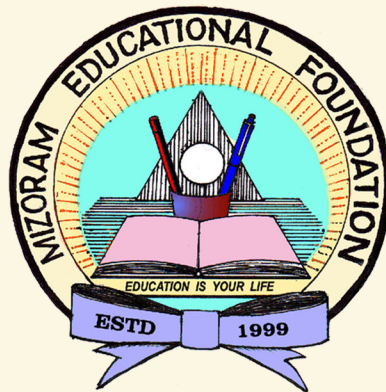


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# **A Comparative Analysis of the Performance of Secondary School Students of Mizoram in Mathematics Subject on the basis of School Management and Gender**

C. Lalremmwaii\*  
Lynda Zohmingliani\*\*

## **Abstract**

*The importance of mathematics is more and more pronounced each passing year so, it becomes imperative to know where our students at different levels of education stand where this subject is concerned. The result may reveal whether this state is equipped with the right human resources who will be able to deal with different aspects of developmental changes in the future. The present study focussed on secondary school education because this is the stage where students have not yet chosen their own fields of study and they study common subjects, including mathematics. The objective of this study was to make a comparison of the achievement at secondary level between government and private schools in the subject of mathematics in Mizoram. For this, all government and private secondary schools were studied for a span of 5 years (2015-2019) based on their results in mathematics subject at secondary level. The study revealed that private schools had better performances in mathematics subject when compared to government schools at secondary levels in Mizoram. Besides this, a comparison of male and female students was also performed in order to find out whether there was a difference among students in their understanding of mathematics.*

**Keywords:** Performance, Mathematics education, Gender, School Management

## **Introduction**

The arguments for the compulsory inclusion of mathematics in the secondary curriculum may be made from a variety of viewpoints. It should necessarily be studied throughout the secondary school for many reasons. It is beautiful, develops the mind, underpins the study of other subjects, it is a necessary component of many jobs and is necessary to be a successful citizen; it is historically of great significance; and, finally,

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it is unique amongst human intellectual development. Perhaps any one of these points would be sufficient reason alone for the compulsory study of mathematics. Collectively, they make it clear that compulsory mathematics education is needed.

In education system, mathematics plays an important role in shaping the future probability of young people. Education is to develop an individual, to make an individual self-reliant, wise, and a social contributor to the society, for almost every subject, we study in school and university; we need to study mathematics too e.g., Physics, Chemistry, Life-Science, Economics, Business and Accountancy, Geography, History, Psychology, Architect, Designing, Computer, Statistics, Commerce etc.

Mathematical thinking is important for all members of a modern society in the workplace, business and finance, and also for personal decision making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision making and for participation in the knowledge economy. Mathematics equips pupils with uniquely powerful ways to describe, analyze and change the world. Therefore, regardless of the personal aptitude of an individual, mathematics is a subject without which the all-round development of an individual is stunted.

### **Rationale of the study**

The importance of mathematics education has always been recognised, not just by the government but also by schools and individuals. But a look at the colleges of Mizoram shows the huge disparity in the population among students of arts and those opting for mathematics, with arts students far out weighing those of science students (mathematics being included in science). Since the need of the present and future development is for skilled individuals who will have the basic understanding to deal with technological needs of the state as well as the country, this is a sad situation. The state mainly relies on colleges to produce the much needed human resources in mathematics. For this to happen, colleges are expected to produce enough skilled professionals who will be able to fill up the gaps when new mathematics teachers are needed in schools. But a look at the population of science students in the colleges clearly shows that very few students opt for science education.

Therefore, the investigator thought it would be a worthwhile activity to find out and analyse the performance of students in secondary schools of Mizoram. Secondary school level was chosen because this is the last stage where students still have uniform curriculum and courses have not been diversified into different disciplines. The performance of students at this stage is expected to throw light as to why such few students opt for science education. A comparison of private and government schools was also considered necessary so as to find out whether the type of management has

an effect on students' performance. Moreover, the investigator also thought it was important to understand if any difference in the performance between male and female students was present. The results would be able to give the answer to whether one gender is superior over the other in their performance in mathematics.

### **Objectives of the study**

1. To analyse the performance of secondary school students of Mizoram in mathematics in HSLC examinations for five consecutive years (2015-2019).
2. To analyse the performance of government and private secondary school students of Mizoram in mathematics in HSLC examinations for five consecutive years (2015-2019).
3. To compare the performance of government and private school students in mathematics subject in HSLC examinations for five consecutive years (2015-2019).
4. To find out the performance of male and female secondary school students of Mizoram in HSLC examinations for five consecutive years (2015-2019).
5. To compare the performance of male and female secondary school students of Mizoram in mathematics HSLC examinations for five consecutive years (2015-2019).

### **Hypothesis**

1. There is no significant difference in the performance of students of government schools in mathematics with that of private schools in HSLC examinations.
2. There is no significant difference between male and female students in their performance in mathematics education.

### **Methodology**

The present study is descriptive in its approach. Both qualitative and quantitative methods were employed for analysis of data.

### **Sources of data:**

Secondary sources were mainly used for the present study. HSLC results from 2015-2019 as recorded by the Directorate of School Education and Mizoram Board of School Education made up the major sources of data.

### **Statistical Treatment of Data**

For analysis of collected data, the investigator used descriptive statistics like percentage, frequency distribution and measures of central tendency. T-test was also employed to find out significance of difference.

### Analysis and interpretation of data

Analysis and interpretation of data was done in accordance with the objectives as follows:

1. To analyse the performance of secondary school students of Mizoram in mathematics in HSLC examinations for five consecutive years (2015-2019): In order to know the performance of students in mathematics in their HSLC examinations, the HSLC results of five consecutive years was taken and the performance of students in mathematics in particular was analysed. The following table shows the results:

**Table-1**

#### Performance of students in mathematics in HSLC examinations between 2015-2019

| DIVISION    | No. of Students | %    |
|-------------|-----------------|------|
| Distinction | 3829            | 4.4  |
| First       | 8110            | 9.3  |
| Second      | 11330           | 12.9 |
| Third       | 31843           | 36.5 |
| Fail        | 32277           | 36.9 |
| TOTAL       | 87389           | 100  |

*Source: Mizoram Board of School Education, Government of Mizoram*

As shown by table no.1, there are 87389 numbers of students who appeared for HSLC examination during the academic years 2015-2019. Out of the total number, only 4.4% of the students scored distinction marks. There were 9.3% students who passed in first division. The table also shows that 12.9% of them passed in the second division. It was also found that 36.5% of the students passed in third division. There are 36.9% of students who had failed in this subject.

**Discussion:** It was indeed unfortunate to see the poor level of performances in secondary schools of Mizoram. A much higher percentage of the students were in the lower level of performances whereas few students were in the upper level of performance. This clearly shows that mathematics is not a popular subject among the secondary school students of Mizoram.

2. To analyse the performance of government and private secondary school students of Mizoram in mathematics in HSLC examinations for five consecutive years (2015-2019): To find out the performance of students in mathematics subject at secondary level in government and private schools in Mizoram between 2015-2019 the marks scored by students in all the secondary schools, both government and private, were divided into five class of divisions. The scores were analysed and presented in Table-1 as follows:

**Table-2**

**Performances of government and private secondary school students in mathematics in HSLC examinations during 2015-2019**

| DIVISION           | GOVERNMENT |      | PRIVATE |      |
|--------------------|------------|------|---------|------|
|                    | No.        | %    | No.     | %    |
| <b>DISTINCTION</b> | 425        | 1.1  | 3387    | 6.5  |
| <b>FIRST</b>       | 1625       | 4.5  | 6476    | 12.4 |
| <b>SECOND</b>      | 3405       | 9.6  | 7941    | 15.3 |
| <b>THIRD</b>       | 13514      | 38.1 | 18317   | 35.4 |
| <b>FAIL</b>        | 16564      | 46.7 | 15735   | 30.4 |
| <b>TOTAL</b>       | 35533      | 100  | 51856   | 100  |

*Source: Mizoram Board of School Education, Government of Mizoram.*

Throughout the five years under study, government secondary schools had a consistently higher percentage in the lower level of performance. Private secondary schools students also had a consistently higher percentage of students in the lower level of performance for mathematics subject. However, it was clear that although both types of management had a higher percentage of students securing lower divisions in HSLC examinations, private schools showed a better performance. There were a higher percentage of students with distinction marks among private secondary school students when the two different types of secondary schools were studied. This clearly showed that although they were privately managed or maybe because of that, private secondary schools were not inferior to government secondary schools in their academic performance especially with regards to mathematics subject.

3. To compare the performance of government and private school students in mathematics subject in HSLC examinations for five consecutive years (2015-2019): Analysis of the results of students from the two types of management on the basis of percentages alone was not considered to be satisfactory. Therefore,

statistical comparison was made and the results are as shown in Table-3. This table clearly shows the significance of the difference in performance between government and private secondary schools in Mathematics.

**Table-3**

**Significance of differences between the performance of government and private secondary schools students in HSLC examination from 2015-2019**

|                      |      | Government | Private |
|----------------------|------|------------|---------|
| Mean                 |      | 35.1       | 43.74   |
| S.D                  |      | 15.793     | 19.022  |
| Mean Difference      |      | 8.64       |         |
| S.E.D                |      | 0.062      |         |
| t-value              |      | 650.643    |         |
| Df                   |      | 87392      |         |
| Significant<br>Level | 0.01 | S          | S       |
|                      | 0.05 | S          | S       |

*Source: Mizoram Board of School Education, Government of Mizoram*

Table-3 shows that the t-value is significant at .01 and .05 levels of significance for all the five years studied. This table also clearly shows that government secondary schools students had lower mean than private secondary schools. Thus, private schools show better performance than government secondary schools. Therefore, the hypothesis which stated that 'there is no significant difference in the performance of students of government schools in mathematics with that of private schools in HSLC examinations' was rejected. Thus it can be asserted that there exists a significant difference in the achievement of students of government schools in mathematics with that of private schools in HSLC examinations and also that private schools are better in their performance in mathematics when compared with government secondary schools.

**Discussion:** It was a surprise to find that private school students showed better performance. In this regard the investigator would like to point out that most private schools have the option of taking good students through entrance test while this is not applied in government schools. Also, privately managed schools depend strongly on student enrolment. The investigator found significance of differences between the performance of government and private secondary schools students at .01 and .05 level during the years 2015-2019. To encourage healthy enrolment; they need to show good results. This has acted as an incentive for private schools to perform better. On the other hand government school mathematics teachers earn the same amount of

salary irrespective of the performance of their students. To solve this problem, the investigator suggests that government schools introduce a new incentive where teachers may be given special rewards based on the performance of their students. This will encourage government school teachers to perform better and strive for the best performance on the part of their students.

4. To find out the performance of male and female secondary school students of Mizoram in HSLC examinations for five consecutive years (2015-2019): In order to find out the overall performance of students in mathematics subject at matriculation level in terms of gender in Mizoram between 2015-2019, the marks scored by male and female students were collected and divided according to their division and then analysed as reflected in Table-4:

**Table-4**

**Performance of students in mathematics subject in terms of gender between 2015-2019**

| DIVISION           | FEMALE |      | MALE  |      |
|--------------------|--------|------|-------|------|
|                    | No.    | %    | No.   | %    |
| <b>DISTINCTION</b> | 1697   | 4.2  | 2136  | 4.5  |
| <b>FIRST</b>       | 3695   | 9.2  | 4419  | 9.4  |
| <b>SECOND</b>      | 5222   | 12.8 | 6115  | 13   |
| <b>THIRD</b>       | 14567  | 35.9 | 17240 | 36.9 |
| <b>FAIL</b>        | 15374  | 37.9 | 16925 | 36.2 |
| <b>TOTAL</b>       | 40555  | 100  | 46835 | 100  |

*Source: Mizoram Board of School Education, Government of Mizoram*

Table-4 clearly shows that gender did not play much role in the understanding of mathematics subject at secondary levels. Both genders have higher percentage in the lower level of performances whereas they also have less percentage in the upper level of performances. It was found that gender did not make much difference in the performance of students in mathematics.

