook Evaluation Checklist' by Joshua Miekley (2005) were used and adapted where appropriate.

For the purpose of studying the perception of English teachers about the physical aspects of the English textbooks, a sample of 40 English teachers was randomly taken from high schools in Aizawl city. Data were collected by administering a questionnaire constructed by the investigators for this purpose. Simple statistical techniques such as frequencies and percentages were worked out to facilitate analysis and interpretation of data.

Analysis and Interpretation of Data

1.0. Physical Aspects of English Textbooks Prescribed for Class X by Mizoram Board of School Education

1.1. Textbook Cover Design:

The cover of a book is the first thing that a reader sees which can either motivate or make one lose interest in the particular book. It has been found that the cover designs on the three books viz Essential English - Coursebook, Literature Reader and Workbook are all having the same designs with respects to fonts of the letters and images. The background colour of these covers i.e. red, with some designs on it differs a little. The cover of the Coursebook seems to be brightest in colour, which is followed by the Literature Reader and then by the Workbook which appears to be printed in a slightly lighter shade. It has also been found that prints on the covers are not attractive enough for an English textbook, looking more like a Mathematics book with the geometrical shapes that seemed to be rectangular, square and triangular in shape. No eye-catching images to attract the readers are seen though the words printed on the covers are of

bright colours using white and blue. Thus, the design does not seem to be informative and attractive enough for a language textbook. The technical specification of the size of the book is “¼ Crown” which is also called Crown Quarto, an average magazine size in Mizoram used mostly in College magazines.

1.2. Quality of the Paper Used:

The cover paper quality of the three textbooks is said to be of medium quality and the technical name given to it is “250 gsm Chromo Card” which is a semi-laminated paper. Though the paper used for the cover is not of the best quality, it has been found that the quality is appropriate for students of Class X as it is expected to last the whole session. This is necessary to cut down the price of the books so that it could be affordable to the students. Moreover, it has been found that the cover quality of these newly designed textbooks seemed to be better than the old course textbooks which could easily tear off. Though they are not hard back covers, the laminated front cover is found to be able to repel water which could protect the pages from tearing easily.

It has also been found that the quality of the papers used in the prescribed textbooks is not of the best quality. The technical name given to this kind of paper is “58gsm Cream Wove” and can tear easily if not carefully handled. However, as it has been said before, it is appropriate for students in their tenth standard as they are now expected to be capable of looking after their books well enough. In terms of the quality of papers as a whole, the paper used is not of good quality. However, keeping in mind the price of the book and the users, it has been found that the paper quality is appropriate for Class X textbook.

1.3. Printing and Layout:

The printing and layout of the prescribed textbooks as a whole is found to be quite appropriate for Class X students. There is a clear structure and consistency in appearance throughout the textbooks with each unit following the same basic pattern of presenting the lesson followed by grammatical activities and exercises to improve the different language skills. This seems to be good for those who like uniformity while it might seem to be boring for those who like a variety in the manner of presenting the lesson and activities and exercises. It was found that the printing quality of the three prescribed textbooks is good as printing is clear and no spelling mistake is found in them.

The ‘Table of Detailed Contents’ given at the introductory page vi and vii in the Coursebook is found to be inappropriate as one has to turn the book over to read the columns presented in the horizontal manner. On the other hand, the ‘Table of Detailed

Contents' given at page vi of the Workbook is presented in a vertical manner which could be read with ease. The workbook has no 'Table of Detailed Contents' page but only highlights the contents of the Literature Reader in page vi.

It has been found that the headings of exercises and activities mainly in the Coursebook are not given a proper numbering system though the items under each heading are numbered properly.

The illustrations found in the lessons are also found to be appropriate for the readers as they convey the message and highlight the important incidents which the lessons propose to depict. They are found to be simple and close enough to the text, adding to its meaning rather than detracting from it. However, these pictures and illustrations appear dull as they are only printed in black and white.

