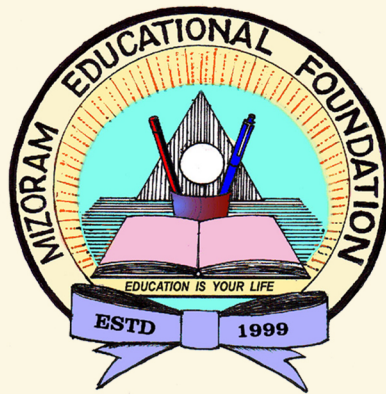


ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Bi-Annual Journal)



Vol. IV Issue 2, December, 2018

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

Advisor : Prof. R.P. Vadhera, Professor & Head, Department of Education, Mizoram University, Aizawl (Former Director of CDC, Former Director of UGC-ASC & Former Dean, SEH, Mizoram University).

EDITORIAL BOARD

Chief Editor : Prof. Lalhmasai Chuaungo

Editors : 1) Prof. H. Malsawmi
2) Dr. Lalhlimpuii

Chief Circulation Manager : Ms. Lalramthari

Circulation Managers : 1) Mr. Zodinsanga
2) Mr. Lalruatfela Hlawndo
3) Mr. Francis Lalruatpuia Tlau
4) Dr. F. Lalrinzuali

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

NATIONAL ADVISORY BOARD

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

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

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

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

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

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

ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Bi-Annual Journal)

Chief Editor : Prof. Lalhmasai Chuaungo
Editor : Prof. H. Malsawmi

Vol. IV Issue 2, December, 2018

Annual Subscription

Within India

Individuals ₹ 200 @ ₹ 100 per copy

Institutions ₹ 300 @ ₹ 150 per copy

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

Advertisement Tariff (For one issue)

Full page ₹ 1500

Half page ₹ 800

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

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

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

Printed at:



Lois Bet

Print & Publication

Chanmari, Aizawl

Ph : 2349250 / 2349970

CONTENTS

Choice Based Credit System: An Opinion Survey of Head of Academic Departments of Mizoram University F. Lalrinzuali & R.P.Vadhera	1
A Study of Guidance Needs among High School Students in Aizawl City H. Malsawmi & Francis L.R. Puia Tlau	13
Study Habits of Class – XI Science Students of Aizawl City Zairemmawia Renthlei & Lallianzuali Fanai	22
Comparison of MZU CBCS Regulations-2012 with CBCS Regulations of Selected Universities F. Lalrinzuali & R.P.Vadhera	32
Attitude of Secondary School Students towards Sex Education in Mizoram Donna Lahunfeli & H. Malsawmi	39
A Study of Teacher Effectiveness among In-Service Teacher Trainees in Relation to Gender and Teaching Experience Lalhmasai Chuaungo & Mikael L. Chuaungo	45
A Study on the Attitudes of Secondary School Teachers towards Inclusive Education in Siaha District, Mizoram. Lallianzuali Fanai, H.T. Malsawmtluanga & Biaknungi	54
Parents Perception on Selected SSA Interventions and its Implementation in Mizoram K. Sarah & H.Malsawmi	61

Choice Based Credit System: An Opinion Survey of Head of Academic Departments of Mizoram University

F. Lalrinzuali*
R.P.Vadhera**

Abstract:

The CBCS provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. Many of the higher education institutions in India, in the recent past, have introduced the Choice Based Credit System (CBCS) in their UG or/and PG level courses. The Mizoram University has implemented the CBCS system in its PG Programmes from 2012 and has already produced three batches of students under CBCS. This paper highlights the opinions of heads of academic department of Mizoram University regarding different issues relating to Choice Based Credit System which have been practiced in Mizoram University for almost 7 years now. The paper deals with the issues like impact of CBCS on quality of education, training on the implementation of CBCS, freedom in the selection of open electives, increase in the workload of the academic department, the difficulties faced by the academic departments in the effective implementation of CBCS and suggestions for its effective implementation.

Keywords: *Choice Based Credit System, Head of the Department, Credit, Open Electives.*

Introduction:

University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses, and they can learn at their own pace and the entire assessment is grade-based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with

*Dr. F. Lalrinzuali, Guest Lecturer, Department of Education, Mizoram University. Ph - 9862275347, Email: lalrinzualifanai@gmail.com

**Prof. R.P.Vadhera Professor, Department of Education & Pro-Vice Chancellor, Mizoram University. Ph - 9436354144, Email: rpvadhera55@gmail.com

development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students. The CBCS imminently fits into the emerging socio-economic situations, and could effectively respond to the educational and occupational aspirations of the upcoming generations. Aided by modern communication and information technology, CBCS has a high probability to be operated efficiently and effectively - elevating students, institutions and higher education.

There have been many debates and deliberations regarding the implementation of CBCS all over the country, CBCS is implemented in such haste in many universities, so without clear guidelines or without proper training/orientation it has been implemented. It may be too early to jump into conclusions as it has been practiced only for a few years now. As CBCS is a process of evolution of educational reforms that would yield the result in subsequent years and after a few cycles of its implementation.

Mizoram University, in view of the aforesaid recommendations, has implemented Choice Based Credit System in its PG Programs from 2012-2013 academic session, and has already produced two batches of students. Mizoram University has drafted two regulations for Post Graduate programmes under CBCS, the first one in 2012 and the second one in the year 2015. There have been various modifications and changes in the second regulation; there has been a change in the course structure and modifications have been made. However, the present study has been confined to the heads of academic department on the various provisions under CBCS Regulation-2012 of Mizoram University.

Objectives of the Study

1. To study the opinions of Heads of the Department on different aspects of CBCS.
2. Difficulties Perceived by the Heads of Department in Effective Implementation of CBCS.
3. To seek suggestions of heads on effective implementation of CBCS in Mizoram University.

Population and Sample

All the Heads of Post-graduate Departments of Mizoram University that offer their PG programmes through CBCS constituted the population of this study. In relation to study the views of Heads on CBCS, out of total 25 heads of departments, 22 participated in this study.

Tools Used for Data Collection

A Questionnaire consisting of 19 questions and 2 open ended questions on different issues relating to CBCS was developed by the investigator.

Findings and Discussions

Findings and discussions of the study have been presented under the following sections:

Here, we will be discussing about the opinions of head of the department on various issues regarding CBCS:

1) Training on the Implementation of CBCS: From the table-1 below, we can see that 41 percent of the heads of departments claimed to have received training regarding CBCS, whereas majority of the heads i.e., 59 percent did not receive any kind of training on CBCS. All of the 9 heads, who claimed to have undergone training, reported it to be adequate. When asked who organized such training and for how long, they responded that the training was organized by CBCS committee and it was held for one day. The resource persons were Prof.R.P. Tiwari and Prof.S.K. Mehta. Further responding to the question on whether they felt that the University should conduct workshops for teachers', heads and deans to understand the concept of CCE, grading, semester, creditization, additional credits and credit transfer system under CBCS. Majority of the heads i.e., 86 percent responded yes and 14 percent of them did not find the need for such workshops.

Table-1
Opinion of HODs on Training on the Implementation of CBCS

Item No.	Statement	Response	N	%
1.	Have you received any training on the implementation of CBCS?	Yes	9	41%
		No	13	59%
	If yes, Do you feel that the said training provided to you was adequate?	Yes	9	100%
		No	0	0%
2.	Who organized that training?	CBCS Committee		
3.	What was the duration of the said training?	1 day		
4.	Who were the resource persons?	Senior Professors who were members of CBCS Committee (Prof. R.P.Tiwari & Prof.S.K Mehta)		
5.	Do you feel that the University should conduct workshops for teachers', heads and deans to understand CCE, comprehensive evaluation, grading, semester, creditization, and credit transfer system under CBCS etc.?	Yes	19	86%
		No	3	14%

2) Office Staff on CBCS:

a) Adequate supporting staff to handle the additional work generated by CBCS:

While responding to the question, on whether adequate supporting staff to handle the additional work generated by CBCS was available, majority of the heads of departments i.e., 68 percent, reported to have shortage of staff to handle the workload generated by CBCS, whereas 32 percent of them responded that they have adequate supporting staff.

b) Regarding training of office staff relating to CBCS: On this issue 32 percent of the heads responded that the office staff in their department had gone for training whereas 68 percent of the heads said that the staff in their department did not go for any kind of training regarding CBCS. When further asked, if they felt the need for training of office staff, 93 percent of the heads responded yes, whereas 7 percent did not feel the need for such training.

Table-2
Opinions of HODs on Training of Office Staff on CBCS

Item no.	Statement	Response	N	%
1.	Do you have adequate supporting staff to handle the additional work generated by CBCS?	Yes	7	32%
		No	15	68%
2.	Has your office staff been trained / oriented on the office work relating to CBCS	Yes	7	32%
		No	15	68%
	If no, Do feel the need of such training to your office staff?	Yes	14	93%
		No	1	7%

3) Understanding of Teachers' with Regard to the Provisions in Regulations on CBCS

a) Understanding of teachers' with regard to the provisions in regulations on CBCS: While responding to the question relating to the teachers' understanding of various provisions in Regulation on CBCS, 68 percent of the heads reported that *all teachers'* in their department have thorough understanding of all provision of CBCS, 14 percent of them believed that only *few teachers'* have thorough understanding of all the provisions, and 14 percent of them felt *only senior teachers'* have thorough understanding of all provisions and 4% opined that *no teacher* in their department, including senior teachers', has complete understanding of all provisions under CBCS regulation.

b) Who takes classes of open electives? : When asked the question on who takes classes of open elective in their department, 23 percent of the heads responded that

mostly senior teachers' take classes of open elective, 5 percent of the head said that mostly junior teachers' take open elective class in their department and 72 percent of the heads responded that both senior and junior teachers' take class in their department.

Table-3

Opinion of HODs on Understanding of Teachers' with Regard to the Provisions in 'Regulations on CBCS'

4) Effect of Introduction of CBCS on Heads : A quick glance at data relating to the impact of CBCS on the functioning of Heads of Departments, vide table- 4, shows that with the introduction of CBCS, 40 percent of the head reported to have been over occupied with office/administrative work, 26 percent of the heads responded that they rarely get time for personal reading and research, 18 percent of the heads replied that it has impacted their own teaching, whereas, 16 percent of the heads responded that CBCS has not affected their functioning at all.

Table-4

Opinion of HODs on Effect of Introduction of CBCS

Item No.	Statement	Response	N	%
1.	How the introduction of CBCS has affected your functioning as HOD?	I am over occupied with office /administrative work	15	40
		I rarely get time for personal reading and research	10	26
		It has impacted my own teaching.	7	18
		It has not affected my functioning at all.	6	16

5) Number of Open Electives Offered:

a) Number of open electives offered: With regard to the number of open electives a student is expected to take up under CBCS, the data vide table 5 shows that 82 percent of the heads were happy with the provision of four (4) open electives. On the other hand 18 percent of them were not happy with the said number of open electives of which 75 percent wanted to reduce the number of open electives from four to two.

b) Will reducing of number of open electives give a relief to heads from administrative work: When asked whether reducing the number of open electives, from four to two, will give them some relief from too much of administrative work relating to OE's, majority of the heads i.e., 59 percent of them agreed that it will relieve the workload, whereas 41 percent of the heads did not think that reducing the number of OE will make much difference.

Table-5
Opinion of HODs on Number of Open Electives Offered

Item No.	Statement	Response	N	%
1	Are you happy with the present number of open electives offered by your department?	Yes	18	82%
		No	4	18%
	If No, Do you feel that the number of Open Electives by your department be <i>reduced from four to two</i> .	Yes	3	75%
		No	1	25%
2	Do you think reducing of number of Open Electives from Four to Two will give you relief from too much of administrative work relating to OEs?	Yes	13	59%
		No	9	41%

6) Appointment of Academic Adviser:

As per the provision under CBCS every academic department is required to appoint an academic adviser for students' to facilitate their decision in selecting their open electives and soft courses. When the heads, were asked about the appointment of such academic adviser in their departments, it was discovered that only 73 percent of the department heads have appointed academic advisers, whereas 27 percent of the department heads reported that they have not done so. On further asking if the academic adviser actually assists the students' in their selection of open electives, 94 percent responded yes and 6 percent said that the academic adviser did not play their role. Regarding their selection of soft courses, 81 percent of the heads responded that the academic adviser help the students' in selection of their soft courses and 19 percent respond that the advisers did not assist the students'

Table-6
Opinion of HODs in Appointment of Academic Adviser

Item no.	Statement	Response	N	%
1.	Has your department appointed Academic Advisers for students'?	Yes	16	73%
		No	6	27%
2.	If yes, do they actually assist students' in the choice of their <i>Open Electives</i> ?	Yes	15	94%
		No	1	6%
3.	If yes, do they actually assist students' in the choice of their <i>Soft Courses</i> ?	Yes	13	81%
		No	3	19%

7) CBCS has shifted the Focus of Departments from Teaching to Testing and Evaluation:

In response to the question, whether they felt that with introduction of CBCS focus of departments has shifted from teaching to testing and evaluation, majority of the heads i.e., 71 percent responded yes and 29 percent responded 'No'. Responding further to the question how they assessed the impact of this shift in focus; 20 percent of the head thinks that continuous testing will make students' to focus on their studies. Again 20 percent of the head agree that variety of testing and evaluative exercises will help in complete/comprehensive testing of students'. On the other hand 47 percent of the head also agreed that too much of testing and evaluation, leaves very little time for teaching. Lastly, 13 percent of the heads believed that too much testing and evaluation exercises will have negative impact on the mental health of students'.

Table-7

Opinion of HODs on Shifting of Focus from Teaching to Testing and Evaluation

Item No.	Statement	Response	N	%
1.	Do you feel that with introduction of CBCS, focus of departments has shifted from teaching to testing and evaluation?	Yes	16	71%
		No	6	29%
		If yes, how do you assess the impact of this shift in focus?	3	20%
		(a) Continuous testing will make students' to focus on their studies		
		(b) Variety of testing and evaluative exercises will help in complete/comprehensive testing of students'.	3	20%
		(c) So much of testing and evaluation leaves very little time for teaching.	7	47%
		(d) So much of testing and evaluation exercises will have negative impact on the mental health of students'.	2	13%

8) Attendance of Students' for Open Electives:

a) Administration of attendance of students' in open electives: Data vide table 8, shows that when responding to the question on whether they administer the attendance of students' in open electives, 91 percent of the head replied yes, whereas 9 percent of the department heads said that they did not administer the attendance of open electives.

b) Receiving of attendance records of students' in open electives from other departments: In response to whether their department received attendance records of

their students' from the department wherein they are pursuing their open electives, 64 percent of the departmental heads responded yes they have been receiving their attendance, whereas 36 percent of the heads said that they did not receive such attendance,

c) Communicating the attendance records of students': Responding to the question on whether they communicate the attendance records of students' who are coming to their departments for their open electives, 73 percent of the heads reported that they communicated the attendance to their parental departments, whereas 27 percent of the heads said that they did not do so.