**Discussion:** It was a pleasure to know the equal performances in mathematics in terms of gender. Both male and female students had high percentage in the lower level of performances while they had less percentage in the upper level of performance. It may also be assumed from this that both male and female secondary school students had the same level of performance in mathematics and that female students were not inferior to male students in this area. However, mere percentages were not sufficient to make

a final conclusion and because of this it was considered necessary to perform a statistical comparison.

5. To compare the performance of male and female secondary school students of Mizoram in mathematics HSLC examinations for five consecutive years (2015-2019): Statistical comparison was made and the results are as shown in Table-5.

**Table-5**

**Significance of difference between male and female students according to their performances in mathematics subject from 2015-2019**

|                        |             | Female         | Male          |
|------------------------|-------------|----------------|---------------|
| <b>Mean</b>            |             | <b>33.06</b>   | <b>32.62</b>  |
| <b>S.D</b>             |             | <b>21.227</b>  | <b>22.037</b> |
| <b>Mean Difference</b> |             | <b>0.44</b>    |               |
| <b>S.E.D</b>           |             | <b>0.073</b>   |               |
| <b>t-value</b>         |             | <b>448.973</b> |               |
| <b>Df</b>              |             | <b>87398</b>   |               |
| <b>Significant</b>     | <b>0.01</b> | S              | S             |
| <b>level</b>           | <b>0.05</b> | S              | S             |

*Source: Mizoram Board of School Education, Government of Mizoram*

As shown in Table-5, the t-value was significant at both .01 and .05 levels of significance during the academic years 2015-2019. Therefore it was concluded that there is significant difference in performances between the two genders in mathematics education. Findings also showed that female secondary school students had a higher mean value when compared with male secondary school students. Therefore the hypothesis which stated that 'there is no significant difference between male and female students in their performance in mathematics education' was accepted. Moreover, since female secondary school students had a higher mean value, it could be concluded that they showed a better performance when compared with male secondary school students.

**Discussion:** Female students came out with better results from the above analysis. But the investigator would like to mention that this significance could be due to the magnitude of the population which was nearly fifty thousand in number. But the important thing to note was that female secondary school students were not worse than male secondary school students. Therefore, this information could be used to motivate female secondary school students to take up mathematics in their future studies.

In this way they would be able to take an important part in minimising gender disparity in enrolment in colleges and also in the world of work.

## Conclusion

At HSLC level where mathematics is a compulsory subject, most students have a problem in mathematics. From the calculation made through the study of five academic years, students appearing for HSLC had poor performance in mathematics subjects. For this reason, we need to give more efforts for the development of mathematics education. Also, the state government needs to pay special attention for the advancement of mathematics education.

In conclusion, it may be rightly asserted that as mathematics education is an important tool significant for the development of education, we indeed need to monitor even the smallest development in this subject and help students to solve their weakness in this subject. We also need to follow up these solutions and take necessary measures for better development in this subject. If we use the proper tools, there can be improvement which will show positive results in the students and our state.

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## **A Study of School Drop-Out in Basic Services to Urban Poor (BSUP) of Aizawl District**

V. Vanlalruati\*  
Cindy Lianthuampuii\*\*

### ***Abstract***

*Education is the key for the development of an individual in every aspect that human being could imagine. With education, opportunities for employment are broadened and income levels are increased. India is striving to assure an opportunity for access to education to all its citizens with equity and quality; but is still struggling with the problem of students' drop-out. The present study aims to find out the differentials and reason leading to school drop-out in Basic Services to Urban Poor (BSUP) of Aizawl District.*

**Keywords:** *School Drop-out, Basic Services to Urban Poor (BSUP)*

### **Introduction**

Educational status and literacy rates are the significant indicators of development in any region. Education forms the base of a person's life, making it efficient in all disciplines. Despite of caste, religion, region, privileged or under-privileged, gender, etc., Government of India has launched various schemes and policy, to name a few – Universalization of Elementary Education, SarvaShikshaAbhiyan / Education for All (2000-2001), Right to Education Act (2009), in which every children (6-14 years of age) gets an opportunity to receive education. The Constitution of India and Fundamental Rights have also highlighted various educational provisions.

National Education Policy 2020 highlighted certain policy for promoting and endorsing education system in which every citizen have the same opportunity to receive education:-

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- By 2030, India seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”
- The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.
- Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds

India is still struggling with the problem of students’ drop-out. There are certain places or region where children suffer from many handicap. Foremost among them is the neglect from parental care or guidance. Many children grow and reach youth without any preparedness for work and employment. There is absence of adequate programmes to equip and compete with others for modern training and employment opportunities. India has started universalization of elementary education which is yet to achieve this goal of universalization of education.

### ***Basic Services to Urban Poor (BSUP)***

Basic Services to Urban Poor (BSUP) is a scheme implemented by Government of Mizoram (Urban Development and Poverty Alleviation Department – UD&PA) with the initiative of the centre, several housing complexes are constructed for the economically weaker section of people residing in the outskirts of the Aizawl city – Rangvamlal, Durtlang, and Lawipu. BSUP located in Lawipu comprises of 28 blocks in which there are 368 houses, out of which 234 are occupied.

### ***Drop-out***

A dropout is a pupil who leaves school before the completion of a school stage or leaving at some intermediate or non-terminal point of a given level of education (school stage).

This term ‘dropout’ has been used in two senses. It may mean either:

- (i) One who has discontinued education before completing the last level of education for which he / she was enrolled, or
- (ii) One who has discontinued education before attaining a specific level.

### **Need of the study**

Regardless of all governmental efforts, the school drop-out rate is still increasing. Some students drop-out voluntarily, while there are some students who are forced to drop-out under poor circumstances. The fact that students leave school before completing his / her education is not a virtuous idea. It is very important to understand the in-depth grounds why the school drop-out is still alarmingly high. Therefore, combating with the school drop-out in BSUP is a big challenge of this era to the researchers, policy makers, planners, etc.

### **Objectives of the study**

The objectives of the study are:-

- (i) To find out the differentials in school drop-out in BSUP.
- (ii) To find out the reasons for school drop-out in BSUP.

### **Statement of the problem:**

The problem of the present study is states as “*A Study of School Drop-Out in Basic Services to Urban Poor (BSUP) of Aizawl District*”

### **Methods of the Study**

The study was descriptive survey type. Since the main objective of the study is to find the differentials and reasons for school drop-out in BSUP, semi-structured questionnaire and semi-structured interview was prepared.

### **Population and Sample**

The population of the study comprised of all the Basic Services to Urban Poor (BSUP) in Aizawl district.

Out of the four Basic Services to Urban Poor (BSUP), BSUP from Lawipu was selected using simple random sampling method and snowball sampling techniques.

### **Tools and techniques**

A self-constructed questionnaire was administered by the researcher. A statistical technique i.e. percentage technique was employed for analysis of data.

### **Delimitations**

- The study is delimited to BSUP, Lawipu.
- The study includes the drop-out students from BSUP, Lawipu.
- The study is confined to the use of researcher developed questionnaire.

## Analysis and Interpretation

The data is analyzed and interpreted both qualitatively and quantitatively. Analysis of collected data was done in accordance with the objectives and presented accordingly:-

### Objectives 1: To find out the differentials in school drop-out in BSUP

**Table 1: The differentials / factors in school drop-out in BSUP**

| Sl. No. | Differentials / Factors | Responses in Percentage |          |
|---------|-------------------------|-------------------------|----------|
|         |                         | Agree                   | Disagree |
| 1       | Family factors          | 74                      | 26       |
| 2       | Academic factors        | 47                      | 53       |
| 3       | Economic factors        | 32                      | 68       |
| 4       | Social factors          | 42                      | 58       |
| 5       | Health factors          | 37                      | 63       |

A Likert Scale was used to determine the differentials in school drop-out in BSUP. The scale ranged between 1 and 2 wherein 1 represented 'Agree' and 2 represented 'Disagree'. Here, the respondents were asked to notify their response in each statement as shown in the table.

#### *Major findings on the differentials in school drop-out in BSUP*

1. Majority (74%) of the respondents believed that family factors are the differential which led to school drop-out in BSUP. On the other hand, some(26%) of the respondents disagree with the statement.
2. More than half (53%) of the respondents disagreed that academic factors are the differential for school drop-out while several (47%) respondents agreed that academic factors are the inconsistency.
3. Many (68%) of the respondents disagreed that economic factors are the differential for school drop-out while, numerous (32%) of the respondents agreed with the declaration.
4. A number (58%) of the respondents disagreed that social factors are the differential for school drop-out whereas some (42%) of the respondents considered with the statement.
5. Many (63%) of the respondents disagreed that health factors are the differential for school drop-out while only (37%) agreed that health factors led to school drop-out.

**Interpretation:**

The result showed that family factors are the highest differential which led to school drop-out among BSUP children / respondents. Academic factors turn out to be the second cause for drop out. Social factors and health factors comes in third and fourth places for the ground of drop out, meanwhile, economic factors become the least factors which led children to leave school at an early age.

**Objectives 2: To find out the reasons for school drop-out in BSUP.****Table 2: The reasons for school drop-out in BSUP**

| Sl. No. | Reasons for school drop-out                 | Label            | Responses (in percentage) |
|---------|---------------------------------------------|------------------|---------------------------|
| 1       | To which family do you belong?              | Nuclear family   | 74                        |
|         |                                             | Joint Family     | 26                        |
| 2       | Educational status of your parents.         | Literate         | 79                        |
|         |                                             | Illiterate       | 21                        |
|         |                                             | Educated         |                           |
| 3       | What is your position among your sibling?   | Only child       | 5                         |
|         |                                             | Eldest           | 26                        |
|         |                                             | Second eldest    | 7                         |
|         |                                             | Middle           | 37                        |
|         |                                             | Youngest         | 21                        |
|         |                                             | Adopted / Orphan | 4                         |
| 4       | Parents not interested in studies           | Yes              | 74                        |
|         |                                             | No               | 26                        |
| 5       | Which is more important?                    | Attending school | 26                        |
|         |                                             | Helping parents  | 74                        |
| 6       | Drop-out is due to demand of necessity      | Yes              | 47                        |
|         |                                             | No               | 53                        |
| 7       | Required for work on farm / family business | Yes              | 68                        |
|         |                                             | No               | 32                        |
| 8       | To look after sibling/s.                    | Yes              | 47                        |
|         |                                             | No               | 53                        |

|    |                                                                                   |                          |     |
|----|-----------------------------------------------------------------------------------|--------------------------|-----|
| 9  | Economic category                                                                 | Antyoda Anna Yojna (AAY) |     |
|    |                                                                                   | Below Poverty Line (BPL) | 53  |
|    |                                                                                   | Above Poverty Line (APL) | 47  |
| 10 | Increases in school fees encourage drop-out                                       | Yes                      | 26  |
|    |                                                                                   | No                       | 74  |
| 11 | Students having problems in purchasing books or stationeries drop-out from school | Yes                      | 21  |
|    |                                                                                   | No                       | 79  |
| 12 | Stipend or scholarship did not fulfilled academic needs                           | Yes                      | 47  |
|    |                                                                                   | No                       | 53  |
| 13 | Financial constraints in the family                                               | Yes                      | 42  |
|    |                                                                                   | No                       | 58  |
| 14 | Did not get admission                                                             | Yes                      |     |
|    |                                                                                   | No                       | 100 |
| 15 | Not interested in studies                                                         | Yes                      | 58  |
|    |                                                                                   | No                       | 42  |
| 16 | Repeated failure                                                                  | Yes                      | 42  |
|    |                                                                                   | No                       | 58  |
| 17 | Completed desired level or class                                                  | Yes                      | 37  |
|    |                                                                                   | No                       | 63  |
| 18 | Slow learner                                                                      | Yes                      | 21  |
|    |                                                                                   | No                       | 79  |
| 19 | Lack of encouragement by teachers                                                 | Yes                      | 21  |
|    |                                                                                   | No                       | 79  |
| 20 | With which one do you make friends                                                | Drop-out/s               | 53  |
|    |                                                                                   | Regular                  | 47  |
| 21 | Does your friend influence you to drop out?                                       | Yes                      | 21  |
|    |                                                                                   | No                       | 79  |
| 22 | Got married                                                                       | Yes                      |     |
|    |                                                                                   | No                       | 100 |

|    |                                         |     |    |
|----|-----------------------------------------|-----|----|
| 23 | School too far away                     | Yes | 26 |
|    |                                         | No  | 74 |
| 24 | Transportation not available            | Yes | 26 |
|    |                                         | No  | 74 |
| 25 | Religious problems                      | Yes | 16 |
|    |                                         | No  | 84 |
| 26 | I don't know why i drop out from school | Yes | 58 |
|    |                                         | No  | 42 |
| 27 | Bullied in class / school               | Yes | 21 |
|    |                                         | No  | 79 |
| 28 | Inferiority complex                     | Yes | 37 |
|    |                                         | No  | 63 |
| 29 | Mental / physical problem               | Yes | 21 |
|    |                                         | No  | 79 |

Here, the respondents are requested to choose their opinion based on the given option.