It has been found that there is appropriate use of space and margin for ease reading which makes the text logical and consistent. The layout as a whole is found to be appropriate except for the use of the American style in not making any indent at the start of the paragraphs at each unit. This can moreover make the child think that the lesson is not interesting enough as it looks fuller, which at the same time, can make his/her interest wander away, further creating the thought of the lesson being too lengthy for them to study. It has been found that the use of more than two different fonts makes the textbooks appear messy and unorganised. An example of this could be seen right from the first chapter of the English Coursebook.

1.4. Font Size:

It has been found that the size of the fonts used for the titles of the lessons, content matter of the lessons and exercises in all the three prescribed books is appropriate except for some standards. The font used to write the number of the lesson at the top left corner is found to be rather childish and not formal enough for a textbook. The chapter headings are printed in a larger font size and are bolded which makes them stand out. The introductory paragraphs in the Coursebook as well as in the Literature Reader are italicised which distinguishes it from the body of the main lesson to be learned. The font used for the glossary given in each lesson is smaller than the fonts of the main body of the lesson which also makes it easier for learners to distinguish and learn the important words given in the units.

It has also been found that though a variety of fonts may make the lesson look interesting and easier to highlight important aspects, the presence of a mixture of different sizes and types of fonts in a page makes it look a little messy and confusing for the readers. An example of such is found in page 1 of the Workbook.

Example:

Worksheet 1: David's Story

Grammar

SIMPLE TENSES

Simple present tense

Fill in the blanks with the simple present form of the verbs given in brackets.

Today I am going to tell you about Mario. I met him about a year ago and we have become good friends. Mario.....(come) from a half-Italian, half-Portuguese stock.....

1.5. Binding and Durability:

The prescribed textbooks are separated into three volumes - The Coursebook with 152 pages, the Literature Reader with 88 pages and the Workbook with 80 pages. It has been found that these books are thin and compact in size. Therefore, they are found to be quite suitable for students as these textbooks are not heavy to carry around. Furthermore, it gives students the idea that such books could be completed easily without much burden right from the first impression they get after seeing the book. The binding of these three books is quite good and is expected to be suitable for students to use the whole year/session around. It has been found that the paper quality and the cover quality is expected to last throughout the semester. This, however, greatly depends on the way it is handled and the one using it.

1.6. Price:

The prices of the textbooks Essential English, a multi-skill language course - Coursebook, Literature Reader and Workbook are 80, 66 and 66 in Indian Rupees respectively. A comparison of the price of the Old course textbooks and the new course textbooks shows that there is a rise in the prices which may create a burden for students belonging to the lower status in the society. Lets Enjoy English Coursebook i.e, the old course textbook costs sixty-four rupees while the prices of Lets Enjoy English Literature Reader and Lets Enjoy English Workbook are both thirty-three rupees. Those prices were found to be affordable for students across the state when the economic condition of the majority is taken into consideration. However, it is evident that with the rise in price comes the rise in the quality of the textbooks in terms of paper quality and binding than those of the lower priced textbooks. Thus, it was found that the new prices are quite appropriate and affordable for students.

2.0. Perception of English Teachers on Physical Aspects of English Textbooks Prescribed for Class X by Mizoram Board of School Education

Table 2.1

**Perception of English Teachers on Physical Aspects of English Textbooks
Prescribed for Class X by Mizoram Board of School Education**

Sl. No	Physical Aspects	High School Teachers N=40					
		Govt. H/S Teachers N= 20		Private H/S Teachers N= 11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1	Designs of the textbook covers are appealing enough	16 -80	4 -20	8 -72.73	3 -27.27	7 -77.78	2 -22.22
2	Paper quality is appropriate	20 -100		11 -100		9 -100	
3	Printing quality is good enough	20 -100		10 -90.9	1 -9.1	9 -100	
4	Fonts are appropriate	20 -100		11 -100		9 -100	
5	Bindings of textbooks are good enough for students	18 -90	2 -10	10 -90.9	1 -9.1	9 -100	
6	Prices of the textbooks are affordable	16 -80	4 -20	9 -81.81	2 -18.19	6 -66.67	3 -33.33

(Figures in parenthesis denote percentages.)