Table-8
Opinion of HODs on Attendance of Students' for Open Electives

Item No.	Statement	Response	N	%
1.	Do you administer the attendance of students' in open electives?	Yes	20	91%
		No	2	9%
2.	Do you receive the attendance records of students' of your department who are attending Open Electives in other departments?	Yes	14	64%
		No	8	36%
3.	Do you communicate the attendance records of students' who are coming to your departments for their open electives?	Yes	16	73%
		No	6	27%

9) Freedom in Selection of Open Electives:

a) Students' should have freedom to select of open electives even from their own department : From the following table we can see that in response to the question, do you think that students' should have freedom to select Open Electives even from their own department, majority of the department heads i.e. 59 percent believe that the students' should have complete freedom in selecting their open electives even from their own department, whereas, 41 percent of the heads did not find it necessary to give freedom to the students' in their selection of open elective.

b) Selection of open electives from their own department works against the basic spirit of CBCS: When asked whether they think that allowing students' to select of Open Electives from their own department works against the basic spirit of CBCS, 45 percent of the department heads believed to be true where on the other hand, 55 percent of the heads did not agree that this is against the basic spirits of CBCS.

Table-9
Opinion of HODs on Freedom in Selection of Open Electives

Item No.	Statement	Response	N	%
1.	Do you think that students' should have freedom to select Open Electives even from their own department?	Yes	13	59%
		No	9	41%
2.	Do you think that allowing students' to select of Open Electives from their own department works against the basic spirit of CBCS?	Yes	10	45%
		No	12	55%

10) Effect of CBCS on Teaching:

a) Completion of main courses in time: With the introduction of CBCS there has been many evaluative exercises, so in response to the question, whether or not teachers were able to finish their main course in time when CBCS was introduced 18 percent of the heads agreed that their faculties are not able to finish their courses on time due to CBCS, whereas 82 percent of the heads are not in agreement with this statement.

b) Overburdening due to too many evaluative exercises under CBCS: Introduction of CBCS, as explained earlier, has increased evaluative exercises to a very great extent for the teachers' as well as the students'. When asked the question whether they and their faculty felt overburdened with the compiling of marks for so many evaluative exercises like class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester, 68 percent of the department heads responded 'yes' and 32 percent of the heads responded otherwise.

Table-10
Opinion of HODs on Effect of CBCS on Finishing of Main Courses and Evaluative Exercises

Item No.	Statement	Response	N	%
1	Do you think with introduction of CBCS teachers' are not able to complete their main courses in time?	Yes	4	18%
		No	18	82%
2	Do you feel overburdened with the compiling of marks for class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester?	Yes	15	68%
		No	7	32%

11) Difficulties Perceived by the Heads of Department in Effective Implementation of CBCS:

1. Office staffs in academic departments, who handle issues relating to CBCS, have not been given any training on CBCS regulation.
2. CBCS has been implemented without thorough discussion and deliberation.
3. Selection/allotment of *open electives* is too cumbersome and creates too much of problem.
4. Too many testing and evaluative exercises under CBCS leave very little time for teaching.
5. In view of heavy engagements of faculty with various evaluative exercises under CBCS, periodic meetings of faculties become rare.
6. Finishing the prescribed syllabus with practical/experiment is not possible with the given time.
7. Long distance between the departments creates problems in the timely conduct of classes for the core as well as soft courses in the parental departments.
8. Teachers' are not as serious in open electives as they are with respect to core course and soft course.
9. Due to shortage of faculty members, work load has been increased.
10. Computation of the results by the department within stipulated time is a tedious job.
11. Open electives marks are not received on time from other department, so there used to be a problem for computing the total marks.
12. Lack of uniformity in evaluation of *open elective* courses among departments, some departments is too liberal and at the same time there are many others who are too strict.
13. Too many internal tests under C1 and C2 create lots of problems for faculty in completing their syllabus on time.
14. Entry of C1, C2 and C3 marks in broad sheet is very cumbersome for faculty and office staffs that have no such training and orientation.
15. MBA and MSW students' cannot cope up with *open electives* in other department as they have to go for their fieldwork and summer internship.
16. A considerable percentage of students' are not getting *open electives* of their first or second choice.
17. Most of the open elective courses offered under CBCS are not skill based but subject oriented.

18. Movement of students' from one department to another, especially during rainy season and sunny days, is very difficult due to the long distance between departments.
19. Introduction of CBCS has definitely overburdened the department with setting and moderation of question papers, evaluation of answer scripts and preparing of results within a limited time frame.
20. All responsibilities concerning exams have fallen on the heads, teachers' and non-teaching staff of the academic departments; this has greatly affected the teaching – learning of processes in departments.

12) Suggestions of Heads of Academic Departments for Effective Implementation of CBCS:

1. Proper training need to be given to all the office staffs and teaching community.
2. Exam related matters are to be taken up by the examination department.
3. At least ten faculty members are required in each department.
4. Proper consultation within the schools is required for *open elective*.
5. For effective implementation of CBCS, we need to avoid unnecessary holidays.
6. Proper transportation between the departments has to be provided.
7. Teacher need to change their mind set.
8. Regular orientation to the faculty on the conduct of examination under CBCS needs to be provided.
9. More active participation of senior teachers' is needed.
10. All the academic departments should strictly comply with CBCS regulations.
11. Short term but more frequent training on CBCS, covering all aspects of its implementations and evaluation, should be imparted to the HODs and at least one senior faculty members for its uniform implementation.
12. Newly appointed teachers', heads, deans and office staffs should be provided basic training on CBCS regulations in the beginning of every semester.
13. Computations of the results should be given to the examination department.
14. Number of evaluative exercises under C1 and C2 should be reduced from 3 each to 2 each.
15. Students' should be given real choice without any restrictions on open electives.
16. Courses of OE should not be specialized as it is offered to students' of the mainstream.
17. Open electives should be knowledge/skill based, not critical or judgmental.

18. Only the evaluation part should be in the hands of respective departments, all tabulations in the hand of examination department.
19. There will be confidentiality if the examination department takes up the marking.
20. Proper monitoring in each department is required.
21. CBCS rules and regulations should be thoroughly debated and simplified.
22. To save more time C1 and C2 needs to be clubbed.
23. The departments need to be provided the freedom to decide the number of courses and credits according to their needs, resources and mandate.
24. Students' should be given free choice in selecting their open electives including their own department.
25. Clear cut guidelines should be there so as to avoid confusions with regard to the implementation of various provisions in CBCS regulations.

References:

- Mizoram University Regulation Governing Post-Graduate Programmes under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) (2012 & 2015).* Aizawl: Mizoram University.
- Chaubey, A. K., & Vishwavidyalaya, H. G. (2015). Choice Based Credit System (CBCS): A better choice in education system. *International Journal of Creative Research Thoughts*. 3(6), June 2015. Retrieved on 1stNov. 2016. from <http://ijcrt.net/UploadedArticle/176.pdf>.
- Chaudhary, C . (2012). Assessment of adoption of choice based credit system by Indian universities. *International Journal of Behavioral Social and Movement Sciences*. 1(2).
- U.G.C (2008) . *From Chairman on Examination Reforms. D.O. No. F.1-2/2008(XI Plan), dated Jan 31, 2008: Annexure-II, Action Plan for Academic and Administrative Reforms.* New Delhi: Author.
- UGC Guidelines on Adoption of Choice Based Credit System.* New Delhi: University Grants Commission. Retrieved from http://collegesat.du.ac.in/UGC_credit_Guidelines.pdf.

A Study of Guidance Needs among High School Students in Aizawl City

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

Abstract

Guidance is a general term which means helping people to make wise choices and solve their educational, vocational and personal problems. It is a process by which the individuals are assisted by expert persons in making adequate adjustment to life situations. We are social beings, so in some way or other we need help and guidance of others. Parents, grandparents, and teachers and other elder members of the society used to guide youngsters for successful living. The present study aimed to find out the guidance needs among high school students in Aizawl city and to study their guidance needs with respect to their gender and type of school management. It was found that majority of students are distributed between the extreme ends of low and high guidance need. 48% have low guidance need and 52% have high guidance need. It was also found that males and females have more or less equal guidance need and there is no significant difference in their guidance need. The study also found that the non-government high school students have higher guidance need than government high school students.

Keywords: *Guidance needs, High school students*sigHigh

Introduction

Guidance literally means to direct, to point out and to show the path. It is the help or assistance given to a less experienced person by a more experienced person to solve certain major problems of the individual i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept it is concerned with the most favorable development of the individual and as process guidance helps the individual in understanding his own strengths, limitations and other resources and in directing his ability to solve problems, to make choices and decision on his own.

*Prof. H. Malsawmi, Professor, Department of Education, Mizoram University, Aizawl,
Mobile No.:9436354144, Email: rpvadhera@aol.in

**Mr. Francis L.R. Puia Tlau, Research Scholar, Department of Education, Mizoram University, Aizawl,
Mobile No.: 8794593269, Email: gloria444@gmail.com

Guidance is an organized service which aims at helping the individual understand themselves, which means enabling them to know their abilities, aptitudes, interest, perceptions, needs, purpose, their assets and limitations. It is an advice or information aimed at resolving a problems or difficulties, especially as given by someone in authority (Oxford Dictionaries n.d.).

Crow and Crow (2009) defined guidance as “Guidance is assistance made available by professionally qualified and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burdens”.

Principles of Guidance: The following are the basic principles of guidance:

1. *Holistic development of individual:* Guidance needs to be provided in the context of total development of personality.
2. *Recognition of individual differences and dignity:* Each individual is unique and differ from other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have a massive potential. The dignity of the individual is supreme.
3. *Acceptance of individual needs:* Guidance is based upon individual needs i.e. freedom, respect and dignity.
4. The individual needs continuous guidance from birth till he attain the age of maturity.
5. Guidance involves using skills to show love, regard, respect for others.

Guidance is needed wherever and whenever there are problems and in all aspects of life. It helps in optimal development of individual, in solving problems of the individual, in academic growth and development, vocational maturity, vocational choices and vocational adjustment and better family life. Guidance is needed for conserving and utilizing human resources and for national development.

Every individual has to face different types of problems in his life and each type of problem requires particular types of guidance. Some of the main types of guidance are:

Educational Guidance: Educational guidance is that specific area of guidance help which takes care of students’ problems which pertain to their educational progress and experiences. Students of any school maybe classified into two groups : (a) those who are having problems with their learning and achievement such as not progressing satisfactorily, finding certain subjects difficult, unable to decide which courses they should opt for, not liking a subject or even the school, and so on, (b) those who do not

have any problem at a particular point of time, but in order to enable them to utilize their potentialities fully they need guidance; they also need to be saved from developing some problem in future through preventive guidance. Therefore, all students need educational guidance.

Vocational Guidance: Vocational guidance is a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. Vocational guidance is a guidance given to a person mainly about vocational problems. It had begun with Person's Vocational Bureau which was established by him in 1908 at Boston in America. According to **Early Childhood Care Education**, he was the one who used the term 'guidance' for the first time. He used this term for aiding young people in choosing their vocations and preparing for them. But, at that time, i.e. in the earlier stages of the vocational guidance it was confined only to giving of occupational information. During the third and the fourth decades of the present century, however, state governments in America gave recognition to guidance and implemented its programs.

Personal and Social Guidance: Personal and social guidance is the process of helping an individual to know how to behave with consideration towards other people. Primarily, personal and social guidance helps the individual to understand himself, know how to get on with others, learn manners and etiquette pursue leisure time activities, practice social skills, develop family and family relationships, and understand social roles and responsibilities.

Individual Guidance: Individual guidance or counseling is as described by Gilbert (1951) a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution of his problems. It is an individual matter as there is only one person who is to be aided.

Group Guidance: Group guidance means that procedure of guidance in which it is a group of more than one individual which is helped to solve problems of the group members. In the earlier stages of guidance and counseling individual guidance was considered more important, rather the only kind of guidance. So it was largely remedial in nature. But; later on, when it was widely accepted that guidance was a necessity for the development of both kinds of individuals, normal as well as problem ones, Developmental concept of guidance stressed that guidance was necessary for all. Then group guidance emerged to be more important, because with the huge population of the schools individual guidance was not feasible. It was uneconomical and impossible to help such a large number of pupils individually.

Review of Related Literature

Kesici, S. (2007) conducted a study on “*Middle school student’s guidance and counseling needs*”. The purpose of the study is to determine the guidance and counseling needs of middle school (i.e., sixth, seventh and eighth grades) students from their points of views by using qualitative research techniques. The study was conducted at public primary schools in the district of Selcuklu/ Konya. The study found that some of the sixth grade students and the majority of the seventh grade and eighth grade students need counseling in domestic problems (parental attitude, problems with siblings and insistence on responsibilities).

Suresh Prabu, P studied “*Guidance Needs among Higher Secondary Students*”. The study consisted of 250 XI standard students studying in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The study found that the higher secondary students are having average level of guidance needs and irrespective of sub samples. It was found that male and female students do not differ significantly in their guidance needs scores. It was also found that rural and urban area students do not differ significantly in their guidance needs scores, government and private school students do not differ significantly in their guidance needs scores, science and arts students do not differ significantly in their guidance needs scores and the students whose parent’s education are literate and illiterate level does not differ significantly in their guidance needs scores.

Rationale of the Study:

Every school student needs guidance in different fields at different levels. Generally, the need for guidance is based on physical, social, psychological, educational and vocational. If every school student receives proper guidance on such levels as mentioned above, they would gain optimum achievement and adequate adjustment in the varied life situations. Parents and teachers also require guidance because with the help of guidance, they would be able to understand their child’s mindset as well as helping them in achieving their desired goals.

It has been assumed that the more is the advancement and modernization, the more will be the need for guidance. The absence of guidance may results in all types of wastages. Guidance is important as it helps an individual achieve well on various areas of personal and social life, as well as in educational and career pursuits which would ultimately help in proper utilization of man power. A society consisting of achieving and adjusted individuals would contribute more to achieving the national and social goals. Such a society would also have individuals who are aware of social problems and can deal them more humanely.

Therefore, in the light of the above discussion, the investigator felt it interesting and necessary to conduct a study on the guidance need of the students and the rationale behind selecting the high school students is that they are at the stage where proper guidance regarding physical, social, psychological, educational and vocational is of utmost importance.

Statement of the Problem:

The statement of the present study is stated as, “*A Study of Guidance Needs among High School Students in Aizawl City*”.

Objectives of the Study:

1. To find out the guidance needs of high school students in Aizawl City.
2. To compare the guidance needs of male and female high school students in Aizawl City
3. To compare the guidance needs of government and non-government high school students in Aizawl City.
4. To make suggestion in the light of the findings of the study.

Hypothesis:

1. There is no significant difference in the guidance needs of male and female high school students in Aizawl City.
2. There is no significant difference in the guidance needs of government and non-government high schools students in Aizawl City.