***Major findings on the reasons for school drop-out in BSUP***

1. Majority (74%) of the respondents were joint family while some (26%) of the respondents belong to nuclear family.
2. Most (79%) of the parents were literate, a few (21%) parents were illiterate, in the meantime all the parents were not educated.
3. Mainly (37%) the respondents were middle child among the siblings, 26% were the eldest, 21% were the youngest, 5% were an only child, another 5% were second eldest child and there are some (5%) adopted / orphan child from the respondents.
4. A large number (75%) of the respondents parents were not interested in their children's studies, only a few number (26%) of the parents were interested in their children's studies.
5. Not many (26%) respondents think attending school is important, whereas most (74%) of the respondents think helping parents is important.
6. Several (53%) respondents think that dropping out from school was due to demand of necessity, while some (47%) respondents did not think the same.

7. Most (67%) of the respondents think that they are required to work on farm or family business, at the same time various (37%) respondents did not think that they are required to work on their farm or family business.
8. Several (53%) of the respondents considered themselves that they looked after their sibling (s), while some (47%) respondents did not do so.
9. More number of (53%) respondents were categorized as Below Poverty Line (BPL) while some (47%) respondents were categorized as Above Poverty Line (APL).
10. A few number (26%) of the respondents accused increases in school fees led to drop-out from school, at the same several (74%) respondents did not hold responsible on the increases of school fees for school drop-out.
11. Many (79%) of the respondents stressed that they did not have a problem in purchasing books or stationeries while there are some (21%) respondents who have problem in purchasing books or stationeries.
12. Some (47%) respondents agreed that stipend or scholarship fulfilled their academic needs whereas many (53%) respondents did not agree with the statement.
13. Several (58%) respondents did not agree that financial constraints in the family are the reasons for dropping out from school at the same time various(42%) responded that it is financial constraints that led them to drop out.
14. All (100%) of the respondents get admission to schools.
15. More than half (58%) respondents are interested in their studies, at the same time, there are several (42%) respondents who are not interested in studying.
16. Many (42%) responded that they dropped out from school because of the repeated failure, while several respondent (58%) claim they did not drop out because of their repeated failure.
17. Most (63%) of the respondents did not reached or completed their desired level or class, meanwhile a few (37%) respondents completed their desired level or class.
18. A small number (21%) of the respondents were slow learner while several (79%) of the respondents were not slow learner.
19. Various (21%) respondents claimed that they lacked encouragement from their teachers whereas many (79%) respondents did not feel they lacked encouragement from their teachers.

20. Many (53%) respondents make friends with some drop out students while several (49%) have friends from regular students.
21. Some (21%) respondents stated that their friends influenced them to drop out from school, while several (79%) respondents did not experienced such kind.
22. All (100%) the respondents were not married.
23. Some (26%) respondents agreed that their school was far from their residents while many (74%) respondents did not feel that their school was far.
24. Some (24%) respondents asserted that there was no transportation from their house to school whereas various (74%) respondents asserted that transportation was available.
25. A few (16%) respondents claimed that they experienced religious problem while most (84%) of the respondents did not experienced religious problems.
26. Several (42%) respondents did not know why they drop out from school while many (58%) respondents do so.
27. A number (21%) of respondents experienced being bullied in their class or school while most (79%) of the respondents did not experienced any bullying.
28. There are some (37%) respondents who have inferiority complex while many (63%) respondents did not have any inferiority complex.
29. There are some (21%) respondents who have mental / physical problem whereas many (79%) respondents did not have any problems.

***Interpretation:***

The study showed that majority of the respondents belonged to nuclear family and were registered as Below Poverty Line (BPL) in economic category. The parents of the respondents were interested in their children studies, but most of the children (respondents) were not interested in studying. The result revealed that increases in school fees, not receiving sufficient stipend or scholarship, having problem in purchasing books or stationeries, failure in class or repeating the same class, family financial constraints, not getting admission, not completing their desired class or level, not entertaining encouragement from teachers were not the reasons for their drop out from school. Some respondents felt that their families need support in family farm or business, looking after their sibling was part of their reason for drop out, they also think that helping their parents was necessary than attending school. Most of the respondents did not consider their school was far from their house and transportation was accessible. Several respondents did not have mental or physical problems or

inferiority complex, they were not influenced by their peer to drop out from school, they did not leave school to get married, they were not bullied in their school or class, but still many of the respondents did not know the reason for their drop out.

## Conclusion

Family factors are the most influential reasons for children leaving school at an early age. Even though, they are residing in Basic Services to Urban Poor, a place or scheme implemented for people who belong to economically weaker section of the society, it was quite surprising to notice that monetary was not the reason for their drop out. It was also astonished to note from the result that not even half of the respondents agree to the fact that academic factors, economic factors, social factors and health factors were not the factors which led to school drop-out.

This study is just a plainly visible result of drop-out from Basic Services to Urban Poor (BSUP), Lawipu. It is obvious that an in-depth study is required to get more information so that necessary measures or steps can be given in order to motivate and inspire the children to go to school. It was clear that family guidance and counseling is needed among the family. Career guidance and awareness about schooling and education is a must.

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## **Emergency Remote Teaching Practices: A Case Study of Mizoram University**

Pooja Walia\*

### **Abstract**

*COVID-19 outbreak forced higher educational institutions to closed down all the academic activities immediately. UNESCO reported that, more than 157 crore students across 191 countries have been adversely impacted due to this pandemic. In the light of rising cases of COVID-19, most of the universities globally took major steps for the benefit of students and teachers. Most of the institutions adopted 'Emergency remote teaching' in this scenario. Emergency remote teaching is a system of online education in which teaching learning activities has to plan immediately to continue the academic session and learning of the students. In India there are four type of institutions namely Central, State, 'Deemed to be' and Private. Every institution has different work culture and environment. One may adopt the best practices followed by other institutions in this emergent situation. In this pandemic, Mizoram University, a central university adopted many good practices for continuing teaching learning process. This article highlighted the practices adopted by Mizoram University in the context of emergency remote teaching due to COVID-19.*

**Keywords:** COVID-19, Emergency Remote Teaching, Mizoram University

### **Introduction**

The World Health Organization (WHO) declared COVID-19 a pandemic on March 11, 2020, as increasing numbers of illnesses and deaths have continued to grow internationally (WHO, 2020). A pandemic is defined as “an epidemic occurrence worldwide, or over a very wide area, crossing international boundaries and usually affecting a number of people”. COVID-19 brought emergent and destructive situations for everyone and specifically for educational institutions. When something happened drastically, it needs to take emergent actions. In that context, a growing number of universities across the world have either postponed or cancelled all campus events

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such as workshops, conferences, sports (both intra and inter universities), and other activities immediately (Sahu, 2020).

The outbreak of coronavirus has started in December 2019 in Wuhan City of China. The first case of the COVID-19 in India was reported in Kerela on 30 January 2020. The data related to active, recovered and death cases is changed continuously and increasing at exponential rate now a days in the country. Initially, India observed a 14-hour voluntary public curfew at the instance of the Prime Minister Sh. Narendra Modi on 22<sup>nd</sup> March 2020. Further, the prime minister ordered a nationwide lockdown on 24<sup>th</sup> March, 2020 for 21 days to curb the spread of infection. On 14<sup>th</sup> April, the ongoing nationwide lockdown was extended for 18 more days until 3<sup>rd</sup> May, 2020 by the Ministry, keeping in mind the rising number of COVID-19 active cases.

The shutting down of the educational institutions has been started from the first week of March, 2020, while no nationwide announcement has been made in India. More than 32 crore students have been affected by the various restrictions and the nationwide lockdown, which was imposed on 25 March 2020 in India. COVID-19 pandemic stopped the students to leave their regular academic life such as attending face to face classes, interaction with teachers and peers, executing practical in laboratory, reading books in libraries, participating in sports and co-curricular activities and community participation. These are the important aspects of academic programs which affected badly due to uncertain lockdown. COVID-19 forced the stakeholders of the educational institutions (teachers & Students) to stay at home. MHRD, Govt. of India directed every educational institution to connect with the students and provide the essential platform for learning in this situation.

Universities had to move rapidly to transit various courses and programs from face-to-face to online delivery mode (Sahu, 2020). Students and teachers had to face this sudden and unavoidable situation immediately. Initially students and even teachers were not prepared to handle the teaching learning process during lockdown. After a short break of two or three weeks, emergency remote teaching was adopted as an alternative of face to face mode by most of the universities to engage students in meaningful activities during lockdown. Emergency Remote teaching involves three identical words viz. Emergency, Remote and Teaching. Emergency means a serious, unexpected and often dangerous situation that requires immediate action. Further, Remote means a location far from the main centres of population and teaching is a process of attending to students' needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

Emergency remote teaching is a system of online education in which teaching learning activities had to plan immediately to continue the academic session and learning

of the students. It is adopted by many educational institutions to ensure the safety of students as well as staff and continuing learning beyond the classroom walls.

As distance learning is useful for those students who are not able to attend the course physically due to their circumstances such as located at remote places. In the same context, emergency remote teaching came into existence to cater to the emergent need of students' learning who were not able to continue classes through conventional mode due to pandemic. In emergency remote teaching the process may be synchronous - where teacher and all students are online at the same time, or asynchronous - where teacher and students can be online at different times, at their convenience. It is adopted in mid session by the universities during lockdown so mode of instructions had to shift from offline mode to online. COVID-19 has fuelled the creation of pandemic pedagogy that has to be more creative in execution that could engaged the students in some meaningful activities during lockdown.

**Rational of the study:** COVID-19 brought emergent situation for students, teachers and institutions across the globe. Higher educational institutions had to face the situation without planning and took immediate action to cope with it. This pandemic situation forced educational institutions to shift from traditional mode to online mode of learning worldwide. Mizoram University faced the same condition obviously and handled the situation by adopting various practices. Every institution has different work culture and academic environment. The current COVID-19 pandemic situation has disturbed the academic session (2019-20) and new academic session is going to be affected also. Every educational institutions have to deal with the situation again. In this context practices adopted by Mizoram University may be followed by other universities and higher education institutions. Researcher presented the practices which were used and preferred by faculty of Mizoram University during pandemic. These practices may be adopted by other universities in current situation and for future reference also.

Mizoram University is a central university located in Tanhril Village of Aizawl, Capital City of the state. Mizoram state is located at outermost region of Northeast India. Recently the University has got 67<sup>th</sup> rank from National Institute Ranking Framework. There are more than 3500 students studying in 40 functioning academic departments offering UG, PG, M.Phil. and Ph.D. programmes under 10 Schools of Study. The university offers wide ranging subjects like Computer Engineering, Electrical Engineering, Electronics and Communication Engineering, Library and Information Science, Mass Communication, Horticulture, Aromatic and Medicinal Plants (HAMP), Environmental Sciences, Extension Education & Rural Development. M.A., M.Sc., M.Com., M.S.W., M.B.A. M.Ed. as well as B.Tech in Information Technology along with M.Phil. and Ph.D courses. The University has 35 affiliated colleges and one

constituent college. This year semester started in the month of February and teaching learning activities were getting their pace according to activity calendar. First sessional examination were conducted in the first week of March. Meanwhile COVID-19 outbreak knocked the door of the universities all over India. In the first week of March 2020 many universities had been closed due to this outbreak. In that context initially Mizoram University organised awareness program and seminar to make the students aware with reference to COVID-19.