- 1) It is found vide Table 2.1 that 80% of English teachers from government high schools are of the opinion that the designs of the textbook covers are appealing enough. 72.73% of teachers from private high schools and 77.78% from deficit high schools have the same perception.
- 2) Cent per cent of English teachers perceive the quality of the paper used in the textbooks as appropriate and of a good quality.
- 3) Cent per cent of English teachers from government run high schools and deficit high schools have the perception that the printing quality of the textbooks is good enough. Another 90.90% of private school teachers are in line with this view.
- 4) All English teachers of high schools under different managements find the fonts used in typing the textbooks as appropriate for Class X students.
- 5) Majority of English teachers i.e. 90%, 90.90% and 100% of government, private and deficit high schools respectively perceive the bindings of the textbooks as good enough for students.
- 6) As many as 80%, 81.81% and 66.67% of teachers from the government, private and deficit high schools are of the opinion that the prices of the textbooks are affordable for students in Mizoram.

Major Findings of the Study

1.0. Major Findings and Conclusions in relation to the Physical Aspects of English Textbooks Prescribed for Class X by Mizoram Board of School Education.

- 1) The textbook cover designs were not attractive enough for an English textbook, looking more like a Mathematics book with the geometrical shapes; the designs were not informative and attractive enough.
- 2) Though the paper used for the cover was not of the best quality, the quality of paper used was appropriate for students of Class X. Though they were not hard back covers, the laminated front cover was found to be able to repel water which could protect the pages from tearing easily and damage by water.
- 3) The printing quality of the three prescribed textbooks was good and clear and no spelling mistake was found in them.
- 4) The presence of different font sizes and types in one page made the textbooks appeared messy and unorganised.
- 5) The font used to write the number of the lesson at the top left corner was rather childish and not formal enough for a textbook. However, the fonts used in writing the majority of the texts were appropriate and were in line with the 'Guiding Principles for Printing Textbooks'.
- 6) The 'Table of Detailed Contents' given at the introductory pages vi and vii in the Coursebook was found to be inappropriate as one had to turn the book over to read the columns presented in the vertical manner.
- 7) The headings of exercises and activities were not given a proper numbering system mainly in the Essential English Coursebook.
- 8) The pictures and illustrations appeared dull as they were only printed in black and white.
- 9) The layout as a whole was found to be appropriate except for the use of the American style in not making any indent at the start of the paragraphs at each unit.
- 10) The bindings of the three textbooks were quite good and were expected to last the whole session. It was also found that the textbooks could be carried around with ease as they were not heavy.
- 11) The prices of the textbooks were affordable for students in the major cities and towns. However, keeping in mind those students belonging to the BPL class or

those of the remote villages, it was feared that the price might create problem as students not only had to purchase the English textbooks but also textbooks of other subjects as well.

- 12) The marks carried by each lesson were appropriate when referring to the syllabus.

2.0. Major Findings relating to Perception of English Teachers on the Physical Aspects of English Textbooks Prescribed for Class X by Mizoram Board of School Education.

- 1) Majority of English teachers (77.50%) perceived that the textbook cover designs were appealing for Class X students while 23% of the teachers thought that they were not appealing enough for an English textbook.
- 2) All the teachers i.e 100% found the paper quality used in the prescribed textbooks as good enough for the students.
- 3) Majority of the teachers (97%) perceived the printing quality of the textbooks as good enough.
- 4) All the teachers were of the view that the fonts used in the textbooks were appropriate.
- 5) As many as 92.50% of the teachers found the bindings of the books as good enough.
- 6) Among the teachers, 75.00% perceived the prices of the textbooks as affordable for students.

Conclusion

Evaluation of and perception of English teachers on the same indicate that Findings of the present study indicate that physical aspects of the English textbooks under study are quite satisfactory as a whole. However, there are certain aspects which need improvement to make the textbooks serve teachers and students better. In this context, it is recommended that the cover designs of language textbooks should be more appealing and interesting thus capturing readers' attention. The quality of the cover paper must also be good enough to last the whole academic session and if possible, both the inside and outside cover papers must be laminated. It must also be kept in mind that though there is a revision in the quality of the textbooks, the prices of textbooks must be affordable to all students keeping in mind students belonging to the lower status of the society.

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