Operational Definitions of Key Words:

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.

Guidance needs: This refers to the help and guidance needed by the students in the area of physical, social, psychological, educational and vocational areas.

High School Students: The high school students are those students (students studying Class IX and X) who are attending the school stages of formal education higher than that of elementary stages but below higher secondary stages.

Method of Study:

For the present study, status survey method was used.

Population and Sample:

The population of the study includes all high school students in Aizawl City. The investigator selected 120 high school students i.e. 60 students from government school (30 males and 30 females) and 60 students from non-government school (30 males and 30 females) as the sample of the study.

Tool Used:

For the present study, “GNI – Guidance Needs Inventory” (2010) developed by Dr. J.S. Grewal was used for collecting data.

Collection of Data:

The investigators went to Govt. Mizo High School and Synod Higher Secondary School and asked the permission of the head of the institutions to collect data from the students of these institutions. After the permission was granted, the investigators selected 60 students each from amongst the students of both the institutions. The selected students were brought to a particular classroom and the investigators introduced themselves and explained the purpose of the study and after this, the GNI test booklet, consisting of 65 questions was given to them. Before administering the test, the instruction given in the test booklet was read and necessary information was given. After this, the actual administration of the test was started and after all the students completed responding to the test booklet, it was then collected and carefully checked by the investigator. After all these was done, the scoring of the test was done according to the manual and the scores were then tabulated, analyzed and interpreted according to the norms provided in the manual of the test booklet.

Analysis and interpretation of data:

The responses obtained from the subjects were scored by following the standard scoring procedures. The scores were classified, tabulated and analyzed. Standard statistical methods were employed for analysis of the data. The findings of the study are presented as follows in accordance with the objectives of the study.

Objective No. 1: *To find out the guidance needs of high school students in Aizawl City.*

In order to find out the guidance needs of the students, the mean of the scores were calculated which comes out to be 115. For the norm, the students who have scored below 115 are categorized as having high guidance need and the students whose score are above 115 are termed as having low guidance need.

The following table no. 1 shows the number and percentages of all respondents' guidance need level which is categorized under two levels.

Table No. I
Guidance Needs of High School Students in Aizawl City

Categories	High Guidance Need	Low Guidance Need
All Students N = 120	58 (48%)	62 (52%)

The above table shows that out of 120 respondents, 48% of students are categorized as having high guidance need and 52% of students are categorized as having low guidance need. The numbers of students who have high and low guidance needs are almost equal.

Objective No. 2: To compare the guidance needs of male and female high school students in Aizawl City.

Hypothesis No. 1: *There is no significant difference in the guidance needs of male and female high school students in Aizawl City.*

The guidance need of the students was compared on the basis of their gender. For this comparison, the Mean, Standard Deviation, Mean Difference, Standard Error of Mean and the 't' value was calculated by using statistical method and the significant level was also tested at .01 and .05 levels. The following table shows the result of the comparison.

Table No. II
Comparison of Guidance Needs of High School Students with regards to their Gender

Groups	Number	Mean	SD	MD	SEM	't' Value	Sig. Level
Male	60	118.97	44.841	8.717	7.996	1.09	NS
Female	60	110.25	42.725				

Looking at the above table, it was shown that the mean of male is found to be greater than the mean of female, but the difference is not very high and the obtained 't' value i.e. 1.090 is not significant at any level and the hypothesis - *There is no significant difference in the guidance needs of male and female high school students in Aizawl City* cannot be rejected. Thus it can be concluded that the guidance need of high school students does not differ significantly in terms of their gender.

Objective No. 3: To compare the guidance needs of government and non-government high schools students in Aizawl City.

Hypothesis No. 2: *There is no significant difference in the guidance needs of government and non-government high schools students in Aizawl City.*

Comparison of guidance need was made between the government and non-government high school students and it was shown in the following table.

Table No. III

Comparison of Guidance Need of Government and Non-Government High School Students

Groups	Number	Mean	SD	MD	SEM	't' Value	Sig. Level
Govt.	60	93.02	40.246	43.183	6.984	6.183	0.01
Non-Govt.	60	136.2	36.15				

From the above table it can be seen that the obtained 't' value of 6.183 is significant at the level of .01. The mean of non-government school students is found to be greater than the mean of government school. The result indicates that the two groups differed significantly and the hypothesis – *There is no significant difference in the guidance needs of government and non-government high schools students in Aizawl City* is rejected. It can be interpreted that the non-government high school students have lesser level of guidance need than the government high school students because in this inventory, the lesser the score indicates more guidance needs.

Major Finding of the Study:

The findings of the study are given below:-

1. More number of students (52%) have low guidance need and slightly less number of students (48%) have high guidance need.
2. It was found that males and females have more or less equal guidance need and there is no significant difference in their guidance need.
3. It was found that the Government high school students have higher guidance need as compared to the non- government high school students.

Suggestions:

The following suggestions are given in the light of the findings of the study:-

1. At the elementary stage, the guidance programs must help the children to make good beginning, to plan intelligently, to get the best out of their education and prepare them for secondary schools.
2. At the secondary stage, educational guidance should help the students to understand themselves better, to understand different aspects of the school, to select appropriate courses to get information about different educational opportunities, to develop good study habits.

3. The students should be helped to be acquainted with the vocational implications of various school subjects.
4. Service of trained and talented guidance personals should be ensured in each school.
5. The authorities should provide preventive programs in areas like drug awareness, prevention of sexual abuse, personal safety and growth in self-efficiency and self-extreme.

Conclusion:

The present study reveals that majority of students were distributed between the extreme ends of low and high guidance need. It was found that males and females have more or less equal guidance need and there is no significant difference in their guidance need. The study also reveals that the non-government high school students have lower guidance need than government high school students. Guidance helps the students to have a better self understanding and proper adjustment to self and society. Thus, development of proper motivation and clarification of goals and ideas to students in conformity with their basic potentialities and social tendencies are important and suggested.

References:

- Crow, A. & Crow, L.D. (2009). *Introduction to guidance*. America: America Book Company.
- Kesici, S. (2007). *Middle school student's guidance and counseling needs*. Retrieved from https://www.researchgate.net/publication/297845746_Middle_School_Students'_Guidance_and_Counseling_Needs.
- Kochhar, S.K. (2004). *Educational and vocational guidance in secondary school levels*. New Delhi: Sterling Publishers.
- Prabu, P.S. (n.d.). *A study on guidance needs among higher secondary students*. Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Vol20-issue7/Version-7/B020771417.pdf>.
- The Oxford Dictionaries (n.d.). *Definition of "guidance"*. Retrieved from <https://en.oxforddictionaries.com/definition/guidance>.

Study Habits of Class – XI Science Students of Aizawl City

Zairemmawia Renthlei*

Lallianzuali Fanai**

Abstract

Study habits are usually defined as student's ability to manage time and other resources to complete an academic task successfully. It is the amount and kind of studying routines which the student is used during a regular period of study occurred in a conducive environment. The main purpose of this study was to examine the study habits of higher secondary science students, CI-XI students to be more specific, of Aizawl City, the capital of Mizoram where a large majority of science students are concentrated and to find out if the gender of students and type of management of school has a bearing on the study habits of these students. A sample population of 512 students from 8 schools were examined and the Study Habit Inventory developed by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal was used for the purpose of the study. Statistical techniques such as t-test and ANOVA were used to analyse the data and the study found that the sample population exhibited rather poor study habits and that there was no significant difference in the study habits of students with reference to gender or type of management.

Keywords: Study Habits, Science Students, Aizawl, Gender, Management

Introduction

One of the most important personal factors that influences a student's learning to a great extent, and hence, his/her academic achievement, is study habit. Study habits are learning tendencies that enable students to work privately. Study habits are usually defined as student's ability to manage time and other resources to complete an academic task successfully. 'Study habit' is the amount and kind of studying routines which the student used during a regular period of study and occurred in a conducive environment.

Crede & Kuneel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self testing, rehearsal

*Mr. Zairemmawia Renthlei, Assistant Professor, Institute of Advanced Study in Education, Aizawl Mizoram. Ph - 9774089972, Email: jimzrenthlei@yahoo.co.in

** Dr. Lallianzuali Fanai Associate Professor, Institute of Advanced Study in Education, Aizawl Mizoram. Ph- 9436141866, Email: dr.zuali@gmail.com

of learned material and studying in a conducive environment. Study habits are commonly referred to as regular patterns in approaching study tasks. These patterns are made up of a combination of one or more individual tactics or techniques such as note taking (Wade, Trathen & Schraw 1990). When these techniques are used deliberately in particular study situations, they are called study strategies. A study strategy and in turn study habit, is a direct sequence of activities applied by the learner to a set of information rather than a single random event (Kail & bisanz, 1982).

Study habits typically denotes degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is conducive to studying. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. Study habits are learning tendencies that enable students work privately.

Azikiwe (1998) describes study habits as “the adopted way and manner a student plans his private reading, after classroom learning so as to attain mastery of the subject”. According to her, “good study habits are good asset to learners because habits helps students to attain mastery in areas of specialization and ensuing excellent performance, while the opposite becomes constraint to learning & achievement leading to failure”.

Good's dictionary of education defines the term study habits as: The student's way of study whether systematic, efficient or inefficient etc”. Going by this definition it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

A student with good, effective and healthy study habits will learn more, quantitatively and qualitatively; perform better in tests and examinations and will avoid many mental and physical problems that he/she may otherwise encounter in the absence of such effective and healthy study habits. Study habit, therefore, refers to learning which leads to the achievement of a learner's goal, through a prescribed pattern of steady behaviour.

Study habits of the children play very important role in reflecting the standards of education. Those Students who have good study habits are able to make effective study decisions, have the ability to differentiate the level of difficulty to learn the items, have high achievement motivation, socialized personality traits and problem solving appraisal.

Rationale of the Study

It has often been lamented that Mizos no longer feature in national level academic and technical competitive examinations such as UPSC, SSC, NDA, JEE-IIT, etc. It is

the opinion of the general public that the performances of Mizo students have not mirrored the improvements in educational facilities and infrastructure. The Mizos as a people have demonstrated that they are second to none in areas such as intelligence, aptitude, etc. but are generally considered as under-achievers. This problem also extends to the science students of Mizoram, specifically Aizawl.

Recent researches in other states and countries have strongly suggested that academic performance of students is strongly related to their study habits. The performance of the science students of Aizawl has not come up to par with the rest of the country and with the recent introduction of JEE, etc it has become even more important that a comprehensive research be conducted into the study habits of Science students in Aizawl. It has also been observed that there is a significant difference in the academic achievement of boys and girls as is seen from the MBSE results. It is therefore important to ascertain if this difference in academic achievement between boys and girls is due to differences in their study habits.

Certain schools have also been observed to perform well consistently in the board examinations while certain schools have performed poorly. Thus it is important to find out if the consistently good academic performance in certain schools can be attributed to the type of management the school is under.

It has also been established in many researches that the study habit of a student is greatly affected by the home environment the child is brought up in. Home environment helps to gain better study habit. Without good study habits a student cannot succeed. The ability of parents to plan, organize and manage time will benefit the child in every area of life. The nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran et al.; 2009). From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study. Thus it is imperative that this correlation between study habit and home environment, specifically, the occupational status of parents be ascertained and documented.

Objectives:

- 1) To study the different study habits of the sample students.
- 2) To compare the study habits of male and female students of the sample students.
- 3) To determine if the type of management of a school has any bearing on the study habit of a child.

Hypothesis:

The following hypotheses have been formulated for the purpose of this study:

Ho 1: “There is no significant difference between the study habits of male and female science students of Aizawl”.

Ho 2: “There is no significant difference in the study habits of children studying in government, deficit or private schools”.

Methodology:

The study utilised the Descriptive Method with a causal-comparative approach.

Population and Sample of the Study:

The population of the study comprises of all the higher secondary schools in Aizawl offering science stream numbering in total 19 schools. The number of schools according to type of management is as follows: Government – 5, Deficit – 2 and Private – 12. The total number of students enrolled in these schools at the time of the study was 2042.

The investigator has randomly selected 8 schools from which 516 students were again randomly selected i.e. approximately 25% of the total population.

Tools Used for Data Collection:

The investigator has used the Study Habit Inventory developed by Dr. M. Mukhopadhyay and Dr. D. N. Sansanwal (Appendix II). The inventory consists of 50 questions which are to be answered on a 5 point scale. The inventory delineates study habits into 9 sub areas as

- 1) Comprehension 2) Concentration 3) Task orientation 4) Sets 5) Interaction
- 6) Drilling, 7) Supports 8) Recording 9) Language

Mode of Data Collection and Data Analysis

The investigator personally visited each school and obtained necessary permission from the Principals of each school. He then established a good rapport with the students after which he explained clearly the procedure involved to the students and cleared any doubts. Finally the investigator administered the study habits inventory and collected the response sheets only after each student has completed the inventory.

The response sheets were scored very carefully using the scoring key provided in the manual. The scores were then carefully and systematically tabulated using Excel

worksheets so as to enable statistical analysis later. The data was analysed using t-test and ANOVA. The investigator made use of the internet to calculate the t-value at www.graphpad.com.