Mizoram University announced the closure of teaching on 16<sup>th</sup> March, 2020. Students and teachers were not prepared for the emergent situation. Mizoram University work culture is based on conventional mode of instruction however various digital initiatives have been adopted by the university launched by Government of India. Teachers were advised to connect with students with applications such as what's app, gmail, google classroom, ZOOM etc. to handle the situation immediately. It took two weeks to resume the teaching learning process officially online by introducing Learning Management System for connecting with students in a systematic manner.

**Practices adopted by Mizoram University during Pandemic:** Following practices were adopted by Mizoram University in the context of Emergency Remote Teaching during COVID-19.

**MZU Online Learning Management System:** Mizoram University adopted learning Management System sponsored by MOODLE. The name moodle stands for “Module Object Oriented Dynamic Learning. Moodle is a free, online platform where teachers and students can collaborate with each other. It is an open-licensed learning management system. It is a learning platform designed to provide educators, administrators, and learners with a single robust, secure and integrated system to create personalized learning environments. This platform is easy to access and very user friendly.

Unique ID and password were provided to every teacher of the university. Demo classes and demo courses were arranged to orient the faculty. After that every department started their courses online and connected with students. Asynchronous and synchronous modes were used to provide the instructions. The asynchronous on-line instruction involves the dissemination and storage of readings and session materials on the LMS with the addition of annotated Power Points. Teachers were advised to record their lectures and share the link with the students and discussion forum was used to address the questions of students on shared material. Students are encouraged to ask their queries or present their views on topic which is covered during the online class. Assessment is done through online assignments, projects, quizzes etc. Working on assessment related activity needed independent effort, self-motivation, time management and ability to block out the distractions that occurs at home. In normal

classrooms students use textbooks and other sources available from the library. Whereas during remote learning students used online material that nurtured the art of using the internet for education and research. Apart from this, teaching styles must evolve to ensure that youth, regardless of their situation, enjoy the experience of learning, while continuing to engage with their teachers and classmates.

**GOOGLE Classroom:** Google Classroom is also a LMS (learning management system) that is used by university teachers at a large level. It's an user friendly online tool that integrates G Suite apps (i.e. Gmail, Google Drive/Docs, and Google Calendar) in one platform to help instructors and students to connect with the course and each other, distribute and give feedback on assignments. This is a great supplemental tool for use in the classroom and outside of the classroom. With the help of Google Classroom, teachers can track students' progress, monitor how students are doing with their tasks, share feedback, and answer students' questions outside of the classroom. Hence the role of the teacher in Google classroom is more of a guide and mentor.

**Online Classes:** Learning Management System and Google Classroom were utilised to connect with the students, provide them content and assess their assignment by the teachers. Online classes were also conducted successfully with different platforms such as Google Meet, ZOOM, Cisco WebEx by the teachers of Mizoram University.

**Utilization of Social Media Network for Teaching Learning:** Social media plays a very important role to connect with the people. In India there are more than 357.1 million internet user. Social media is used to make relationship with the people located distant apart. In the same context it was used to share teaching learning experience. Social media is used by the teachers extensively in this pandemic which is as follows:

- **Whatsapp Group Interaction:** WhatsApp Messenger, or simply WhatsApp, is a freeware, cross-platform messaging and Voice over IP (VoIP) service owned by Facebook. It allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other media. WhatsApp's client application runs on mobile devices but is also accessible from desktop computers, as long as the user's mobile device remains connected to the Internet while they use the desktop app. Among all the social networking application whatsapp is most commonly used to share the file whether its MS-PPT, Word, Excel, PDF, JPG or PNG. Before this emergent situation it was used commonly to connect with the students but in this situation it has proved most effective means to communicate with those students who had poor internet connectivity even.
- **Facebook Live:** Facebook Live is a feature of the Facebook social network that uses the camera on a computer or mobile device to broadcast real-time video to Facebook. It is also commonly used by many educators in this pandemic situation

specifically for webinar purpose for optimum circulation of knowledge. Host can control the viewers on Facebook to see their video and use this content.

- **Youtube:** YouTube is an online video-sharing platform. YouTube now operates as one of Google's subsidiaries. YouTube allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Teachers used to share the link of available and recorded videos to support the content shared.

- **Youtube Live:** YouTube Live is another feature of youtube which is widely used by many institutions to stream the webinar and workshops at national level. Teachers used to take classes also on live streaming. It is synchronous based application which is fruitful in real time. For hosting a class or program one should have channel on Youtube. YouTube has tools that helps to manage the stream and interact with viewers in real time. When your stream is live, you can interact with your audience using live chat and share the link to your live stream across social media platforms using YouTube's SHARE tool.

**Organize a series of Webinar:** Mizoram University has been organizing more than 150 webinars since April 2020 during this emergent situation. Themes of all the webinars were very relevant and contextual. A good number of participation was recorded in all the national and university level programs. More than 100 webinars has been scheduled in advance upto the end of the current semester. Knowledge dissemination that reaches to the masses were the main objectives to organize series of webinars by Mizoram university in this emergent situation.

**Adoption of Digital Initiatives:** In the context of digitization, Ministry of Human & Resource Development, Government of India launched various schemes and programs like SWAYAM online courses, e-pg pathshala, National Digital Library, National Knowledge Network, NPTEL (National Programme on Technology Enhanced Learning), Shodhgana, Shodhsindhu, Vidwan etc. for higher education. During Lockdown, various links of digital resources is shared by MHRD to each institution with the motto of utilizing the time productively by engaging with open access resources. Mizoram University adopted all these platforms in advance and directed teachers and students regularly to visit these websites to explore the material which is already uploaded.

**Digital Library Initiative:** Central Library of Mizoram University took major steps to make the content freely available for the students and teachers as well. Library provided the free access of various reputed journal like Taylor and Francis and Springer during pandemic. Various books of many subjects were made available for free download.

**Conduction of Examination:** One of the most technical issue faced by each higher educational institutions of the country that arise due to outbreak was conducting term end examinations. Majority of the students pleaded to the supreme court and requested for relaxation in terms and conditions of examination due to COVID-19. Whereas the University Grants Commission's July 6 guidelines made it mandatory for the universities to conduct final year examinations by September end, in online, offline, or blended format. In accordance of UGC guidelines, Mizoram University has succeeded in conducting term end examination via online, offline and blended mode. Term end examination were started in mid of August and end up to first week of semester. Choices of mode (online/offline/blended) were open for the students. Online examination were conducted on 'GOOGLE meet' and students were asked to submit their converted answer scripts on common email ID generated by each department. It is also directed to submit the same answer scripts to department via registered post or personally. Offline examinations were conducted smoothly by following all the guidelines issued by the UGC with reference to SOP (Standard of operating procedure). All the students were checked properly with thermal gun and fresh mask, gloves were provided to each students and invigilators. Seating arrangements were made according to the guidelines. Term end examinations were conducted successfully by the teaching departments of Mizoram university in the stipulated time. Simultaneously, practical Examinations and Viva Voce of M.Phil. and Ph.D. were conducted online as well.

**Online Refresher and Orientation Course:** Human Resource Development Centre of Mizoram University had done a wonderful job during this pandemic situation. UGC-HRDC, MZU announced the first online refresher course in the month of July, 2020. More than 10000 aspirants applied to enroll in the refresher course namely 'Research Methodology: Tools and Techniques' for 14 days. Only 1000 participants were admitted for the said course. After that a series of Online Refresher Course has been organised by HRDC, MZU. Simultaneously, Online Orientation Course was also organised from 28<sup>th</sup> July to 17<sup>th</sup> August, 2020. In this pandemic situation HRDC- MZU conducted a series of online courses and established itself as a model before other universities.

Apart from this, new initiatives in favor of students had also been taken by the Mizoram University recently. Online coaching classes for National Eligibility Test and Civil Services was announced on 15 August 2020 by the Vice Chancellor of the University. Skill based development program was also started from this academic session.

**Conclusion:** Emergency remote teaching was adopted by many institutions in the mid of the session to maintain the academic calendar and save the academic year of their students. It was the first priorities of the universities during COVID-19. Apart from

this, student's mental health during this pandemic was another important consideration of the educational institutions. Emergency remote teaching indulged the students in meaningful activities and developed the virtue of independence and motivation. Mizoram University adopted emergency remote teaching in pandemic situation and presented an example before others. Learning Management System and Google Classroom were utilized to connect with the students. Online Classes were conducted via GOOGLE MEET, ZOOM etc. Examinations were conducted in blended mode successfully before the stipulated time given by the UGC. A non breaking series of webinar on youtube and facebook live were streamed. A series of online refresher and orientation courses have been conducted successfully by the Human Resource Development Centre of UGC in Mizoram University. Special facilities were provided to students and teachers by central library of Mizoram University to download the teaching learning materials and books from renowned publishers. Overall teaching learning process was continued and therefore it does not adversely affect the teaching-learning during this pandemic.

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## Emotional Intelligence - A Study of Mizo Students

Zothanzami\*

### *Abstract*

*The ability to recognize our feelings and those of others have become an important factor in functioning effectively in the present world that we live in. This recognition, in turn helps us to manage emotions in ourselves and the relationships that we are in, as well as motivating others. These important functions represent 'emotional intelligence (EI)'. This present study aims to investigate the nature of emotional intelligence among the Mizo students. Students from different levels of academic institutions (schools and colleges) were selected as samples for the present study in order to meet the objectives and to find out if gender and levels of educational institution (age) plays a role in differentiating the levels of EI. However, result showed that gender and age do not differentiate the levels of EI and also that a high percentage of Mizo students are average in their EI.*

**Key words:** - Emotional intelligence, educational system, academic achievement, emotions, social skills, stress, social competence, adjustments

Emotional Intelligence (EI) has recently emerged to be a new and major area of concern in behavioral research. EI refers to the ability to “identify and express emotions, understand emotions, assimilate emotions in thought and regulate both positive and negative emotions in self and others”. The study of Emotional Intelligence has received a widespread interest and attention within the academic and secular structures after its inception in the 1980's. Since then, numerous studies have been undertaken in understanding its nature, components, determinants, developmental tracks, and modes of modifications. The theory of EI was first proposed by Mayer and Salovey in 1990 and was later constructed as a cognitive ability by Mayer, Salovey and Caruso (1998). Bar-On (1998) placed EI in the context of Personality theory and Goleman (1998) formulated it in terms of a theory of Performance.

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The concept Emotional Intelligence has as mentioned before incorporated a person's ability to identify and manage one's own emotion and also the emotions of others. It has been broken down into three basic skills.

- (i) The ability to identify and name one's own emotion (emotional awareness);
- (ii) The ability to harness these emotions and utilize them in thinking and problem solving;
- (iii) The ability to manage one's own emotions as well as help others to do the same.

Mayer, Salovey and Caruso (1998) conceptualized EI as comprising of four tiers of mental abilities from basic psychological processes to more complex processes integrating emotions and cognitions. Goleman (2001) highlighted the presence of a common thread that underlies the different models of EI in its ability to regulate emotions in oneself as well as in others and suggests that EI involves four major domains – self-awareness, social-awareness, self-management and social management. Bar-On (2005) proposed the emotional-social intelligence (ESI), a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and how we relate to them, and cope with daily demands.

Thus, over the past years, there has been a tremendous notion of the importance of EI in further predicting success in life. With regards to the nature of EI, it has been found to be having effects in intellectual ability, academic achievement, occupational success and satisfaction, emotion health and adjustments as well as personality factors (Goleman, 1995; Saarni, 1999; Elais, Zins, et al., 1997). Goleman(1995, 1998) has even claimed that EI is a more important factor than intellectual intelligence (IQ) in achieving success in life. He further stressed the importance of EI in today's society as merely a high IQ may be inept socially and that it has a higher predictive validity for job performance in workplace. It has also been stressed that level of performance and success of a person depends on a number of other factors like competencies, personality characters, emotional competences, creativity, social support and IQ (Mayer, Salovey and Caruso, 1998, Goleman,1998).