Analysis and Interpretation of Data:

1. Study habits of the whole sample

Figure 1 Mean Scores of the Whole Sample in Various Areas

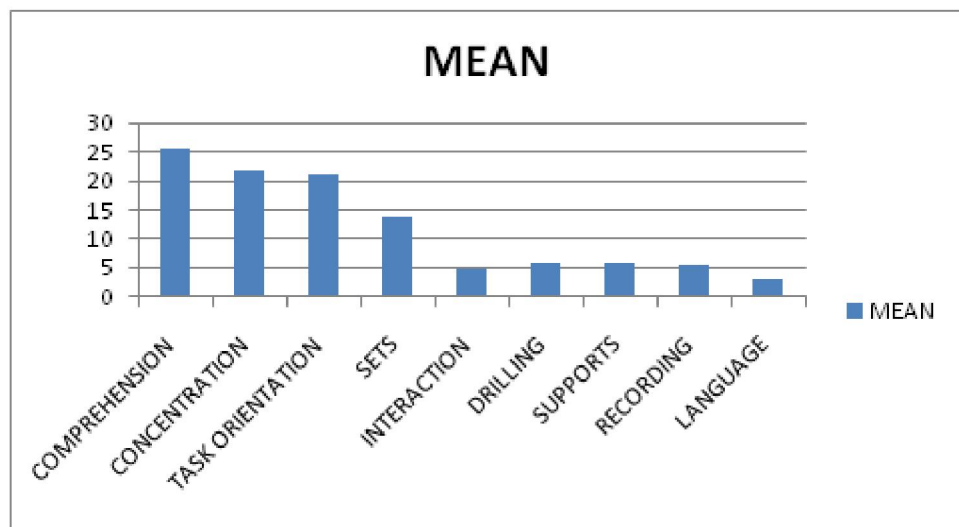
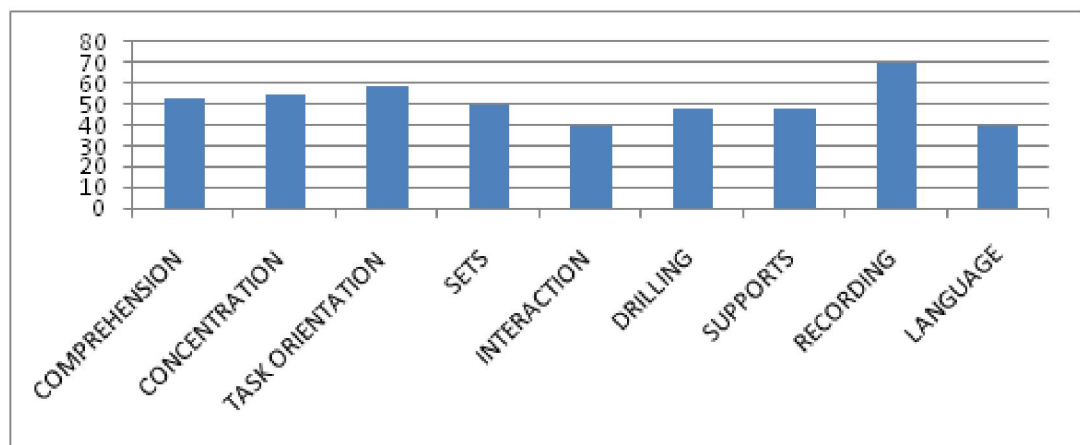


Figure 2. Percentage Scores of Whole Sample in Various Areas



From the figure 2, it can be seen that the sample students have scored poorly in Interaction and Language, 39.17 % and 39.61 % respectively. They have achieved average scores in all other areas (40 – 58 %) except in Recording where they have scored 70%.

This implies that Mizo students are strong in Recording but needs improvement in all other areas especially Interaction and Language.

2. *Comparison of Study habit in relation to gender*

Figure 3 Mean Scores of Male and Female Students

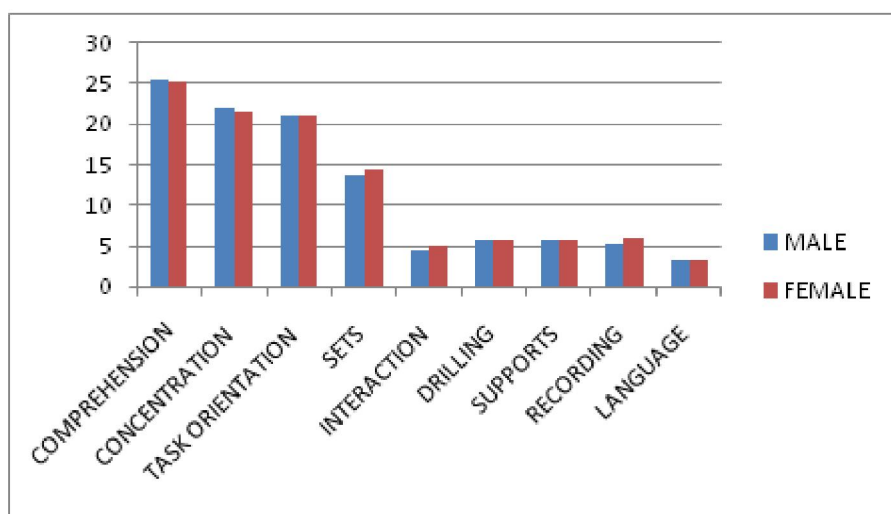
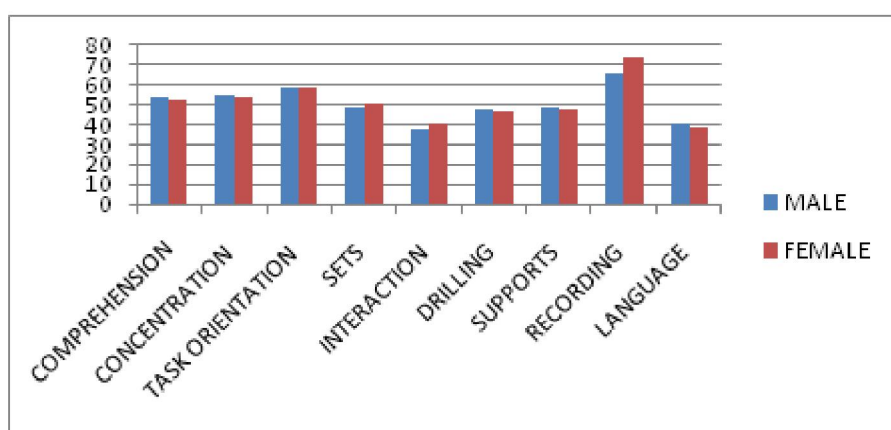


Figure 4 Percentage Scores of Male and Female Students



From figures 3 and 4, we see that the scores obtained by male and female students differ in the various areas. In Comprehension, Concentration, Drilling, Supports and Language, the boys scored slightly higher than girls whereas the girls have scored higher than the boys in Sets, Interaction and Recording. In Task Orientation, the scores of boys and girls are almost identical.

The values of mean and Standard Deviation were then calculated and a t-test was performed between the two means. It was found that the t-value of $t = 0.7156$ at $df = 515$ was statistically insignificant. Thus the null hypothesis was accepted as a result of which it can be concluded that there is no significant difference between the study habits of boys and girls among the science students of Aizawl.

3. *Study habit in relation to management type of school*

Figure 5 Mean Scores in relation to the Type of Management of School

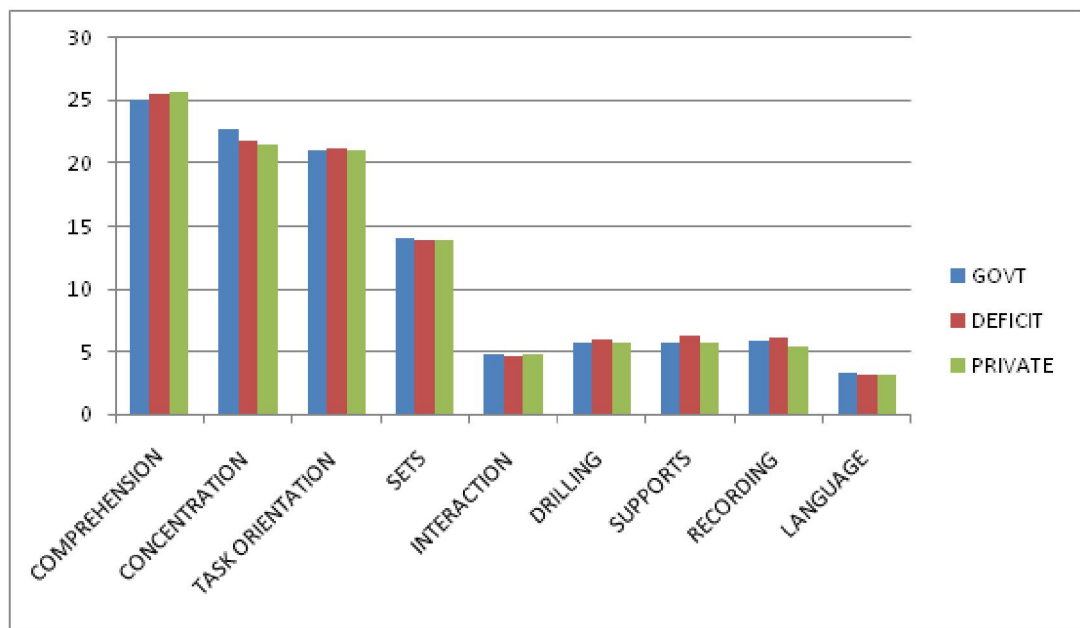
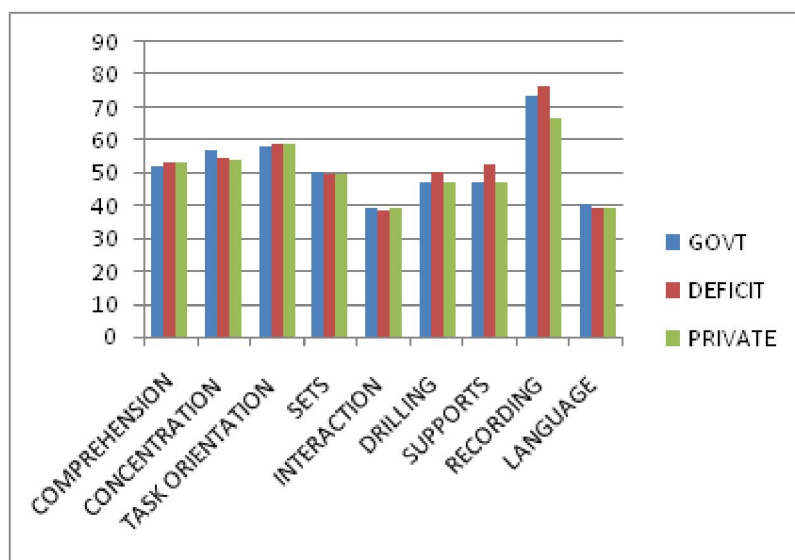


Figure 6. Percentage Scores in relation to Type of Management of School

Figures 5 and 6 indicate slight variations in the study habits of the children when compared to the type of management but in order to ascertain if the differences were simply due to statistical error, analysis was done using one-way Anova as follows:

Table 1. One way Anova of Study Habit with Type of Management of School

SOURCE OF VARIANCE	SS	Df	MS	F
BETWEEN GROUPS	300.5556	2	150.278	0.78673
WITHIN GROUPS	97991	513	191.015595	
TOTAL	98291.56			

0.05 – 3.00 0.01- 4.61

The F-ratio is thus seen to fall below the critical values. Therefore the null hypothesis is accepted. This implies that there is no significant difference among the students in relation to the type of management of school..

Major Findings of the Study:

The following are the major findings of the study:

1. In the present study, the investigator found that the sample students have scored poorly in Interaction and Language (below 40 %), average in all other areas (40 – 58 %) except in recording where they have scored 70%.

2. It was also seen that the scores obtained by male and female students differ in the various areas. but when a t-test was conducted it was inferred that there is no significant difference between the study habits of boys and girls among the science students of Aizawl.
3. Slight variations in the study habits of the children when compared to the type of management of schools were observed but when analysis was done using one-way Anova, it was found that there is no significant difference among the various groups.

Discussion of Results:

It is the finding of this study that science students have rather poor study habits. The investigator found that the sample students have scored poorly in Interaction and Language (below 40 %), average in all other areas (40 – 58 %) except in recording where they have scored 70%. This indicates that Science Students of Aizawl, in general have poor study habits.

The study did not detect any significant difference in the study habits of male and female science students. This finding is supported by the research of Choudhary, N.K (2013) and Stella & Purushothaman (1993). However Sud and Sujata (2006) have found evidence to the contrary.

The study also did not find any significant difference in the study habits of students enrolled in Government, Deficit or Private schools.

Conclusion:

The low scores of all students irrespective of gender and school management reveals a very serious flaw in the study habits of Mizo children studying science. It implies that the majority of the population was not aware of good study habits and awareness and guidance is needed very urgently in Mizoram. Further studies may be conducted at other levels of education and streams to further cement the conclusion arrived at this study.

References:

- Azikiwe, U. (1998). *Study approaches of university students - vol. 2*, Lagos: WCCI Region II Forum.
- Best, J. W. & Kahn, J. V. (2011). *Research in education*. New Delhi: PHI Learning Limited.
- Chaudhari, A. N. (2013). Study habits of higher secondary school students in relation to their academic achievement. *International Journal for Research in Education* 1(3),

- Crede, M., & Kuneel, N.R. (2008). Study habit, skills, and attitudes: the third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3, 425-453.
- Kail, R.V., & Bisanz, J. (1982). Cognitive strategies. In C.R. Puff (Ed.), *Handbook of research methods in human memory and cognition* (229-255). New York: Academic Press
- Khan, J. A. (2009). *Research methodology*. New Delhi: APH Publishing Corporation.
- Kumar, M. & Dixit, R. (2011). An investigation into study habits and personality related to achievement in English & Hindi medium students. *International Referred Research Journal*, III (27).
- Mishra, R. C. (2005). *Educational research and development*. New Delhi: APH Publishing Corporation.
- Oluwatimilehin, et. al. (2012). Study habits and academic achievement in core subjects among junior secondary school students in Ondo state, Nigeria.
- Omotere, T. (2012). “The effects of study habit on the academic performance of students: a case study of some secondary schools in Ogun state”,
- Parveen, A. (). *Effect of counselling on the need-achievement, study habits and academic achievement of underachievers (Ph.D Thesis)*. Faculty of Education, University of Kashmir.
- Parua, R. K. & Archana, (2011) *Study habits of secondary school students in relation to their scholastic achievement*.
- Sharma, R. C. (2006). *Measurement and evaluation techniques*. Jaipur: ABD Publishers.
- Singh, Y. K. (2010). *Education and mental measurement*. New Delhi: APH Publishing Corporation.
- Stella & Purushothaman, S. (1993). Study habits of underachievers. *Journal of Educational Research and Extension*, 29(4), 206-214.
- Sud, A., & Sujata. (2006). Academic performance in relation to self-handicapping, test anxiety and study habits of high school children. *Psychological Studies*- 51(4), 304-309.
- Wade, S.E., Trathen, W., & Schraw (1990). Spontaneous study strategies. *Reading Research Quarterly*, 25, 147-166.

Comparison of MZU CBCS Regulations-2012 with CBCS Regulations of Selected Universities

F. Lalrinzuali*
R.P.Vadhera**

Abstract:

Many of the higher education institutions in India, in the recent past, have introduced the Choice Based Credit System (CBCS) in their UG or/and PG level courses. So far there have been many issues and deliberations all over the country regarding this reform in higher education, there are some universities that opposed this change by means of strikes and protests, they are giving many valid reasons as to whether the University Grants Commission has to stop this reform. CBCS is also implemented without conducting proper research; it is implemented with such haste without giving any time for thorough study even for different Universities before implementing it. There may be various reasons why the University Grants Commission implemented it hurriedly, maybe pressures like inculcating students' mobility due to globalization and practicing uniformity and the need for using the same yardstick all over the country. This paper will throw light on the performance of different Universities in India regarding the implementation of CBCS.

Keywords: Choice Based Credit System, Regulations, Courses, Credits.

Introduction: The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and to make the higher education in Indian Universities compatible with the universities of developed nations, the UGC (11th plan, March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations:

1. Semester System

*Dr. F. Lalrinzuali, Guest Lecturer, Department of Education, Mizoram University. Ph - 9862275347, Email: lalrinzualifanai@gmail.com

**Prof. R.P.Vadhera, Professor, Department of Education & Pro-Vice Chancellor, Mizoram University. Ph - 9436354144, Email: rpvadhera55@gmail.com

2. Choice Based Credit System.
3. Curriculum Development
4. Examination Reforms
5. Administrative Reforms

All the above recommendations for reforms have been reviewed by the representatives of various universities in the country and considered for implementation with the aim of transforming higher education – a transformation where students' change from being passive recipients of knowledge to becoming active participants of the knowledge imbining process. The education system in the country is trying to make a paradigm shift from a teacher-centric to the learner-centric mode by focusing on all-round integral development of students' personality so that they become good citizens.

The Mizoram University developed its 'CBCS Regulations 2012' after consulting the CBCS regulations of many other universities from all over the country and implemented its CBCS from the academic session 2012-13. However, 'CBCS Regulations 2015' was framed as per the UGC guidelines for adoption of CBCS. Mizoram University has already produced 2 batches of students' after implementation of its CBCS as per the 2012 regulations. The following are the comparison of CBCS Regulations of Mizoram University in terms of its Core Features with selected universities like Mysore University, NEHU and Bangalore University.

Objectives of the study:

1. Comparison of Mizoram University CBCS regulations -2012 in terms its core features with selected Universities.
2. Comparison of Mizoram University CBCS regulations -2012 in terms of divisions and CGPA with selected Universities

Methodology of the Study:

For the present study content analysis technique was used for the examination of various provisions of Mizoram University CBCS Regulations -2012 and its comparisons with the CBCS regulations of selected universities.

Sources of Data:

Secondary data was collected on regulations of four Universities i.e., Mizoram University, NEHU, Mysore University and Bangalore University was studied and compared. Regulations of NEHU, Mysore University and Bangalore University were downloaded from the internet.

Comparison of MZU CBCS regulations -2012 in terms its core features with selected Universities.

a) Year of Implementation of CBCS:

Mizoram University has been practicing CBCS from 2012, NEHU has been using CBCS from 2008, Mysore University has implemented from the year 2012 and Bangalore University from 2014.

b) CBCS through Semester or Annual System:

Regarding the duration of the programme all the Universities follow the same pattern which is four semesters in each PG programme, mostly consisting of 90 actual working days.

c) Types of Courses under CBCS:

The categories of courses offered in the four Universities are mostly similar, for instance Mizoram University offered a) Core Courses (CC), b) Soft Courses (SC), c) Open Electives (OE) courses in the year 2012-2014, in 2015 the regulations was revised and changed to a) Foundation Courses (FC), b) Core Courses (CC), c) Elective Courses, Specialization Courses (SC), and d) Open Electives (OE), NEHU offers a) Core Courses and b) Open Courses. Mysore University offers (a) Core course - Soft Core and Hard Core; (b) Elective Courses- Discipline Centric Electives, Open Electives, Support Electives. Bangalore University offers a) Core Course (CC), b) Soft Core (SC), and c) Open Electives (OE).

d) Weightage of Continuous Assessment:

For Continuous assessment Mizoram University follows total marks for each course = 100, Continuous assessment (C1) = 20 % marks, Continuous assessment (C2) = 20% marks, Semester End Examination (C3) = 60% marks. Whereas in Mysore University the total is of 100%, Continuous assessment C1 = 25%, Continuous assessment C2 = 25%, End Exam = 50%, here the internal assessment and external assessment carries the same amount of weightage. In Bangalore University total marks for each course = 100, Continuous assessment (C1) = 15% marks, Continuous assessment (C2) = 15% marks, Semester End Examination (C3) = 70% marks, here internal assessment carries only 30%.

e) Number of Open Electives

Regarding number of open electives, Mizoram University in its 2012 regulation has put forward four Open Elective Courses of 2 Credits each which were offered in 2nd and 3rd semester. However, in CBCS Regulations-2015 not only the number of

open electives (OE) has been reduced from four to two but also the total credits for OE have been reduced from 8 to 4. NEHU offered 4 Open elective courses for 12 credits which are offered only in 2nd and 3rd semesters. Bangalore University offered one open elective in 3rd semester weighing 4 credits.

Table - 1

Comparison of MZU CBCS regulations -2012 in Terms its Core Features with Selected Universities

Features of CBCS	Mizoram University	Mizoram University	NEHU	Mysore University	Bangalore University
	Year of Implementing CBCS				
	2012	2015	2008	2012	2014
Duration of Programme	There shall be four semesters in each PG programme. ➤ One academic year shall consist of two semesters each of 18 weeks. ➤ There shall be 90 days teaching in each semester	There shall be four semesters in each PG programme. ➤ One academic year shall consist of two semesters each of 18 weeks. ➤ There shall be 90 days teaching in each semester	There shall be four semesters in each PG programme.	There shall be four semesters in each PG programme. Each semester consists of 18th – 20th week .	There shall be four semesters in each PG programme. There shall be 90 actual working days of instruction in each semester
Courses	➤ Core Course (CC) ➤ Soft Course (SC) ➤ Open Electives (OE)	➤ Foundation Courses(FC) ➤ Core Courses (CC) ➤ Elective Courses • Specialization Courses(SC) • Open Electives (OE)	➤ Core Course ➤ Open Courses	➤ Core • Soft Core • Hard Core ➤ Elective Discipline Centric elective Open elective Support elective	➤ Core Course (CC) ➤ Soft Core (SC) ➤ Open Electives (OE)
Credits	20-25 credits each semester PG programmes with practical components – 88 credits PG programmes without practical component – 80 credits MBA – 100 credits	22 credits each semester 88 Credits for whole academic year	72 credits	120 credits	The number of credits per semester may vary from 24-26, an average of 25 credits per semester and a total of around 96-104 credits for the programme.

Continuous Assessment	➤ Total Marks for each course = 100% • Continuous assessment (C1) = 20 % marks • Continuous assessment (C2) = 20 % marks • Semester End Examination (C3) = 60% mark	➤ Total Marks for each course = 100% • Continuous assessment (C1) = 20 % marks • Continuous assessment (C2) = 20 % marks • Semester End Examination (C3) = 60% marks		➤ Total - 100% • Continuous assessment C1 = 25% • Continuous assessment C2 = 25% • End Exam = 50%	➤ Total Marks for each course = 100% • Continuous assessment (C1) = 15% marks • Continuous assessment (C2) = 15% marks • Semester End Examination (C3) = 70% marks
No. of open Electives	<i>Four open elective Courses of 2 Credits each shall be mandatory for successful implementation of each PG programme. Open elective Courses shall be offered simultaneously in 2nd and 3rd semesters of all programme in the University.</i>	<i>Two open elective courses of 2 Credits each shall be mandatory for successful implementation of each PG programme.</i>	<i>4 open elective courses 12 credits Open Courses offered only in 2nd and 3rd semesters.</i>	<i>Soft Core/ Elective in the trans-border/cross-discipline of study 4-8 credits.</i>	<i>One open elective in 3rd semester weighing 4 credits.</i>

Comparison of MZU CBCS Regulations 2012 in Terms of Divisions and CGPA with Selected Universities:

Comparison of CBCS Regulations of Mizoram University in terms of percentage of Marks/CGPA in determining divisions with Selected Universities reveals that in Mizoram University 10 point grading scale was used and CGPA < 5 is considered as Fail, and 5 d" CGPA < 6.5 is second class, 6.5 d" CGPA < 8 is first class and 8 d" CGPA d" 10 is distinction. Mysore university also practiced ten point and the passed class is lower as compared to Mizoram University which is $4 \leq \text{CGPA} < 5$, second class is $5 \leq \text{CGPA} < 6$, $6 \leq \text{CGPA} < 7.5$ is first class and $7.5 \leq \text{CGPA} \leq 10$ is a distinction. NEHU did not display the CGPA in their regulations, so below 40% is Fail, 40% to 49% is Pass, 50% to 59% is Second class, 60% to 69% is First (Good), 70% to 79% is First (Very Good), 80% to 89% is First (Excellent) and 90% to 100% is First (Outstanding) and they are using seven-point grading scale. In Bangalore University eight-point grading scale was practiced and below 40 is Fail/Reappear, 40.0-<50.0 is Pass Class, 50.0-<55.0 is Second Class, 55.0-<60.0 is High Second Class, 60.0-<70.0 is First Class, 70.0-<80.0 is First Class Distinction, 80.0-<90.0 is First Class Exemplary , 90.0-100 is Outstanding.

Table - 2

Comparison of MZU CBCS Regulations 2012 in Terms of Divisions and CGPA with Selected Universities

Mizoram University		Mysore University		NEHU Shillong		Bangalore University	
CGPA	Division	CGPA	Division	Percentage of Marks	Division	Percentage of Marks	Division
CGPA < 5	Fail	4<=CGPA <5	Pass Class	Below 40%	Fail	Below 40	Fail/ Reappear
5 ≤ CGPA < 6.5	Second Class	5<=CGPA < 6	Second Class	40% to 49%	Pass	40.0-<50.0	Pass Class
6.5 ≤ CGPA < 8	First Class	6<=CGPA < 7.5	First Class	50% to 59%	Second	50.0-<55.0	Second Class
8 ≤ CGPA ≤ 10	Distinction	7.5<=CGPA <=10	Distinction	60% to 69%	First (Good)	55.0-<60.0	High Second Class
				70% to 79%	First (Very Good)	60.0-<70.0	First Class
				80% to 89%	First (Excellent)	70.0-<80.0	First Class Distinction
				90% to 100%	First (Outstanding)	80.0-<90.0	First Class Exemplary
						90.0-100	Outstanding

Discussion and Conclusion:

As the UGC has made it mandatory to implement CBCS uniformly in all central, state, and other recognized universities in India. It is very important to know how the different Universities all over the country are implementing it. CBCS offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another. Unfortunately, none of the universities in the country including Mizoram University has yet implemented this salient feature of the CBCS. As of now, the students' are supposed to earn all their credits from their parental institution. The absence of this the provision of transfer of credits from/to other institution has killed the basic spirit or philosophy of CBCS.

All Institution has a shortage of faculty and they will not be able to offer too many elective. Besides many Institutions have a shortage in infrastructure. There cannot

be uniformity across the Country. It is a fact that there exists a large disparity between our institutions and the good institutions in India in terms of standard, human resource and facilities and it is practically not possible for us to compete with them on the same curriculum. All Central Universities, State, and other recognized across the country, which has adopted the CBCS as per the Guidelines of UGC, should have Common Minimum Syllabi for their programmes in all parts of the country, but as of now there are variations in all Institutions regarding this feature.

It may be too early to make judgment as to whether CBCS implemented by many universities in the country including the Mizoram University, is a step in the right direction for quality education and whether this paradigm shift will have a better impact on the students' performance; this can be known only after a few cycles of implementation. Its effective implementation calls for organizational support, both human and physical and total devotion and commitment of all the stakeholders.

References:

- Bangalore University regulations governing the choice based credit system for the two years (four semesters) Master's Degree Programmes In the Faculties of Arts, Science and Commerce.
- CBCS Handbook North Eastern Hill University.* Retrieved on 14th. September. 2012. http://www.nehu.ac.in/public/uploads/CBCS_Handbook.pdf
- Choice - Based Credit System (CBCS) A move towards Choice-Based Credit System and continuous assessment and grading pattern.* Retrieved from www.uni-Mysore.ac.in/.../CBCS-HANDBOOK-2012-13-Batch.pdf. Retrieved on 14th. Sep. 2012.
- Mizoram University regulation governing post-graduate programmes under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) (2012 & 2015.* Aizawl: Mizoram University.
- U.G.C. (2008). *Guidelines on adaptation of choice based credit system.* New Delhi: University Grants Commission.
- UGC Guidelines on adoption of choice based credit system.* University Grants Commission. New Delhi: University Grants Commission. Retrieved from http://collegesat.du.ac.in/UGC_credit_Guidelines.pdf.

Attitude of Secondary School Students towards Sex Education in Mizoram

Donna Lalnunfeli*

H. Malsawmi**

Abstract

Sex education is emerging as an important branch of general education in our country. It is a controversial issue in the Indian society where sex and its related topics are still taboo subjects. Sex education is an awareness to understand the sex problems scientifically. It conveys all educational measures, which help the growing children to understand and face the problems of life. In the present study, the 'Attitude Scale towards Sex Education' developed by the investigator was employed to collect data. The main objective of the study is to find out the attitude of secondary school students towards sex education with reference to their gender and locality. The sample consists of 400 students (200 males and 200 females). Findings show that a slightly more number of the students have negative attitude towards sex education; There is no significant difference in the attitude towards sex education with reference to gender. There is no significant difference in the attitude towards sex education with reference to locale. Measures to improve the attitude of students towards sex education are also suggested.

Key words: Sex Education, Gender, Locale, Secondary School Students

Sex education is instruction on issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual activity, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, and birth control. Sex education is also understood as all educational measures which, in any way, help young people prepare to meet the problems of life that have their centre in the sex instinct and incidentally come in some form into the sex of every normal human being.

The concept of sex education is wrongly interpreted by some people to mean the education given to a child about the act of 'sex'. But the primary goal of sex

* Dr. Donna Lalnunfeli, Assistant Professor, Institute of Advanced Study in Education, Mizoram.
Ph- 9862306910, Email: donna19feb@yahoo.com

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

education is promotion of sexual and reproductive health. It also aims to expose the child to the natural, psychological as well as physical differences between a male and a female child or the physical sound relationship that may exist between male and female children. Provision of opportunity for young people to develop and understand their values, attitudes, and insights about sexuality and developing relationship and interpersonal skills is another goal of sex education.

Collins (2008) state that sexuality education encompasses education about all aspects of sexuality including information about family planning, reproduction, body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections and how to avoid them, and birth control methods.

According to UNESCO (2009), effective sexuality education can provide young people with age-appropriate, culturally relevant and scientifically accurate information. It includes structured opportunities for young people to explore their attitudes and values, and to practice the decision-making and other life skills they will need to be able to make informed choices about their sexual lives

Rationale of the Study:

Today many young people engage in sexual intercourse at an early age and are not physically and emotionally ready. They therefore put themselves at risk of HIV infection. Sex education in schools plays an important role to delay sexual orientation, increase condom use and HIV/AIDS awareness. Sexually Transmitted Diseases (STD'S) are a major health problem throughout the world. In the Indian society it is a taboo to talk about sex, venereal disease and related factors. The conservative attitude of the elders, including some parents and teachers, towards sex education prevent teenager from knowing healthy facts of sex life. Dangerously enough, there is no consensus in India over introducing sex and reproductive health education in the school and college syllabus.

In view of the alarming number of rape, sexual abuse of children and incest cases reported in the papers and the increasing rate of HIV/AIDS infected persons, it is very essential to broaden our mind to accept sex education for the better future of the children.

There has been no attitudinal study made in Mizoram towards sex education nor has any attitude scale towards sex education been constructed in the state. In India there is no consensus regarding introduction of sex education in school and college syllabus, it would be very interesting to find out the real attitude of students in Mizoram towards this program. Hence, it is especially relevant that a study of such kind is conducted. The result will also highlight measures needed to be taken for improvement of students' attitude towards sex education.