Young people who are lacking emotional and social competence tend to end up becoming self-centered and lack in empathy and may not be able to relate with fellow humans (Richardson, 2000). EI has been found to be acquired and developed through learning and experience and thus can be nurtured unlike intelligence quotient which is relatively more stable (Ashworth, 2001; Cooper, 1997). Hence EI enables a person in handling life stresses better and has an impact on achievement motivation as well as academic performance.

In the current educational system, there is an increasing emphasis on examination success which has resulted in academic stress (Deb, Strodl & Sun, 2015; Verma, Sharma & Larson, 2002; Busari, 2012) and mental health and behavioral problems (Nadamuri & Ch, 2011; Bennet & Holloway, 2014; King, Vidourek & Singh, 2014). It has been claimed that these problems reflect the failure to train the students in social and emotional skills (the components of EI). Thus, the need to promote EI among the students in schools and educational institutions have been considered by many educators and psychologists (Elais et al., 1997). EI has been considered as a very important component in the development of social skills in learning and adjustment, expression of emotions, academic achievement and school performance (Eisenberg, Cumberland & Spinrad, 1998; Mayer & Gaier, 1996; Goleman, 1995). Thus, arise a high need for developing EI that will enable the students in enhancing their social problem-solving skills, empathy, conflict resolution, impulse control, verbal communication skills, etc. (Cohen, 1999).

Another important context that should be kept in mind is the role that gender may play in EI. Males and females differ in many perspectives when it comes to cognitive skills, behavioral skills and personality factors. It is imperative that gender needs to be taken as a factor in understanding the nature of EI. Many prior researches have confirmed the presence of gender difference in EI with women scoring higher (Goleman, 1995; Lumley et al, 2005; Palmer et al., 2005). Women on an average are found to experience a wider range and larger intensity of emotions, both positive and negative as compared to men (Grossman & Wood, 1993). Thus, emotional intelligence was concluded to be higher among women. However, Bar-On (2000) showed no significant gender difference in all emotional and social competence. Women however were found to be higher in personality traits that are linked to EI such as agreeableness, trust and tendermindedness (Feingold, 1994).

The transition from High schools to college/university has also been seen to be a particularly stressful situation in many students (Parker et al., 2004). They are faced with a number of stressors, thus changing and effecting their emotional intelligence which in-turn may affect their academic performance. They have to deal with making new relationships, modify existing relationships (new friends and teachers), adapt to new study habits, and also start to function as young adults by the time they are in college. A number of students might withdraw at any point of this transition from high school to Higher Secondary and College/University (Pancer et al., 2000). Students in this stage of transition experience new situations and needs to make environmental as well as academic adjustments. All these conditions in turn effects their emotional intelligence to a certain level

### **Objectives of the study:**

The study has been designed with the following objectives:

1. To highlight the nature and prevalence of Emotional Intelligence (EI) among Mizo school students. Students from various levels of studies/institutions will be examined for this purpose.
2. To investigate if gender differences (male & female) exists in Emotional intelligence (EI).
3. To investigate if levels of education or institutions/age (High school, higher secondary school or college) leads to differences in EI

### **Hypotheses:**

The following hypothesis have been derived from the objectives formulated above:

1. The levels of EI among Mizo students shall be highlighted as low, average or high.
2. There will be gender differences (Male or female) in EI among the students.
3. There will be differences in EI in different levels of education or institutions (thus showing differences in age) of the students.

### **Method of the study:**

For the present study, survey method was used. Data was collected by making the subjects answer a questionnaire.

### **Sample:**

370 (males & females) Mizo school students were selected from different High schools, Higher secondary schools and colleges in Aizawl city. Students from Mizo High and Higher Secondary School, Chaltlang High and Higher Secondary School, Govt. Hrangbana College and Govt. Aizawl North College were used as samples for the study. The subject's age ranges from 14 to 23 years of age. High School students will comprise of students between the age of 14 to 16 years, higher secondary students will be 17 – 19 years and college students, 20 – 23 years mostly. A presumption was made that the subjects used were homogeneous in nature.

### **Tools used:**

*The Emotional Intelligence Test* (EIT, Ekta Sharma, 2011): The Emotional Intelligence Test is a test with 60 statements with five (5) response choices – always, most often, occasionally, rarely or never. It has five (5) sub-scales – Self-awareness, Managing Emotions, Self-Motivation, Empathy and Handling Relationships. The

categorization of the scores as low, average and high EI are given in the test manual. The scores are taken for all five sub-scales and total EI.

### Results and Discussion:

The results were obtained using the statistical package for social sciences (SPSS) as a program for analysis of the data and the following tables below highlights these obtained results.

**Table I: Reliability of the EIT**

| Type                 | Reliability Index |
|----------------------|-------------------|
| Spearman-Brown       | 0.733             |
| Guttman's Split Half | 0.732             |

Table No. I show the reliability coefficient of the EIT. A Reliability coefficient of 0.73 in both Spearman- Brown and Split half will be considered as sufficient in terms of research purposes.

**Table II: Descriptive table with percentages in levels of EI (N=287)**

| Scales                 | Mean  | Standard<br>Deviation | Percentage of N |         |      |
|------------------------|-------|-----------------------|-----------------|---------|------|
|                        |       |                       | Low             | Average | High |
| Self- Awareness        | 37.73 | 5.09                  | 3.48            | 84.67   | 11.9 |
| Managing Emotions      | 24.45 | 3.59                  | 2.44            | 48.88   | 48.7 |
| Self -Motivation       | 46.2  | 5.33                  | 1.85            | 84.67   | 13.5 |
| Empathy                | 30.83 | 3.6                   | 0.35            | 85.71   | 13.9 |
| Handling Relationships | 58.12 | 6.49                  | 2.79            | 93.83   | 3.38 |
| Total                  | 200.3 | 17.96                 | 0.35            | 88.58   | 11.9 |

Table II shows the Mean, standard deviation and percentages of the students in each subscale of the EIT and total EI. The scores were classified as low, average and high as indicted in the test manual (Sharma E, 2011). Majority of the students are found to fall in the category of Average Emotional Intelligence except in the sub-scale of Managing Emotions. In Managing Emotions there is a more or less equal distribution of students with average and high levels. It has also been observed that very few percentages of the students fall in the category of low EI. Thus, this level of EI can implicate that most of the students may have good mental health and this can further lead to better adjustment, social skills, expression of emotions, empathy and academic performance (Eisenberg, Cumberland & Spinrad, 1998; Mayer & Gaher, 1996; Goleman, 1995).

**Table III: Result of One-way ANOVA of two groups (Gender – boys & girls) on EI**

| Scales                 | Gender      | Mean  | Standard Deviation | Standard Error | Mean Square   |                | F - value |
|------------------------|-------------|-------|--------------------|----------------|---------------|----------------|-----------|
|                        |             |       |                    |                | Within groups | Between groups |           |
| Self - Awareness       | Boys (118)  | 37.88 | 5.58               | 0.54           | 14.86         | 24.92          | 0.57      |
|                        | Girls (169) | 37.62 | 4.49               | 0.35           |               |                |           |
| Managing Emotions      | Boys (118)  | 24.03 | 3.49               | 0.32           | 0.851         | 13.005         | 0.94      |
|                        | Girls (169) | 24.75 | 3.65               | 0.28           |               |                |           |
| Self - Motivation      | Boys(118)   | 46.11 | 5.56               | 0.51           | 66.19         | 28.13          | 2.35      |
|                        | Girls (169) | 44.26 | 5.18               | 0.4            |               |                |           |
| Empathy                | Boys (118)  | 30.78 | 4.14               | 0.38           | 2.32          | 13.04          | 0.18      |
|                        | Girls (169) | 30.86 | 3.18               | 0.24           |               |                |           |
| Handling Relationships | Boys (118)  | 58.42 | 6.46               | 0.6            | 16.26         | 42.25          | 0.68      |
|                        | Girls (169) | 57.92 | 6.51               | 0.5            |               |                |           |
| Total                  | Boys (118)  | 200.2 | 19.55              | 1.8            | 266.1         | 322.99         | 0.44      |
|                        | Girls (169) | 200.4 | 16.82              | 1.29           |               |                |           |

Table III shows the result of the One-way ANOVA between the two groups of students – boys and girls in the different sub-scales of EI and EI as a whole. Result showed no significant gender difference in the different sub-scales of EI as well as overall EI. Thus, we can firmly say that boys and girls are more or less the same in their Emotional intelligence and that gender difference even if it exists, is at a minimal level. These results do not show the same nature of results that have been observed in prior research findings where girls are found to be higher in EI than in boys (Goleman, 1995; Lumley et al, 2005; Palmer et al., 2005). As mentioned before a number of other factors may also be at interplay such as culture, age, etc.

**Table IV: Result of One-way ANOVA of three groups of students (high school, higher secondary school and college) on EI**

| Scales         | Levels of Institute | Mean  | Standard Deviation | Standard Error | Mean Square   |                | F - value |
|----------------|---------------------|-------|--------------------|----------------|---------------|----------------|-----------|
|                |                     |       |                    |                | Within groups | Between groups |           |
| Self Awareness | HS (108)            | 38.06 | 4.49               | 0.43           | 14.86         | 25.92          | 0.56      |
|                | HSS (114)           | 37.34 | 5.06               | 0.47           |               |                |           |
|                | College (64)        | 37.86 | 6.02               | 0.75           |               |                |           |

|                        |         |       |       |       |       |        |       |
|------------------------|---------|-------|-------|-------|-------|--------|-------|
| Managing Emotions      | HS      | 24.53 | 3.61  | 0.35  | 0.851 | 13.005 | 0.065 |
|                        | HSS     | 24.46 | 3.66  | 0.34  |       |        |       |
|                        | College | 24.32 | 3.51  | 0.44  |       |        |       |
| Self Motivation        | HS      | 46.61 | 5.42  | 0.52  | 66.19 | 28.13  | 2.35  |
|                        | HSS     | 45.38 | 4.86  | 0.46  |       |        |       |
|                        | College | 46.95 | 5.82  | 0.72  |       |        |       |
| Empathy                | HS      | 30.91 | 3.4   | 0.33  | 2.32  | 13.035 | 0.84  |
|                        | HSS     | 30.68 | 3.51  | 0.33  |       |        |       |
|                        | College | 30.97 | 4.1   | 0.51  |       |        |       |
| Handling Relationships | HS      | 58.44 | 5.65  | 0.54  | 16.26 | 42.25  | 0.68  |
|                        | HSS     | 57.71 | 6.92  | 0.65  |       |        |       |
|                        | College | 58.32 | 7.04  | 0.87  |       |        |       |
| Total                  | HS      | 201.7 | 15.52 | 1.49  | 266.1 | 322.99 | 0.82  |
|                        | HSS     | 198.7 | 17.92 | 1.68  |       |        |       |
|                        | College | 201   | 21.53 | 21.53 |       |        |       |

Table IV shows the result of One-way ANOVA of the students represented in the different levels of institution (High school, Higher secondary school and College). Result showed no significant difference between the three groups in their levels of Emotional intelligence. Thus, students at all levels of institution are more or less the same in their levels of EI. As these students in different institutional level groups belong to different age groups, it can also be assumed that age of the students donot play a significant role in levels of EI.

### Conclusion:

The above research study has highlighted the nature of Emotional intelligence of Mizo students. It is noteworthy to mention that Mizo students mostly fall in the average level of EI with very few percentages in the lower level. Mizo students have been thus found to be well aware of their own emotions and can adequately express as well as regulate their emotions both positive and negative. However, boys and girls are found to be more or less the same in EI and that the levels of institution (age) does not differentiate their levels of EI. Therefore, it can be said that in the general student population gender and age do not play a significant role in the difference of EI among the general Mizo student population

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## Emotional Intelligence of Elementary Teacher Trainees of DIET, Lunglei

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### Abstract

*The study aims to find out the level of emotional intelligence of elementary teacher trainees of DIET, Lunglei and to compare the emotional intelligence of these teachers with reference to their gender, educational qualification, age and locale. 120 elementary teacher trainees from DIET, Lunglei were selected as samples. Emotional Intelligence Scale (EIS) developed by Anukool Hyde, SanjyotPethe and UpinderDhar (2010) was used for collecting data. It was found that majority of elementary teacher trainees of DIET Lunglei had moderate emotional intelligence, that female teacher trainees had higher emotional intelligence compared to male teacher trainees, that urban teachers had higher emotional intelligence compared to their counterparts the rural teacher trainees. However, no significant difference was found between graduate and undergraduate teachers as well as between younger and older teachers. Some suggestions to improve the emotional intelligence of the elementary teacher trainees were suggested.*

**Key words:** Emotional intelligence, DIET, Teacher trainees, Lunglei

### Introduction:

Simply put, emotional intelligence is how well individuals identify and manage their own emotions and react to the emotions of others. It means understanding how those emotions shape one's thoughts and actions so one can have greater control over one's behavior and develop the skills to manage oneself more effectively. Becoming more emotionally conscious allows us to grow and gain a deeper understanding of who we are, enabling us to communicate better with others and build stronger relationships.

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## **Emotional Intelligence**

The remarkable published paper ‘Emotional Intelligence’ by Peter Salovey and John D Mayer in 1990, have helped shine a light on emotional intelligence describing it as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and use this information to guide one’s thinking and action”. However, it was Daniel Goleman, in 1995, who popularized the term ‘Emotional Intelligence’ in his book ‘Emotional Intelligence: Why it can matter more than IQ’.

So, emotional Intelligence refers to how well we handle ourselves in our relationships. Knowing what we are feeling, why we are feeling it, which is the basis of good intuition, good decision making and also, a moral compass. It refers to how we handle our distressing emotions in an effective way so that it will not cripple us.

Emotional Intelligence is not an inborn talent, rather the result of education. Education of how to interpret ourselves, knowing where our emotions arrived from and how we might best navigate our fears and our wishes.

Emotional intelligence is the quality that enables us to confront with patience, insight and imagination the many problems that we face in our affective relationships with ourselves and with other people.

## **Rationale of the Study**

According to Daniel Goleman emotional intelligence accounts for about 80% of a person’s success in life. Singh, (2006) noted that so many people with high IQ fail whereas those with less intellectual endowment are extremely successful. People are being judged by a new yardstick: how well they are able to handle themselves and others and not merely in terms of their academic qualifications and expertise.

In today’s world of hyper connectivity, the teaching profession requires high emotional intelligence for making the right decisions and solving everyday inside and outside school problems. High level of emotional intelligence will lead to increased productivity, enhanced leadership skills, improved transaction of curriculum to the students and greater creativity.

To be a successful teacher, one needs to create an enthusiastic work environment, consider the well-being of colleagues and improve overall relationships. Teacher needs to resolve past issues, reduce stress levels and resolve emotional issues, regulate both external as well as internal conflicts resulting to clarity of thinking and wise decision making. Moreover, teachers deal with people and their emotions everyday especially those of young children. It is essential to possess a good amount of emotional

intelligence to be a successful and ideal teacher. Hence, it is felt that there is a need to investigate the level of emotional intelligence of teacher trainees of DIET Lunglei as they are the prospective teachers. Moreover, there were no recent studies conducted in the field of emotional intelligence for prospective teachers in Mizoram. Therefore, a comparison of the elementary teacher trainees taking emotional intelligence as dependent variable with selected independent variables would be an interesting study. Consequently, the following questions come to mind in the light of the above rationale:

- What is the level of emotional intelligence of elementary teacher trainees of District Institute of Education and Training, Lunglei?
- Are there any gender differences in emotional intelligence of elementary teacher trainees of DIET?
- Are there any differences in emotional intelligence of elementary teacher trainees of DIET with reference to educational qualification?
- Are there any age differences in emotional intelligence of elementary teacher trainees of DIET?
- Are there any differences in emotional intelligence of elementary teacher trainees of DIET with reference to locale?

### **Objectives of the Study**

1. To assess the Emotional Intelligence of elementary teacher trainees of DIET, Lunglei
2. To compare the emotional intelligence of elementary teacher trainees with reference to selected variables.
3. To suggest measures for improvement of emotional intelligence of elementary teacher trainees.

### **Hypotheses of the Study**

There is no significant difference in emotional intelligence of elementary teacher trainees with reference to different selected variables.

### **Population and Sample**

The population of the study comprised of all pre-service elementary teacher trainees of DIET, Lunglei as the number of all pre-service elementary teacher trainees of DIET, Lunglei is not large. Hence, the sample of the study comprised of 120 pre-service elementary teacher trainees.

### Analysis and interpretation

Analysis were done in accordance with the objective of the present study. All respondents were grouped as males and females, graduates and under-graduates, older teachers and younger teachers as well as urban teachers and rural teachers. In order to compare the emotional intelligence of each of these two groups, the mean and standard deviation was calculated. The t-value was then established in order to ascertain the difference between the two groups.

The following tables shows the categorization of emotional intelligence among elementary teacher trainees of DIET, Lunglei as well as the comparison of emotional intelligence of elementary teacher trainees with reference to the selected variables

**Table - 1**

#### **Categories of emotional intelligence among elementary teacher trainees**

| Level of Emotional Intelligence | No. of Teachers | Percentages |
|---------------------------------|-----------------|-------------|
| High Emotional Intelligence     | 30              | 25%         |
| Moderate Emotional Intelligence | 55              | 45.83%      |
| Low Emotional Intelligence      | 35              | 29.17%      |
| Total                           | 120             | 100%        |

The above table reveals that 25% of elementary teacher trainees have high emotional intelligence. Majority of the teacher trainees (45.83%) have moderate emotional intelligence and 29.17% of elementary teacher trainees have low emotional intelligence.

**Table - 2**

#### **Comparison of emotional intelligence of elementary teacher trainees with reference to their gender**

| Group  | Number | Mean   | SD     | MD    | 't' value | Sig. level |
|--------|--------|--------|--------|-------|-----------|------------|
| Male   | 53     | 123.4  | 7.855  | 4.531 | 2.556     | 0.05       |
| Female | 67     | 118.87 | 11.509 |       |           |            |

There is a significant gender difference in the emotional intelligence of elementary teacher trainees of DIET Lunglei. Male teacher trainees are found to have higher emotional intelligence than the female teacher trainees. This means male teacher trainees of Lunglei DIET understand their own emotions and are able to control their emotions better than the female teacher trainees.

**Table - 3****Comparison of emotional intelligence of elementary teacher trainees with reference to their educational qualification**

| Group          | Number | Mean  | SD    | MD    | 't' value | Sig. level |
|----------------|--------|-------|-------|-------|-----------|------------|
| Graduate       | 69     | 121.5 | 10.64 | 1.473 | 0.785     | NS         |
| Under-graduate | 51     | 120   | 9.789 |       |           |            |

There is no significant difference in the emotional intelligence of elementary teacher trainees of DIET, Lunglei with reference to their educational qualification. This means, whether the teacher trainees were graduates or not, their emotional intelligence is almost similar to each other. Their educational qualification does not make any difference on whether they have a high emotional intelligence or not.

**Table - 4****Comparison of emotional intelligence of elementary teacher trainees with reference to their age**

| Group            | Number | Mean  | SD   | MD    | 't' value | Sig. level |
|------------------|--------|-------|------|-------|-----------|------------|
| Older teachers   | 43     | 121.6 | 11.8 | 1.078 | 0.516     | NS         |
| Younger teachers | 77     | 120.5 | 9.39 |       |           |            |

There is no significant difference in the emotional intelligence of elementary teacher trainees of DIET, Lunglei with reference to their age. This means the age of the elementary teacher trainees does not make any difference on whether they have a high emotional intelligence or not. Whether the elementary teacher trainees are young or old, this does not change the level of their emotional intelligence

**Table - 5****Comparison of emotional intelligence of elementary teacher trainees with reference to their locale**

| Group          | Number | Mean  | SD    | MD    | 't' value | Sig. level |
|----------------|--------|-------|-------|-------|-----------|------------|
| Urban teachers | 82     | 122.8 | 10.44 | 6.044 | 3.325     | 0.01       |
| Rural teachers | 38     | 116.7 | 8.658 |       |           |            |

There is a significant difference in the emotional intelligence of elementary teacher trainees of DIET, Lunglei with reference to their locale. Urban teacher trainees have a significantly higher emotional intelligence than the rural teacher trainees. This shows that those teacher trainees from urban areas are more optimistic and are more skillful

at forming and handling mutually satisfying relationships than teacher trainees from rural areas.

### **Suggestions**

Considering the paramount value emotional intelligence has for success at work in particular and life in general, emotional intelligence found little place in the curriculum of Diploma in Elementary education (D.El.Ed) programme. In fact, there is not a single chapter on emotional intelligence in the syllabus of D.El.Ed. It would be valuable to treat emotional intelligence more seriously by the stakeholders in the elementary teacher education. For this the investigator had listed some of the measures which can be taken at the macro level by the authority and at the micro level, for elementary teacher trainees

- The authority must ensure that the prospective teachers need to possess high emotional intelligence just as they give importance to general intelligence and reasoning ability right at the beginning of entrance test.
- Emotional intelligence has five major components. In order to develop and strengthen these areas among teacher trainees, teacher educators must be conscious of these components. For this, there must be workshops and seminars for teacher educators about the importance of emotional intelligence so as to enable and guide teacher trainees for improving their emotional intelligence.
- At least one unit on emotional intelligence should be included in the D.El.Ed syllabus.
- The paper 'Towards self-understanding and evolving an educational vision' is indirectly effective in improving the trainees' emotional intelligence. Therefore, it would be of maximum benefit to introduce the paper right from first semester. Here, teacher educator needs to be resourceful, inventive and dedicated in delivering the content to develop a healthy emotional state among the trainees.
- School observation is a great way to learn the functions of the school community, like; student-teacher relationship, teacher-teacher relationship, school atmosphere and environment, over-all functions of the school and to be able to adjust to situations, to constructively face the issues and challenges of the school, and to become aware of where one fits in, the role one must take as a future teacher. Hence, the purpose of school visit must be clear and precise so that teacher trainees will not get lost in unnecessary activities.
- Working with community once a month will be helpful for the teacher trainees to develop empathy, to cultivate curiosity, to immerse themselves in a new situation and to listen to other's viewpoint.

- Happiness curriculum must be introduced.
- Practicing mindfulness activities in and outside the classroom to observe how one feels, how others feel, to be aware of the vibes of the surroundings. Like, mindful breathing, mindful observation and mindful walk in and around the campus, mindful listening which can be richly incorporated with music.
- Activity like ‘Getting to know each other’ at the beginning of the class will help them understand each other and be more receptive to new ideas.
- Writing journal to keep track of one’s daily activities, reflecting on the positive moments and negative emotions, to ponder upon how to improve the mistakes and to celebrate one’s own achievement.
- Practicing gratitude and self-acceptance through reflections on one’s life at the end of every week.
- Practicing self-discipline and self-control for managing emotions. Stress must be given to Conflict management.
- Practicing healthy eating habits and physical exercise to keep the body and mind healthy.
- Practicing good work ethics for self-management. Learning to defeat procrastination. Effective time management, maintaining a schedule and to stick to it.
- Spiritual development activities are important for a noble soul which will positively effect one’s emotional intelligence. Meditation for self-awareness and balance of emotions should be practiced.
- Encouraging the teacher trainees to have a realistic goal, lifelong learning, and positive thinking.