Objectives:

1. To find out the attitude of secondary school students towards sex education in Mizoram.
2. To compare the attitude of secondary school students towards sex education with reference to their gender.
3. To compare the attitude of secondary school students towards sex education with reference to their locale.

Hypotheses:

1. There are no significant differences in the attitude of secondary school students in Mizoram towards sex education with reference to their gender.
2. There are no significant differences in the attitude of secondary school students in Mizoram towards sex education with reference to their locale.

Sample of the Study:

The sample for the present study consists of 400 students (200 males & 200 females) selected from secondary schools of all the districts of Mizoram.

Tools Used:

Attitude Scale towards Sex Education developed by the researchers was employed for collection of data.

Analysis and Interpretation:

Objective No.1 : To find out the attitude of secondary school students towards sex education.

The following table no. 1 shows the number and percentages of students' attitude towards sex education.

Table no. 1: Attitude of secondary school students in Mizoram towards sex education

Attitude	No. of students	Percentage
Positive Attitude	152	38.00%
Moderate Attitude	90	22.50%
Negative Attitude	158	39.50%

Table no. 1 shows that out of the total number of sample, i.e. 400 students, 38.00% have positive attitude towards sex education. 22.50% have moderate attitude

and 39.50% have negative attitude towards sex education. This shows that a slightly more number of students have negative attitude towards sex education.

Discussion:

The reason why more number of Mizo student's attitude towards sex education is negative seems to be due to the mind-set of the Mizo's from their forefathers. Sex and its related topics are considered taboo and this attitude seems to pass on to the next generations. The other reason could be that the students do not receive proper awareness from their parents and schools. Proper awareness and lesson on sex education may not be given by their parents, schools and Sunday schools.

Objective No. 2: To compare the attitude of secondary school students towards sex education with reference to their gender.

The following table no. 2 shows the gender difference in the attitude of secondary school students in Mizoram towards sex education.

Table no. 2: Gender difference in the attitude of secondary school students towards sex education.

Category	Number	Mean	S.D	Mean Diff	Standard Error Diff	t-value	Sig.Level
Male Students	200	99.075	15.4396	2.42	1.42204	1.702	NS
Female Students	200	101.495	12.8864				

Table no. 2 illustrate that there is no significant difference in the attitude of secondary school students in Mizoram with reference to their gender. Therefore the hypothesis that states "There is no significant difference in the attitude of secondary school students in Mizoram towards sex education with reference to their gender" is accepted as no significant difference in the mean score of the male and female was found. Although the mean score of the female students is a bit higher than the male students, this difference could just be a chance factor

Discussion:

Mizo society is an open society where boys and girls can enjoy the same treatment in almost every aspect of life. Boys and girls receive more or less the same level of awareness at home and schools when it comes to sex education. This could be the plausible reason why there is no significant difference in the attitude of secondary school students towards sex education.

Objective No.3 : To compare the attitude of secondary school students towards sex education with reference to their locale.

The following Table No – 3 shows the comparison of the attitude between all rural and all urban respondents towards sex education.

Table no. 3: Location difference in the attitude of secondary school students towards sex education.

Category	Number	Mean	S.D	Mean Diff	Standard Error Diff	t-value	Sig.Level
Urban Students	200	101.16	12.625				
Rural Students	200	99.41	15.6989	1.75	1.42451	1.228	NS

Table no. 3 shows that there is no significant difference in the attitude of secondary school students in Mizoram towards sex education with reference to their locale. Therefore the hypothesis that states “There is no significant difference in the attitude of secondary school students in Mizoram towards sex education with reference to their locale” is accepted as no significant difference in the mean score of the rural and urban students was found. Although the urban students are found to possess a slightly higher mean score than the rural students, this difference could be a chance factor.

Discussion

Due to the advancement in information technology, development of transportation system, access to information and materials, the lifestyles and the attitudes of the urban and rural areas are becoming more and more identical. The internet provides not just information and entertainments, but also constant and instant communication especially through social networking and sites such as whatsapp and facebook. Therefore, the attitudes of the rural and urban areas are slowly inclined to come to an agreement. This could be the reason why the present study found no significant differences in the attitude of rural and urban students with respect to introduction of sex education at the secondary schools.

Suggestions:

1. Government should more vigorously organize sensitization and awareness programme to the secondary school students in the form of seminar, media etc. about the importance and needs of sex education.
2. Government should see that sex education be given separately for boys and girls and should also be imparted as a separate school subject.
3. Teachers as well as parents should give more awareness to the secondary school students as they are the ones whom the students spend most of their time.

Conclusion:

Many educationists agree that school is the best place to administer formal sex education to children. Since children start asking questions about sexual matters even while they are only three years old or so, it is desirable that their questions should be properly answered right from that age. In the present study, it has been found that majority of the secondary school students have negative attitude towards sex education which shows that they do not understand the real meaning and significance of sex education as they do not receive proper sex education at home or school. Most of the information on sexual matters was obtained informally from friends and the media, and much of this information was deficient or of doubtful value. This is very much unsafe and risky especially during the period following puberty when curiosity of sexual matters was the most acute. More awareness on sex education must be given to the students since negligence of it could lead to harmful consequences and later life mental disorder.

Reference:

- Best, J.W & Kahn, J.V (2006). *Research in education*. New Jersey: Prentice Hall.
- Chandra, S.S & Sharma, R.K (2004). *Research in education*. New Delhi: Atlantic Publishers & Distributors.
- Chauhan, S.S. (2005). *Advanced educational psychology* (Sixth Revised Ed.). New Delhi: Vikas Publishing House Private Ltd.
- Collins, L. (2008). *A model middle school sex education programme*. Retrieved from <http://economics.txstate.edu>.
- Dash, P.C. & Biswal, B. (2014). *Statistics in education and psychology*. New Delhi: Dominant Publishers & Distributors Pvt. Ltd.
- Garrett, H.E. (1981). *Statistics in psychology and education*. Bombay: Vakils, Feffer and Simons Ltd.
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*. Hyderabad: Neelkamal Publications Pvt.Ltd.
- Koul, L (2006). *Methodology of educational research*. New Delhi: Vikas Publishing House Pvt. Ltd..
- UNESCO (2009). International technical guidance on sexuality education - An evidence informed approach for schools, teachers and health educators. Vol I. *The rationale for sexuality education*. Retrieved from www.unesco.org/aids.

A Study of Teacher Effectiveness among In-Service Teacher Trainees in Relation to Gender and Teaching Experience

Lalhmasai Chuaungo*
Mikael L. Chuaungo**

Abstract

The present study was conducted to find out the difference in teacher effectiveness among in-service teacher trainees in relation to gender and teaching experience. The sample for the study consisted of 60 in-service teacher trainees undergoing B.Ed. Multimode Programme at IASE, Aizawl, Mizoram. The Kulsum Teacher Effectiveness Scale was administered to the sample to collect the data. Statistical techniques employed for the study were mean, standard deviation and t-test. It was found that there was a significant difference in teacher effectiveness among in-service teacher trainees in relation to gender and the difference was in favour of male teacher trainees. The study also revealed that there was a significant difference at 0.05 level in teacher effectiveness among in-service teacher trainees in relation to teaching experience and teacher trainees having less than 10 years of teaching experience were found to be little more effective than those having more than 10 years of teaching experience. However, the said difference was not significant at 0.01 level.

Key words: Teacher effectiveness, In-service teacher trainees, Gender, Teaching experience.

Introduction

The quality of education depends upon a number of factors amongst which teacher is the most important ones. However, all the teachers are not instrumental for improvement of the quality of education to a desired extent. What our education system today needs most are the teachers who are instrumental for realizing the specific as well as broad objectives of education in an effective manner. This type of teachers are said to be effective teachers.

* Prof. Lalhmasai Chuaungo, Professor, Department of Education, Mizoram University, Mizoram. Ph - 9436154401, Email: lalhmasai.c@gmail.com

** Mr. Mikael L. Chuaungo, Research Associate, Faculty Development Centre, Mizoram University, Mizoram. Ph- 9862898320, Email:mike.messiah@gmail.com

Teacher effectiveness is the impact that class-room factors, such as teaching methods, teacher expectations, class-room organizations and use of class-room resources, have on student's performance. Teacher effectiveness is the result of effective teaching. Aspects of effective teaching include:

- Having a positive attitude
- The development of a pleasant social / psychological climate in the classroom
- Having high expectations of what pupils can achieve
- Lesson clarity
- Effective time management
- Strong lesson structuring
- The use of a variety of teaching methods
- Using and incorporating pupil ideas
- Using appropriate and varied questioning (Teacher Effectiveness, n.d.).

Effective teachers exhibit certain skills and qualifications. These include verbal ability, knowledge of special needs and content knowledge of specific subjects to be taught. Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning and differentiating learning for individual students are all important characteristics of an effective teacher. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how students best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be the most effective to help the particular students in their classes learn successfully. Effective teachers closely monitor each student's achievements. This enables them to provide every one of their students with regular feedback on their performance (Habib, 2017).

Effective teachers are the key to maintain quality in education. They set high expectations and educational aspiration for the students and communicate them directly to the students. They challenge and inspire pupils, expecting the most from them, so as to extend their knowledge and understanding. They are always concerned with lesson clarity, instructional variety, task orientation, engagement in the learning process, and student success. Within their classrooms, effective teachers generate learning environments which promote pupil progress by applying their teaching skills as well as a wide range of professional characteristics. Outstanding teachers create an admirable

classroom climate and achieve superior pupil advancement largely by presenting more professional characteristics at higher levels of sophistication within a very structured learning environment (Chaliha, 2013).

A school may have excellent material resources, equipments, building, library and other facilities along with a curricular appropriately adopted to suit the community need but if teachers are not effective and efficient and they are misfit, unsatisfied and indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted (Tyagi, 2013).

Rationale of the Study

Teacher effectiveness is the important factor determining the quality and effectiveness of an education system. It makes a school good or bad, flourishing or deteriorating. It is assessed not only in terms of classroom teaching but in terms of students' performance and desirable change in their behavior.

Research in Tennessee revealed that students who were placed with highly effective teachers for three years in a row significantly outperformed comparable students on a mathematics assessment (96th versus 44th percentile). Teacher quality has a lasting effect on student learning. Data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. A study of third-grade teachers in an urban Virginia school district found that students of teachers ranked in the top quartile of effectiveness score approximately 30 to 40 scale-score points higher than expected on the Virginia Standards of Learning Assessment in English and mathematics, while students of teachers in the bottom quartile scored about 24 to 32 points lower than expected on these tests. It is clear that the common denominator in school improvement and student achievement is the teacher. Therefore, it is critical that schools be able to identify effective teachers during the hiring process (ERNW, n.d.).

A common feeling prevailing in the society is that females make better teachers than males particularly at lower levels of education. Female student-teachers are also found outnumbering male student-teachers in many teacher training institutions in the country. These things make the investigators becoming curious to know whether there is significant difference between males and females when it comes to teacher effectiveness. Quality of teachers also undoubtedly depends upon the professional and teaching experience of the teachers. In general, preference is given to teachers who have several years of teaching experience at the time of recruitment. Moreover,

teaching experience is a must not only for promotion to a higher stage but for direct recruitment for higher teaching posts. Hence there is a need to see whether there is a difference in the teacher effectiveness among teachers who have less and more number of years of teaching experience. With these things kept in view, the present study titled '**A Study of Teacher Effectiveness among In-Service Teacher Trainees in Relation to Gender and Teaching Experience**' has been undertaken.

Objectives of the Study

The objectives of the study are as follows:

1. To study the difference in teacher effectiveness among in-service teacher trainees in relation to gender.
2. To study the difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience.

Research Hypotheses of the Study

The research hypotheses formulated for the study are:

1. There is a significant difference in teacher effectiveness among in-service teacher trainees in relation to gender.
2. There is a significant difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience.

Null Hypothesis of the Study

For testing purpose, the research hypotheses have been stated in the form of null hypotheses as follows:

1. There is no significant difference in teacher effectiveness among in-service teacher trainees in relation to gender.
2. There is no significant difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience.

Delimitation of the Study

In the present study, the term 'in-service teacher trainees' has been delimited to in-service teacher trainees undergoing B.Ed. Multimode Programme, a specially designed B.Ed. programme in Institute of Advance Study in Education (IASE), Aizawl to clear the backlog of untrained secondary and higher secondary teachers in Mizoram.

Methodology of the Study

Method of the Study:

For the present study, descriptive survey method was adopted.

Population and Sample:

Population of the present study was all the in-service teacher trainees undergoing B.Ed. Multimode Programme at IASE, Aizawl, Mizoram. Sample selection was done from 2017-2019 batch of teacher trainees enrolled in IASE and CTE centres the total of which is 200. A sample of 60 teacher trainees was selected by following random sampling technique.

Tool Used:

For the present study, Kulsum Teacher Effectiveness Scale developed and standardized by Dr (Mrs.) Umme Kulsum was used.

Data Collection:

Data for the present study were collected from the sample in-service teacher trainees who were undergoing training under B.Ed. Multimode Programme at IASE, Aizawl, Mizoram. The investigators personally visited the institution and administered Kulsum Teacher Effectiveness Scale to the sample teacher trainees.

Statistical Techniques Used

Statistical techniques used in the present study were mean, standard deviation and 't' test.

Analysis and Interpretation of Data

Objective No. 1: To study the difference in teacher effectiveness among in-service teacher trainees in relation to gender

The teacher effectiveness among in-service teacher trainees was compared on the basis of their gender. For this, mean and standard deviation were calculated. To measure the level of difference, 't' test was applied and the significant level was also tested at 0.01 and 0.05 levels. The following table shows the result of the comparison:

Table -1**Difference in teacher effectiveness among in-service teacher trainees in relation to gender**

Gender	N	Mean	SD	T Value	df	Level of Significance
Male	30	338.17	26.63	2.31	58	Significant at both 0.01 and 0.05 level
Female	30	332.06	30.33			

Table 1 above shows that the mean value of male group is 338.17 and female groups 332.06 whereas the SD scores of the two groups are 26.63 for females and 30.33 for males. The obtained 't' value for the two compared groups is found to be 2.31 which is significant at both 0.01 and 0.05 level. It may be inferred that there is a significant difference among male and female in-service teacher trainees when it comes to teacher effectiveness and the difference is in favour of male teacher trainees as their mean value is higher than that of their female counterpart.

Thus, null hypothesis no.1 which states 'there is no significant difference in teacher effectiveness among in-service teacher trainees in relation to gender' is rejected.

Objective No. 2: To study the difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience

The teacher effectiveness among the respondents was compared on the basis of their teaching experience. For this comparison, mean, standard deviation, and 't' value were calculated by using statistical method and the significant level was also tested at 0.01 and 0.05 levels. The following table shows the result of the comparison:

Table - 2.**Difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience**

Experience	N	Mean	SD	T Value	df	Level of Significance
More than 10 years	30	333.7	25.53	1.77	58	Significant at 0.05 level and not significant at 0.01 level.
Less than 0 years	30	336.53	31.51			

Table 2 shows that mean value of in-service teachers with more than 10 years of teaching experience is 333.7 whereas it is 336.53 for in-service teachers with less than 10 years of teaching experience. The SD scores of these two groups are 25.53 and 31.51 respectively. The obtained '*t*' value for the two compared groups is found to be 1.77 which is not significant at 0.01 level but significant at 0.05 level. It may be inferred with 95% confidence level that teaching experience has a significant impact on teacher effectiveness and the difference is in favour of teacher trainees having less than 10 years of teaching experience. However there is a slight chance that teacher experience might not impact teacher's effectiveness.

Thus, null hypothesis no. 2 that states 'there is no significant difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience' is partly accepted and partly rejected.

Results of the Study

1. There is a significant difference in teacher effectiveness among in-service teacher trainees in relation to gender and the difference is in favour of male teacher trainees. Thus, null hypothesis no.1 which states 'there is no significant difference in teacher effectiveness among in-service teacher trainees in relation to gender' is rejected.
2. There is a significant difference at 0.05 level in teacher effectiveness among in-service teacher trainees in relation to teaching experience and the difference is in favour of teacher trainees having less than 10 years of teaching experience. However, the said difference in teacher effectiveness among in-service teachers having more than 10 years and less than 10 years of teaching experience is not significant at 0.01 level. Thus, null hypothesis no. 2 that states 'there is no significant difference in teacher effectiveness among in-service teacher trainees in relation to teaching experience' is partly accepted and partly rejected.

Discussion of the Results

The idea that there is a difference between male and female teachers with regard to teaching effectiveness is confirmed by the result of the present study as significant difference was found in teacher effectiveness among male and female in-service teacher trainees undergoing B.Ed. multimode programme at IASE in Aizawl. The result of the present study shows that male in-service teacher trainees are better than female in-service teacher trainees with regard to teacher effectiveness. The general notion that females make better teachers particularly at lower levels of education is somehow confirmed by the result of the present study as secondary and higher secondary levels of education are higher levels of school education. Thus, females do not necessarily make better teachers at higher levels of education.

Teaching experience is an essential qualification for promotion to higher stage/ scale of teaching posts and a desirable qualification for recruitment to certain teaching posts. Such is the importance given to teaching experience. In general, more experienced teachers are considered to be better than less experienced teachers. The present study found that in-service teacher trainees with less than 10 years of teaching experience were better than in-service teacher trainees with more than 10 years of teaching experience when it comes to teacher effectiveness. Result of the present study may imply that more teaching experience alone has little to do with teacher effectiveness and that many other factors play important role for a teacher to become effective. The result of the present study is convincing as younger teachers with less teaching experience are in general, with higher and better academic and professional qualifications than older teachers. Further, they entered into the teaching job after going through tougher competition and process of recruitment than that of older teachers as the number of qualified candidates had increased to a great extent at the time of appointment.

Conclusion

One of the most important factors determining the quality of education is teacher effectiveness. Teacher effectiveness is determined by different aspects of quality of a teacher. The present study found that male in-service teacher trainees were better than their female counterpart when it comes to teacher effectiveness. However, this may not necessarily be true everywhere or at every stage of education. The gender stereotyping of teacher on areas of teaching effectiveness can prevent the school administration from having an effective staff and deny diverse learning opportunities to students. Teachers with less than 10 years of teaching experience in this study were found to be more effective than those having more than 10 years of teaching experience, which goes against the norm that more experience results in better quality. This deviation from the norm can be attributed to a number of factors that remove the gap between experienced and less-experienced teachers. However, generalization cannot be made based on this finding as experience contributes to teacher quality and effectiveness in some cases and places.

Reference

- Chaliha, A. (2013). A Study on teacher effectiveness with special reference to secondary teachers of Dibrugarh District of Assam. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 15(4), 28-31. Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Vol15-issue4/D01542831.pdf>.

- ERNW (Educational Research Newsletter and Webinars). (n.d.). *Effective teachers are the most important factor contributing to student achievement*. Retrieved from <https://www.ernweb.com/educational-research-articles/effective-teachers-are-the-most-important-factor-contributing-to-student-achievement/>.
- Habib, H. (2017). A study of teacher effectiveness and its importance. *National Journal of Multidisciplinary Research and Development*. 2(3), 530-532. Retrieved from www.nationaljournals.com.
- Kulsum, U. (2000). *Kulsum teacher effectiveness scale*. New Delhi: Psycho-Educational Testing Centre.
- Teacher Effectiveness*. Retrieved from [http://results.mu.ac.in/myweb_test/MA%20Teacher%20 Education/Chapter-10B.pdf](http://results.mu.ac.in/myweb_test/MA%20Teacher%20Education/Chapter-10B.pdf).
- Tyagi, S. (2013). A study of teaching effectiveness of secondary school teachers in relation to their demographic characteristics. *International Journal of Engineering and Innovative Technology (IJEIT)*. 3(1), Retrieved from http://www.ijeit.com/Vol%203/Issue%201/IJEIT1412201307_52.pdf.

A Study on the Attitudes of Secondary School Teachers towards Inclusive Education in Siaha District, Mizoram.

Lallianzuali Fanai*
H.T. Malsawmtluanga**
Biaknungi***

Abstract

The study was conducted to find out the attitude difference towards inclusive education among secondary school teachers of Siaha District, Mizoram. Sample of 89 teachers were selected to conduct the study. Standardized Scale of Attitude towards Inclusive Education developed by Dr. Vishal Sood and Dr. Mrs. Arti Anand was used to collect the data. The findings of the study reveal that there is no significant difference in the level of attitude towards inclusive education among the secondary school teachers of Siaha District, Mizoram; with reference to their gender, locality, age group and marital status.

Key words: *Attitude, Inclusive education, Secondary school teachers, Gender, Locality and Marital Status*

Introduction

Attitude is defined as an influencer for or against an emotional learning. Attitudes are an important area to study because they influence so much of one's personal lives. It includes desires, convictions, feelings, views, opinions, beliefs, hopes, judgments and sentiments (Rajecki, 1982). Attitude is a word related to psychology, and attitude differs from person to person's perception.

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who

* Dr. Lallianzuali Fanai, Associate Professor/Project Director, Institute of Advanced Study in Education, Aizawl Mizoram. Ph- 9436141866, Email: dr.zuali@gmail.com

** Mr. H.T. Malsawmtluanga, Research Associate, Institute of Advanced Study in Education, Aizawl Mizoram. Ph - 9862528211, Email: hmalsawm7@gmail.com

*** Ms. Biaknungi, Research Assistant, Institute of Advanced Study in Education, Aizawl Mizoram. Ph -7829780475, Email: lateidepp@gmail.com

are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services.

The principle of inclusive education was adopted at the World Conference on Special Needs Education: Access and Quality, (1994) and was restated at the World Education Forum (**The Dakar Framework for Action, 2000**). The idea of inclusion is further supported by the United Nation's Standard Rules 1 on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. It has also been suggested that an inclusive approach to education is beneficial for all children, and the rewards of an inclusive environment are not limited to children with special education needs (Nind & Wearmouth, 2006).

Rationale of the Study:

The teacher's attitude in the classroom is very important in teaching and learning process. Attitudes are an important area to study because they influence so much of one's personal lives. It includes desires, convictions, feelings, views, opinions, beliefs, hopes, judgments and sentiments. Therefore, the study of attitudes is very important because there is a general believe that human behaviour and actions are influenced by attitudes, whereby attitudes are seen as the cause and behaviour is the consequence. Today, societies have become concerned about ensuring the educational rights of all children, regardless of the severity of disabilities. As a result, the inclusion of students with disabilities into the regular educational setting has become the concern of educators, governments, and society at large. Teachers play a fundamental role in implementing open and inclusive environment for children in classroom. The attitude of teachers towards inclusive education is very important since traditional people have different attitude towards disability.

Keeping above in view it is imperative to find out the attitude of teachers towards inclusive education so this study will provide information to facilitate the successful implementation of the Government policy. Hence, the present study is taken up.

Objectives of the Study:

- 1) To find out the attitude of teachers towards inclusive Education with reference to their gender and rural- urban background
- 2) To find out the attitude of teachers towards inclusive Education with reference to their marital status

Hypotheses of the Study:

- 1) There is no significant difference in the attitude of teachers towards inclusive Education with reference to their Gender
- 2) There is no significant difference in the attitude of teachers towards inclusive Education with reference to their Rural-Urban background.
- 3) There is no significant difference in the attitude of teachers towards inclusive Education with reference to their marital status.

Overview of Literature:

Clouch and Lindsay (1991) found that younger teachers and those with fewer years of experience have been found to be more supportive of inclusion. Stoler (1992), study indicated that teachers with high levels of education had less positive attitudes towards inclusion than those who did not achieve master's degree status. It would also seem that the most experienced educators have the lowest level of acceptance of inclusion (Forlin, 1995).

Prakash, (2012) found that experience of teachers has an impact on their attitude towards inclusive education. Kaur & Kaur, (2015) study reveals that there was no significant difference between male and female secondary school teachers with respect their attitude towards inclusive education. There was significant difference between rural and urban secondary school teachers with respect to their attitude towards inclusive education.

Conceptual Framework:

Inclusive education: In the present study, Inclusive Education implies that all children -with or without disabilities attend school in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school

Attitude: Attitude in the present study means the predisposition or a tendency to respond positively or negatively towards inclusive Education by the Teachers

Teachers: Teachers in the present study refer to Headmasters and Teachers of class IX and X

Gender: Gender here means the sex of the subject i.e., male or female

Rural-Urban background: Resident of the teachers in town/ city or in village

Marital status: Marital status refers to whether the teachers are married or single.

Research Methodology:

The present study is a descriptive research, and since it is scaled down into smaller sample with a specific population, it can also be termed as descriptive sample survey research.

Population and sample: The population of the study is Secondary School Headmasters and Teachers of Siaha District, Mizoram. The total population includes 234 teachers of Secondary School in Siaha. Samples were drawn from the different Districts of Mizoram by Stratified proportionate random sampling techniques'. The sample size is 89 i.e 38% of the population of teachers of Siaha District.

Tool: Teachers Attitude Scale towards Inclusive Education (TASTIE-SA) developed and standardized by Dr. Vishal Sood and Dr. Mrs. Arti Anand was used to collect data from the subjects.

Data Collection and data analysis: The investigator personally approached the Headmasters of each school and collects data. To compare the attitudes towards inclusive education among different variables SPSS 16.00 was used to calculate the t'-value.

Result and Interpretation:

a) Gender wise analysis:

H_0 : There is no significant difference in the attitude of teachers towards inclusive education with reference to their gender

Table 1

Comparison in the attitude of teachers towards inclusive education with reference to their gender

Gender	Mean	SD	t-value	Level of Significance
Male	105.6	6.76	0.16	N.S
Female	105.87	8.86		

The above table reveals the test of significant differences between male and female teachers of secondary schools in their attitude towards inclusive education.

't'- value is found to be 0.16 which is not significant. This finding implies that level of attitude towards inclusive education between male and female teachers are not significantly different as their mean are almost similar. Hence, the null hypothesis that there is no significant difference in the attitude of Teachers towards inclusive education with reference to their gender is accepted.

a) Locality based analysis:

H_0 : There is no significant difference in the attitude of teachers towards inclusive education with reference to their Rural-Urban background.

Table 2

Comparison in attitude of teachers towards inclusive education with reference to their Rural-Urban background

Locality	Mean	SD	t-value	Level of Significance
Urban	106.31	7.42	0.73	N.S
Rural	105.14	7.62		

Analysis of data vide table 2 shows the result for the test of significant differences between Urban and Rural background of teachers in their attitude towards inclusive education. The mean value for urban background teachers is 106.31 and rural background teachers is 105.14. The table also reveals the 't'-value for the significance of difference between the mean scores of the two groups of teachers towards inclusive education as 0.73 which is not significant. Therefore the null hypothesis that there is no significant difference in the attitude of teachers towards inclusive Education with reference to their Rural-Urban background' is accepted.

a) Analysis based on marital status:

H_0 : There is no significant difference in the attitude of teachers towards inclusive Education with reference to their marital status.

Table 3

Comparison of the attitude of teachers towards inclusive Education with reference to their marital status.

Marital status	Mean	SD	t-value	Level of Significance
Married	106.01	7.37	0.65	N.S
Unmarried	104.83	7.96		

Analysis of data vide table 3 shows the mean of married teacher is found to be 106.01 and the unmarried teachers is 104.83. 't-value' is found to be 0.65 which is not significant. Hence, the null hypothesis 'There is no significant difference on the attitude of teachers towards inclusive education with reference to their marital status' is accepted. This finding implies that there is no difference in the attitude towards inclusive education between married and unmarried teachers.

Discussion and Conclusion:

Teachers' attitude towards education generally shape the nature and future of the students. Inclusive education is the new term of education adopted to ensure rights of children to educate themselves and to promote equality and equity among the students. The results of the study reveal that there is no differences in the level of attitude towards inclusive education among the secondary school teachers of Siaha District, Mizoram; with reference to their gender, locality, and marital status. Several studies support the view that there is no correlation between a teacher's gender and the attitude towards inclusive education (Avramidis et al, 2000). Buford and Casey (2012) suggested that no significant difference existed between male and female teachers in relation to their attitudes towards inclusive education

The absence of attitude differences towards inclusive education may be due to the lack of awareness about inclusive education among secondary level of education.. Hence, the teacher himself may have minimal interest and less aware towards these issues. The other possible factors contributing to the results may also be the unfamiliarity about the meaning, scope and nature of inclusive education among the teachers.

References:

- Attitude: Meaning, Concept and Formation | Psychology retrieved from <http://www.psychologydiscussion.net/attitudes/attitude-meaning-concept-and-formation-psychology/1360>
- Avramidis, E., Bayliss, P. & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special education needs in the ordinary school in one local education authority. *Educational Psychology*. 20(2): 191-212.
- Buford, S. & Casey, L.B. (2012). Attitudes of teachers regarding their preparedness to teach students with special needs. *Delta Journal of Education*, 2(2).
- Clough, P., & Lindsay, G. (1991). *Integration and the support service*. Slough: NFER.