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## Environmental Ethics among Secondary School Students in Aizawl City, Mizoram

Christina Vanlalmangaihzuai\*  
H. Malsawmi\*\*

### *Abstract*

*Environmental study is a must for each and every one. It is our own duty to conserve and protect our natural environment. This study aims to find out the levels of environmental ethics of secondary school students in Aizawl city and to compare them with respect to their gender and school management. The researcher used a “descriptive research” method for conducting the research. This study consisted of 400 students from both Government and Non-Government secondary schools in Aizawl. The final scores were classified, tabulated and analyzed. The analysis of the data was carried out with the help of standard statistical techniques, like Mean, Standard Deviation, percentages and ‘t’ test. The study revealed that majority of the Secondary school student had high level of environmental ethics, and female secondary school students have significantly higher environmental ethics than the male secondary school student, and it was also discovered that significant difference was not found between government and non-government secondary school students with respect to their environmental ethics.*

**Key words:** *Environment ethics, Secondary schools, Aizawl, Gender, School Management*

### **Introduction:**

Man is a part of the environment and cannot afford to abuse the environment too much. Protection of the ecosystem is as much in the interest of man as for the environment. Man should realise that the environment is a natural heritage which is not for him to exploit. To live in harmony with nature, one has to respect it first, and environmental education should teach just that. According to Kneller (1963), “Ethics

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is the philosophic study of the moral values and conduct”. The set of moral values and principles on the basis of which we study and evaluate human conduct are concern of ethics. When these ethical principles are applied to a particular area of concern, it comes under ‘applied ethics’. When ethical principles are applied to environmental policy and concern we call it “Environmental Ethics”.

### **Rationale of the Study:**

Environmental ethics deals with issues related to the rights of individuals that are fundamental to life and well-being. This concern is not only the needs of each person today, but also those who will come after us. It also deals with the rights of other living creatures that inhabit the earth. Environmental consciousness should inform teaching in all schools and colleges. These aspects can be integrated in the entire educational process. Today, environmental education is an important segment within the educational system. The environment is the most important resource of our life. Man is the most important and responsible for major changes happening in the environment and the most affected by it. If we are having awareness in the schools and colleges about the environment, than one should be aware that he/she has serious duties about it. We must not only create awareness on environmental issues, but also to bring about the pro-environmental action.

### **Review of Related Literature:**

Tripathi (2000) in his comparative study on Environmental awareness of students studying in central schools and other schools at 10+ levels in Uttar Pradesh’ found that boys had better awareness about environment than girls.

Sundraselvan (2005) studied Environmental Ethics among the Secondary pupils of Gudaloor District and found that Environmental ethics level is higher in the students from rural than urban region. He also concluded that the female students possessed higher level of environmental ethics compared to the male students..

Abraham, Mercy and Arjun, N.K. (2005) carried out a study on the Environmental Interest of Secondary School Students in relation to their Environmental Attitude. The finding of the study reveals that secondary school students in Kerala did not have a high level environmental interest. A differential effect of gender and locale were observed in their environmental interest. The boys and urban subjects were found to have more interest in environmental matters compared to their female and rural counterparts. A high level positive and significant correlation was found to exist between environmental attitude and environmental interest in all the sample groups studied.

Raju, G (2007) studied the Environmental Ethics of Higher Secondary Students studying in the schools of Cuddalore district of Tamil Nadu and found that (1)

Environmental ethics of the higher secondary students of Cuddalore district is high. (2) Girls students have more environmental ethics than the boy's students. (3) The communities do not have any influence on the students environmental ethics. (4) The types of schools where they happened to study do not have any influence on their environmental ethics. (5) Rural higher secondary students have higher environmental ethics than the urban higher secondary students.

Tajul A.N., &Suriati, Sulaiman (2010) conducted survey on secondary School students 'Environmental Awareness'. The findings revealed that the level of environmental awareness in female students were higher than the male students, science stream students have higher environmental awareness than the arts stream students, and the urban school students possessed higher environmental ethics than suburban school students.

Prashant Kumar Astalin (2011) did "A Study of Environmental Awareness among Higher Secondary Students and Some Educational Factors Affecting It", and found that Male students had more environmental awareness in comparison to female students because male students of higher secondary students are normally much attached with the society.

Mathivanan, K and Dr.G. Pazhanivelu (2013) made a study on Environmental Ethics and Participation in Environmental Activities among Higher Secondary Students and found that (i) The higher secondary students have high environmental ethics. (ii) The male and female higher secondary students do not differ significantly with respect to their environmental ethics. (iii) The urban and rural higher secondary school students do not differ significantly in their environmental ethics. (iv) There is significant difference among the higher secondary students belonging to different type of school management with respect to their environmental ethics.

Ms. PrernaMandhyan (2013) made a study of Environmental Ethics among Higher Secondary Level Students and found that (i) There is no significant difference between environmental ethics of girls and boys. (ii) The environmental ethics of commerce students are high in comparison to the art students. (iii) The environmental ethics of science students are high in comparison to art students. (iv) There is no significant difference between environmental ethics of science and commerce students.

### **Objectives of the Study:**

1. To study the level of environmental ethics of secondary school students in Aizawl.
2. To find out the difference in the environmental ethics of secondary school students in Aizawl city with respect to their gender.
3. To find out the difference in the environmental ethics of secondary school students in Aizawl city with respect to their school management.

**Hypothesis:**

1. There is no significant difference in the environmental ethics of *Male and Female* secondary school students in Aizawl.
2. There is no significant difference in the environmental ethics of Government and Non-Government secondary school students in Aizawl.

**Methodology:**

The present study belongs to the category of “descriptive research” with composite characteristics of inter-group comparison, since the main objective is to study the level of environmental ethics of secondary school students in Aizawl in relation to their gender and school management.

**Population:** The population of the study comprised of all secondary school students of Aizawl City.

**Sample:** For the present study, there were 400 students comprising of 200 girls and 200 boys from Government and Non-Government secondary schools in Aizawl City. The samples were selected following Stratified Random Sampling.

**Tool:** The following tool was used for the present study

- i) Environmental Ethics Scale developed by Dr. HaseenTaj; Nandini Enterprises; Agra. (2001).

**Data collection and analysis:**

The objective of the present study includes finding out the level of environmental ethics of secondary school students in Aizawl, and to compare the differences with respect to their gender and school management. The data relating to the level of environmental ethics were collected by administering the Environmental Ethics Scale (EES).

The responses obtained from the subjects were scored following the standard scoring procedures. The scores were classified, tabulated and analyzed. The analysis of the data was carried out with the help of standard statistical techniques, keeping in view the objectives of the study and the findings were meaningfully interpreted.

**Data interpretation and discussion:**

The collected data were analysed and interpreted in accordance with the objective.

**Objective No 1:** To study the level of environmental ethics of secondary school students in Aizawl.

All respondents were categorized into three groups in accordance with the norms established by the investigator as follows:

**Table No. 1: Level of environmental ethics among Secondary school students**

| No of Respondents | High Ethics | Average Ethics | Low Ethics |
|-------------------|-------------|----------------|------------|
| All Samples       | 174         | 80             | 146        |
| (N=400)           | -43.50%     | -20%           | -36.50%    |

The above table reveals that out of all 400 respondents, majority 174 (43.5%) of the student respondents have high environmental ethics, while 80 (20%) of the students have average ethics and 146 (36.5%) of the student respondents have low ethics. Therefore, we can conclude that majority of secondary school students in Aizawl have a high level of environmental ethics.

**Objective No.2:** To find out the difference in the environmental ethics of secondary school students in Aizawl city with reference to their gender.

The students' levels of environmental ethics were compared on the basis of their gender. For this, the Mean and Standard Deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

**Table No. 2 : Comparison of Male and Female Secondary School Students with respect to their Environmental Ethics**

| Groups | Number | Mean  | SD    | MD   | SE <sub>MD</sub> | t-Value | Sig level |
|--------|--------|-------|-------|------|------------------|---------|-----------|
| Male   | 200    | 106.4 | 13.86 | 2.97 | 1.304            | 2.274   | *         |
| Female | 200    | 109.4 | 12.13 |      |                  |         |           |

\*Significant at .05 level

A result of the above table 2 reveals that the 't' value for the significance of difference between male and female secondary school students is 2.274. Since the calculated 't' value is greater than the criterion 't' value at .05 level, it can be concluded that there is a significant difference between male and female secondary school students with respect to environmental ethics. Therefore, the null hypothesis (No. 1) that assumes there is no significant difference in the environmental ethics of male and female secondary school students in Aizawl is rejected, since the two groups differed significantly at .05 level of confidence. A comparison of their mean scores shows that female students have higher mean score than the male students, therefore it can be concluded that female students have higher level of environmental ethics than the males. This indicates that high school female students possess better environmental ethics compared to their counterparts, the high school male students.

**Objective No.3:** To find out the difference in the environmental ethics of secondary school students in Aizawl city with reference to their school management.

The students' levels of environmental ethics were also compared with reference to their school management. For this, the Mean and Standard Deviation of the scores were calculated. The mean differences were tested by applying 't' test and the details are presented in the following tables.

**Table No : 3 Comparison of Government and Non-Government secondary school students with respect to environment ethics**

| Groups    | Number | Mean  | SD    | MD   | SE <sub>MD</sub> | t-Value | Sig level |
|-----------|--------|-------|-------|------|------------------|---------|-----------|
| Govt      | 100    | 108.5 | 10.97 |      |                  |         |           |
| Non govt. | 100    | 107.2 | 14.94 | 1.35 | 1.311            | 1.026   | NS        |

NS =Not significant

As observed in the above table no 4.6, it has been found that the 't' value for the significance of difference between the students of government and non-government secondary school with respect to their environmental ethics is 1.026, whereas the required 't' value with  $df = 198$  to declare the difference as significant is 1.97 at 0.05 level and 2.60 at 0.01 level. Since the calculated 't' value is lower than both the criterion 't' value, it can be concluded that there is no significant difference in the students' environmental ethics between government and non-government secondary schools. Therefore, the null hypothesis that assumes there are no significant differences in the environmental ethics of government and non-government secondary school students in Aizawl is accepted. However, a comparison of their mean score shows that government secondary school students have a higher mean score than the non-government secondary school students which indicates that although not significant, government secondary school students possessed a slightly higher environmental ethics than the non-government secondary school students, but this could be a chance factor.

### Findings and Discussions:

The following are the major findings and discussion of the present study:

1. Majority of the Secondary school student (43.5%) have high level of environmental ethics, 20% of the students have average level and 36.5% of the students have low level of environmental ethics.

**Discussion:** The topics on Environmental education is incorporated in the school syllabi at the secondary stage of education in Mizoram specifically in the social science subject of class IX and science subject of class X. Therefore, the probable reason why secondary

school students in Aizawl city possessed high environmental ethics could be because the students were influenced by what they have learnt in the schools.

2. Female secondary school students have significantly higher environmental ethics than the male secondary school students.

**Discussion:** ‘Men are likely to consider ethical issues in terms of justice, rules and individual rights. Women on the other hand, tend to consider such issues in terms of relationship, caring and compassion’. In the state of Mizoram, there are no rigid set of laws that will place a person behind bars if one does not observe or conform to environmental ethics. Hence, this could be the plausible reasons why secondary school male students have lower environmental ethics than the female students. Perhaps male secondary school students believed that there is no reason why they should fully adhere to the environmental ethics especially if it is not being imposed to them by law. Meanwhile if female secondary school students consider environmental ethics in terms of care and compassion, there is every reason why female students should have higher environmental ethics than the male secondary school students. Conceivably, female secondary school students will instinctively care for the environment because of their innate characteristics and tendencies which is an inborn trait. Therefore, it is not without a reason that the present study found that female secondary school students possessed higher environmental ethics compared to the male secondary school students.

3. No significant difference is found between government and non-government secondary school students with respect to their environmental ethics.

**Discussions:** With respect to the present findings, the reason why there is no significant difference in the environmental ethics of secondary school students could be because both the two type of schools, whether government or non-government follow the same environmental curriculum prescribed by the board. Therefore, this could be the possible reason for the present findings.