- Forlin, C. (1995). Educator's beliefs about inclusive practices in Western Australia, *British Journal of Special Education*. 22, 179-185.
- Kaur, M. & Kaur, K. (2015) Attitude of secondary school teachers towards inclusive education. *International Journal of Behavioural Social and Movement Sciences* 04(01)
- Nind, M., & Wearmouth, J. (2006). Including children with special educational needs in mainstream classrooms: Implications for pedagogy from a systematic review. *Journal of Research in Special Educational Needs*. 6(3):116. Retrieved from https://www.researchgate.net/publication/227690829_
- Prakash, S.S. (2012). Inclusion of children with hearing impairment in schools: a survey on teachers' attitudes. *Disability, CBR & Inclusive Development*. 23. 90 - 109. Retrieved from <https://www.researchgate.net/publication/236131380>
- Rajecki, D.W. (1982). *Attitudes, themes and advances*. Massachusetts: Sinauer Associates Publishers.
- The Dakar Framework for Action (2000). Retrieved from [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/17.TheDakarFrameworkforAction\(2000\).asp](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/17.TheDakarFrameworkforAction(2000).asp).**
- World Conference on Special Needs Education: Access and Quality (Salamanca statement). (1994). *Persons with disabilities*. Retrieved from <http://www.right-to-education.org/resource/salamanca-statement-and-framework-action-special-needs-education>
- Stoler, R.D. (1992). Perceptions of regular education teachers toward inclusion of all handicapped students in their classrooms. *The Clearing House*. 66(1): 60-62.

Parents Perception on Selected SSA Interventions and its Implementation in Mizoram

K. Sarah*
H.Malsawmi**

Abstract

The study aims to find out parents perception on certain selected SSA interventions namely, community participation, supply of free textbooks, supply of free uniform and provisions of children with special needs. Their perception was also compared on the basis of their locality. 120 parents of elementary schools students were taken for sample. It was found that community awareness programmes were not satisfactory enough, supply of free textbooks were sufficient, supply of free uniform were adequate, and provisions relating to CWSN were not up to the mark. Few suggestions were put forward for improvement.

Key Words: Parents, Perception, SSA interventions, Implementation

Introduction:

The term Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful. This input of meaningful information results in decisions and actions. It may also be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Also perception is a subjective process, therefore, different people may perceive the same environment differently based on what particular aspects of the situation they choose to selectively absorb, how they organize this information and the manner in which they interpret it to obtain a grasp of the situation.

In societies, where the social demand for education is assumed to be universal, for certain groups the real demand reflected by their ability and willingness to pay may in fact be low or non-existent. Parents as well as community member's expectations and reactions concerning educational facilities are thus important in identifying

* Dr. K. Sarah, Guest Lecturer, Department of Education, Mizoram University, Mobile: 8837282770, Email: sarahkhithie5@gmail.com

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

constraint to providing equitable access to schooling of equivalent quality for children of all castes, creeds and cultural or social backgrounds. It provides important insights into this aspects, indicating whether the demand for education is, in fact, low or limited by the prevailing circumstances, values or attitudes of local communities.

Sarva Shiksha Abhiyan (SSA):

The SSA was launched towards the end of the Ninth plan to achieve the goal of universalization of elementary education (UEE) through a time bound integrated approach and a partnership programme between central and state governments. It is an effort to universalize elementary education by community ownership of the school system. It also emphasizes on the active involvement of local self governments and grassroots level structure like village education committee (VEC), parent teacher association (PTA) etc. It seeks to improve the performance of the school system through a community owned approach, with specific focus on the provision of quality education. SSA covers the entire country. The programme seeks to open new schools, strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teacher strength are to be provided additional teachers; capacity building of teachers, development of new teaching-learning material and academic support are part of the overall plan. The various programme of SSA are to be implemented in a decentralized manner through clear provisions of community ownership and participation in a mission mode.

Need and Importance of the Study:

School is a social institution that provides pupils with knowledge. Parents who are well informed of policies and resource allocations in the education sector and involved in decisions regarding their children's schooling exert considerable influence and contribute solutions. The role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement. Therefore, they should ordinarily be interested about the status of implementation of interventions under SSA.

Several studies regarding the perceptions of parents on the improvement of school education have been conducted in other parts of the world and in other states of the country. However, no study has ever been conducted in the area of parent's perception about the status of implementation of interventions under SSA in Mizoram. Therefore, a study to find out their perception would provide us with an understanding of how they reflect on the improvement programme launched by the SSA. Moreover, this would enable us to find out whether they have positive or negative perceptions on the

programme implemented by the SSA. The present study will also enable us to find out the effectiveness of the programme and also acquaint us with the problems faced by the interventions. This would, in addition, throw light on whether parents have any insight for future action in improving quality education at the elementary level.

Objectives of the Study:

1. To find out the perception of parents on community participation and to compare their perception with respect to their locale
2. To find out the perception of parents on supply of free textbooks and to compare their perception with respect to their locale
3. To find out the perception of parents on supply of free uniform and to compare their perception with respect to their locale
4. To find out the perception of parents on provision of children with special needs and to compare their perception with respect to their locale.

Hypotheses:

1. There is no significant difference in parent's perception on community participation with reference to their locale.
2. There is no significant difference in parent's perception on supply of free textbooks with reference to their locale
3. There is no significant difference in parent's perception on supply of free uniform with reference to their locale
4. There is no significant difference in parent's perception on provision of children with special needs with reference to their locale

Sample of the Study:

The study is confined to elementary schools with a sample of 120 parents of the students and the selection of sample for this study was done with the help of multi stage sampling design.

Tools for Data Collection:

Parent's perception was determined by using questionnaire developed by the investigator. The questionnaire was developed in such a way that if the respondent answers positively, a score of 3 was assigned, on the other hand, if the respondents answer is negative, a score of 1 was assigned. A score of 2 was assigned if the respondents answer was neither positive nor negative.

Limitation of the Study:

There are various interventions under SSA. Since all interventions under SSA are not initiated in all the districts of Mizoram, the current study is confined to only those selected interventions which are implemented in all the government and semi-government elementary schools of Mizoram.

Analysis and Interpretation:

The data collected through the questionnaire were analyzed and interpreted by finding out the percentage of the respondent's reaction for each questions. Comparison of parent's perception with respect to locality is done by finding out their differences using the t test. Analysis and interpretation is done in accordance with the objectives of the study as follows:

Objective 1: *To find out the perceptions of parents on Community participation and to compare their perception with respect to their locale*

The following are the findings of teacher's perception on Community participation:

1. Majority of parents perceive that there were no board or hoardings displayed in their locality to create awareness among community about universal education.
2. Majority of parents perceive that the print media (newspapers, magazines, leaflets, pamphlets, brochures etc) are quite significant in creating awareness about SSA norms among the community.
3. Majority of parents believe that the announcements on AIR about the achievement of SSA are valid and true.
4. Majority of parents perceive that there were no community meetings organized by SSA in their locality in making the society aware of RTE act and rules.
5. Majority of parents perceive that there were no community awareness programs organized in their locality.
6. Majority of parents perceive that the NGO's (MHIP, MUP, YMA, Churches etc) were only moderately involved in the educational system of their locality.
7. Majority of parents perceive that the contribution of NGO's (MHIP, MUP, YMA, Churches etc) were very beneficial for the development or progress of schools in their locality.
8. Majority of parents perceive that the composition of VEC/SMC members were good enough for the development of schools in the locality.

9. Majority of parents perceive that the contribution of VEC/SMC was average for the development of the education system in the locality.

The parent's perception on community participation with respect to their locale was compared. For this, the Mean and Standard Deviation of the scores obtained from the questionnaire were calculated. The mean differences were tested by applying 't' test and the details are presented in the following table - 1

Table - 1

Comparison of Parents perception on community participation with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	60	19.47	4.152	2.083	0.654	3.184	.01*
Rural	60	17.38	2.906				

**Significant at 0.01 level*

Table - 1 shows that the t value of 3.184 is found to be significant at .01 level. The mean of urban parents is found to be greater than the mean of rural parents indicating that urban parent's perception on community participation is more optimistic and more encouraging than the rural parents. Therefore, the hypothesis no 1 which states there is no significant difference in the parents perception on community participation with reference to their locale is rejected as difference is found between these two groups.

Objective 2: *To find out the perception of parents on Supply of free textbooks and to compare their perception with respect to their locale*

The following are the findings of parent's perception on Supply of free textbooks:

1. Majority of parents perceive that free textbooks should be supplied to all children irrespective of type of school management.
2. Majority of parents perceive that the quality of textbooks supplied by SSA was good.
3. Majority of parents perceive that the mode of delivery of textbooks was average.
4. Majority of teachers perceive that the supply of free textbooks increases enrolment in schools.
5. Majority of parents observe that the supply of free textbooks helped children in improving attendance.

6. Majority of parents feel that the supply of free textbooks motivates students in learning.
7. Majority of parents perceive that the supply of free textbooks helps children in improving their educational achievement.

The parent's perception on supply of free textbooks with respect to their locale was compared. 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 table - 2

Table - 2

Comparison of Parents perception on supply of free textbooks with respect to their locale

Groups	Number	Mean	SD	MD	SEM	t-value	Sig. Level
Urban	60	14.47	1.359	0.817	0.26	3.146	.01*
Rural	60	13.65	1.482				

**Significant at 0.01 level*

Hypothesis 2 states that there is no significant difference in parent's perception on supply of free textbooks with reference to their locale. Table -2 shows that the 't' value for the significant difference between the urban and rural teachers is 3.146. Therefore, the null hypothesis which assumes that rural and urban parents perceptions on supply of free text books is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favor of urban parents. Thus it can be concluded that urban parents perceived supply of free textbooks more positively compared to rural parents.

Objective 3: *To find out the perception of parents on Supply of free uniform and to compare their perception with respect to their locale.*

The following are the findings of teacher's perception on Supply of free uniform:

1. Majority of parents perceive that free uniform should be supplied to all children belonging to SC/ST/BPL.
2. Majority of parents perceive that the uniform grant of Rs 400/- was not sufficient for purchase of school uniform.
3. Majority of parents perceive that the mode of supply of free uniform were satisfactory.

4. Majority of parents observe that the supply of free uniform improves student's enrolment.
5. Majority of parents perceive that the supply of free uniform improves student's attendance.
6. Majority of parents believed that the supply of free uniform developed in children a feeling of belongingness when wearing school uniform.
7. Majority of parents perceive that the supply of free uniform was a blessing for parents.

The parent's perception on supply of free uniform was compared with respect to their locale. 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 table - 3

Table - 3

Comparison of Parent's perception on supply of free uniform with reference to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	12.25	1.48	0.283	0.248	1.144	NS
Rural	60	11.97	1.221				

Hypothesis 3 states that there is no significant difference in parent's perception on supply of free uniform with reference to their locale. Table -3 shows that the 't' value for the significant difference between the urban and rural teachers is 1.144 which is not significant at any level. Therefore, the null hypothesis which assumes that rural and urban parents perceptions on supply of free text books does not differ is accepted.

Objective 4: *To find out the perception of parents on provision of Children with Special Needs (CWSN) and to compare their perception with respect to their locale.*

The following are the findings of parent's perception on provision of Children with Special Needs:

1. Majority of parents observed that there was no assessment camp conducted for CWSN in their locality.
2. Majority of parents observed that there was no awareness campaigns on CWSN in their locality.

3. Majority of parents perceive that the ramps constructed for CWSN was either broken down or no ramps were constructed in the schools.
4. Majority of parents observed that the quality of CWSN friendly toilet constructed in their school was either of poor quality or no CWSN friendly toilet was constructed in the schools.
5. Majority of parents perceive that the aids and appliances (wheelchairs, clutches, magnifying glasses, etc) available for CWSN were not sufficient.
6. Majority of parents observe that the special facility (travel concession, scholarship etc) available for CWSN was not sufficient.
7. Majority of parents were not aware of any support services (like physical access, resource rooms, reading material, remedial teaching, etc) available for CWSN.
8. Majority of parents observe that the work done by the inclusive education resource teachers were not satisfactory.
9. Majority of parents found that no measures were taken by VEC/SMC/parents for CWSN or whatever measures were taken, it was less than expected.
10. Majority of parents observed that compared to normal children, the amount of special treatment given to CWSN in the school is insignificant.
11. Majority of parents state that teachers never visit CWSN in their home.
12. Majority of parents perceive that the impact of home visit on children with special need's academic achievement was rather trivial.
13. Majority of parents perceive that medical checkup was not satisfactorily organized for CWSN in the schools.
14. Majority of parents observed that CWSN are normally benefitted from the medical checkup.

The parent's perception on children with special needs with respect to their locale was compared. 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 table – 4

Table - 4

Comparison of Parents perception on provision of children with special needs with respect to their locale

Groups	Number	Mean	SD	MD	SEM	T-Value	Sig. Level
Urban	60	26.55	6.69				
Rural	60	20.95	4.139	5.6	1.016	5.514	.01*

**Significant at 0.01 level*

A glance at the result of table no- 4 reveals that the 't' value for the significant difference between the urban and rural parents is 5.514. Therefore, the hypothesis no 4 which assumes that there is no significant difference in the perception of rural and urban parents on provision for children with special needs is rejected since there exist a significant difference at 0.01 level of confidence. A comparison of their mean score shows that this difference is in favor of urban parents. Thus it can be concluded that urban parents have a more positive perception on provision of children with special needs than rural parents.

Suggestions: In the light of the present findings, the following points were suggested for improvement:

1. SSA should more strongly organize community awareness programmes.
2. NGO's should be more involved in the educational system of their locality.
3. VEC/SMC should make more contributions for the development of the education system.
4. SSA should organize awareness campaigns and assessment camps for CWSN.
6. Ramps, CWSN friendly toilets etc. should be constructed and maintained by SSA.
7. Aids and appliances, special facilities and support services should be profusely made available to CWSN children.
8. Inclusive education resource teachers, VEC/SMC/Parents should be more concerned with CWSN children.
9. Teachers home visit to CWSN should be made more frequent and more effective.

References:

- Bhargava, M., & Pandey, N. (2011). *Global issues in teacher education*. Agra: Hp bhargava book house.
- Chatterjee, B. (2006). *Education for all the Indian saga*. New Delhi: Lotus press.
- Mizoram Sarva Shiksha Abhiyan Mission. (n.da). *Annual report & audited statement of accounts 2014-2015*. Aizawl: Author.
- Mizoram Sarva Shiksha Abhiyan Mission. (n.db). *Annual report & audited statement of accounts 2015-2016*. Aizawl: Author.
- Mukhopadhyaya, M. (2005). *Total quality management in education (Second edition)*. New Delhi: Sage publication.
- Nikose, R.L. (2013). *Teacher education in twenty first century*. New Delhi: APH publishing.
- Sabu, S. (2013). *Teacher education in the new millennium*. New Delhi: APH Publishing.
- Sahoo, P.K., Yadav, D., & Das, B.C. (2014). *Quality education in India Vol 1: Problems and prospects*. New Delhi: Concept publishing.
- Sahoo, P.K., Yadav, D., & Das, B.C. (2014). *Quality education in India Vol 2 : Inputs and initiatives*. New Delhi: Concept publishing.
- Sharma, D., & Kamath, R. (2006). *Quality in education the quality circle way*. Delhi: Kalpaz Publication.

Guidelines for Contributors of Articles

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