### **Conclusion:**

Our environment can be saved by planting more trees, recycling, reusing, reducing pollution, creating awareness through environmental programs, etc. If we really want to save the environment then, we should stop the exploitation of natural resources. Our natural environment makes human life possible, and our cultural environment helps define who we are. It is therefore essential that our population and economic growth are environmentally sustainable. Effective awareness programmes about environmental problems should be implemented from the upper primary level to inculcate right attitude from the beginning. Schools should offer different special activity related to environmental education. Environmental education/issues should be linked with society for better learning and to develop understanding about the problems of the society simultaneously.

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## **Formative Assessment: A Bridge Between Intended and Implemented Curriculum**

Nitu Kaur\*

### ***Abstract***

*This article is an attempt to clarify, revisit and revitalize the concept of assessment in terms of formative assessment. The traditionalist teachers would pay a lot of attention to summative assessment fulfilling their traditional roles but the progressivist teachers, on the contrary, put more stress on formative assessment than the summative assessment, indicating their progressive thinking. Teachers are still a way behind in utilizing the full benefits of formative assessment for their learners. There are many misconceptions prevailing within teachers and other educational stakeholders regarding formative assessment which needs clarification. Both the learner and the curriculum, which interacts with and influence the learner needs to be assessed not in summation alone but in formative stage itself. The curriculum in its summative form can be misleading. The complex curricular helical formula unwinds and opens up only in an educational setting. The classroom is the place where the tangible written format of curriculum gets transacted, transcribed and operationalized into a much larger picture where its abstract, intangible hidden core philosophy becomes alive. Therefore curriculum should be subjected to intensive formative scanning while it is functional, being practised and experienced in order to bridge the gap between intended and implemented curriculum which in turn can lead to the attainment of desired learning outcomes within the learners. The learner assessment is by default the part of curriculum assessment. However, both the summative and formative assessment depend on each other to an extent that each of them is incomplete without the other. Both play a vital role in understanding the achievement level of students and therefore the curriculum in totality. But the formative assessment of learners has been an area which was neglected for long in terms of its conceptual clarity, modalities of operationalizations and immense role in drawing out the fullest potential within the learners. It is, in fact, filling and erasing the gaps between what is intended in terms of*

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*achievement of learners and what is actually achieved by them. The present paper also tries to understand the reasons behind the unpopularity of the average learners and to throw light on teachers' accountability towards the average learners through formative assessment.*

**Keywords:** Formative Assessment, Implemented Curriculum, Intended Curriculum, Teachers, Learners.

### **WHAT is Formative Assessment? HOW is it done? WHEN is it done?**

Formative Assessment comprises of a range of formal and informal assessment procedures, conducted by teachers and students, during the teaching-learning process, in order to modify teaching and learning activities, to know how well students progress in the process and improve their attainment in achievement. It is made possible through diagnostic testing, background information of students, use of more qualitative methods over quantified measuring devices such as case studies, interview, questioning, brainstorming, discussions, feedback of teachers, parents and students, peer and self-feedback of the subject concerned and remedial teaching. Of course, quantitative measures such as the use of standardized achievement and other psychological tests, pre-test post-test experiments and testing have been the most extensively used strategies in the past for assessing students but they are found more appropriate for summative levels of evaluation. Formative assessment as the name suggests is obviously done while the teaching-learning process is on, very much in the formative stage of students' learning. It is mainly done through repetition of teaching on the basis of students' needs, the continuous effort for students' improvement, the formation of better performer who can be summed up for his best performance, and before final judgment on students' performance can be made. In totality formative assessment begins with the baseline levels of students, where they stand in present and also monitor their progress in learning. It thus is continuously pushing the teachers and other stakeholders of education definitely including the students, educational practitioners, para-professionals, administrators, policy and decision makers and parents to perform better.

The Council of Chief State School Officers (CCSSO) defines formative assessment as a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Wylie & Lyon 2016). Department of Education, Michigan suggests seven strategies for performing formative assessment as stated by the CCSSO which are namely self assessment, peer assessment, goal setting, activating prior knowledge, transferring learning, feedback, and questioning

### **History of the Terminology ‘Formative Assessment’**

Michael Scriven articulated the distinction between the formative and summative evaluation in 1967 (Stiggins, 2005). He highlighted their differences between two forms of evaluation in terms of both the purpose behind retrieving information and ways in which the information has to be used. According to Scriven, formative evaluation is very much required aspect of any curriculum in order to assess its’ effectiveness and further enabling the school system to retain, adapt or reject a curriculum. Summative evaluation is judging the worth of a curricular package in totality weighing not only the students’ achievement but also the teachers’ performance, infrastructural factors and school as a whole in terms of tangible and non-tangible assets. Therefore temporally its placement is towards the end of the curricular process when the teaching-learning process ends. The summative evaluation alone can never meet the requirements of reforming and revitalizing the existing curriculum. Formative evaluation emerged out as a tool to ensure curricular checks and diagnosing the problems behind the ongoing teaching-learning process.

In 1968, Benjamin Bloom adopted the term ‘formative assessment’ in his book ‘Learning for Mastery’ which highlighted the importance of formative assessment as a means to improve the teaching-learning process for students and help them to achieve mastery over the taught content. Further he co-authored another book with Thomas Hasting and George Madaus named ‘Handbook of Formative and Summative Evaluation’ in 1971 showing how formative assessments could be linked to instructional units in a variety of content areas. Their book further extended the differentiation between various forms of assessments (Stiggins, 2005).

### **Misconceptions about Formative Assessment**

There are many misconceptions prevailing within teachers and other educational stakeholders regarding formative assessment which needs clarification. However, there is a strong culture of Formative Assessment within teachers in most educational settings but they are unaware of utilizing the data collected by them beyond routine checks on the progress of their students. They hold a misconception that formative assessment is done by teachers alone which is not true. It involves both teacher and student almost as equal partners in making its usage into success. There are invariably many formative teaching-learning strategies and techniques which an experienced teacher can embed into this kind of assessment. It is a common mistake that teaching and learning are kept separate in terms of assessment. Especially in this context, they are inseparable entities. In the past, much emphasis has been put on teaching, with a corresponding neglect of learning in terms of assessment (Nicholls & Nicholls, 1974). They advocated individual learning which has been easily picked by primary teachers but secondary

teachers lack the same. Thus formative assessment becomes a challenge as the learners proceed higher in their grades, especially at secondary levels. According to Nicholls & Nicholls (1974), secondary teachers argue that it is impossible for pupils to be treated as an individual when they are all working towards the same examination. It thus suggests that formative assessment calls for an alignment of teaching-learning processes with the kind of evaluative rubric meant for assessing the learners. It should be noted that assessment tools vary with the kind of processes and suitability of assessment for different types of learners. Of course, this is asking a great deal from the teachers. It is this widening gap of measuring and assessing teaching and learning separately creating new emergent problems of learning and formative assessment can help to rescue learners with the support of their teachers. It is all about rectifying the ongoing teaching-learning process, learning how pupils are progressing in their learning process, reducing the gap between where the students are and where they are intended to be. Assessment is not just about knowing their positions on a normalized pattern and labelling them in limited options grades. Actually, grades are shortcuts of assessments, delimiting pupils' potential, covering their performance in terms of pre-programmed behavioural patterns instead of uncovering their potentials. Another very big misconception about Formative Assessment is that it is technology ridden. Teachers believe more on advance means of testing such as computer adapted technology and advanced tools more than they believe in themselves. Even if a teacher happens to differ they are bound to make use of these tools. The whole idea is to measure learning in more accurate ways, quantifying achievement all of which is a misguided effort to control learning. It is difficult to assess different kinds of learning and it needs favourable situations, not only in the classroom but also at home. This misunderstanding leads to extensive forms of testing gathering a huge amount of data in terms of graphs, clickers, heat maps, plots, tonnes of data points making the whole teaching-learning exercise a highly mechanical impersonal process. It is more than gathering data alone rather it is to know what to do with data, not just merely able to detect the problem but to solve the problem by identifying the causes. Most of us feel that this assessment is a problem finding tool believing learning to be a linear, isolated, simple and singularly caused process which is actually a non-linear, influential, highly complex and multi-causal process. As teachers, we must just not know what the ingredient for good learning is but how to make that recipe of good, satisfying, easy going learning for the students. In contrast, we have succeeded in making this as a distasteful, dissatisfying and tough going exercise of which students are fearful and unsure for easy acceptance.

### **Defining the two Frames of Mind: Traditionalist vs. Progressivist Teachers**

There are two kinds of teachers. In the first place, there are teachers who believe that they are there to teach their learners and in the second place who believes that they are there to learn from their learners. The former are traditionalist in their approach and the later are progressivist in their approach. The traditionalist would pay a lot of attention to summative assessment fulfilling the traditional role assigned to them but on the contrary, the progressivist put more stress on formative assessment than the summative assessment, indicating their progressive thinking. According to Doll (1996) their differing views lead to different aims of education altogether. Their frames of mind put them in different philosophical positions making them think and judge things differently. Traditionalists are also referred to as essentialists as they essentially keep track of all that is required to create a stable system keeping the entropy level low making the randomness of the constituent subsystem very limited. Progressivist who is also referred to as reconstructionists totally disagree with the traditional ways. They feel the pulse of changing times and reconstruct every sub-system in the system aligning it with the instability of change and randomness of order. They facilitate changes in the existing system more easily and frequently in contrast to the former approach, as they are able to adjust well with the change. Every change comes to surface out of a large number of factors compelling to raise the entropy of the system and the systematic chaos is supported mostly by the later approach leading the change to manifest at its best. The traditionalist keeps a lot of waiting time for resisting any new change in their ways rather they try to find means of suppressing change. This is totally against the philosophy of progressivism. A progressivist teacher strives to learn maximally from their learners and is himself a life-long learner as rightly put forth by nation's greatest poet, Rabindra Nath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." This is in very much agreement with the progressivist teachers who resort to different means of formative assessments to fulfill the needs of their learners.

### **Formative Assessment: A Boon in Disguise for Average Learners**

Learning is a lifelong process which means learning is never complete; rather one form of learning leads to other forms of learning, in fact, it starts from the moment we are born and lasts till our last breath. Majority of learners fall into the category of average learners. In other words, most of the world's population comprises of these average performers who are involved in one or the other task. Much of the talents of the average learners go unnoticed. They are the citizens of the nation who have a moderate to negligible face value. They are members of a society with an ordinary life. Inside a school, they are the normal tendency sample seeking no special attention

from the authorities. Finally, inside the classroom teacher is satisfied with their performances and is in a feel free zone where no special efforts on his or her part are required to improve their performances. The irony of being a learner of average intellect is in facing the ignorance of the majority. The majority always favours the extraordinary and the absence of that 'extra' in the average learners is a heavy compensation on their parts. Average learners are the hump part of the bell in a normal distribution interestingly making another majority. The real trouble is that the majority doesn't stand with this majority. Academic experiences play a pivotal role in addressing the issue of majority, the average learners. There are some priority reforms in teaching-learning processes being awaited for a long time, one of the most important being the proper use of formative assessments. Lot has been said but little has been done. The average learners owe a high degree of expectation from their teachers. An average teacher always ignores them but a responsible teacher cannot afford to ignore them. They are their major subjects rather. Teachers are accountable towards the average learners because they have been ignored for a very long time. Ignorance is bliss until it challenges you. Ignoring the improvement in average performers is an outcome of misinterpretation of formative assessment processes. Both the temporal and humane status of teachers is responsible for the desired learning outcome of the learners. Teachers are responsible for bringing positive changes within learners both at the physical and emotional level. They owe a lot to their students who have a lot of faith towards their teachers. Teachers, if want can be worth million dollar magician capable of bringing a million dollar smile on the face of every learner. If they, the teachers believe they can, they will surely make the change possible. Their accountability can be ensured through their feeling of being responsible for their students. Formative assessment can create that space of satisfaction within average learners whose accomplishments mostly goes unnoticed. They are just like the unsung heroes of battle, who may find a time out to cherish their small accomplishments through teacher's honest intent and will to encourage them. One thing is for sure to happen if an average learner is satisfied; the needs of all kinds of learners in a classroom are indirectly addressed as they form the majority of classroom population.

### **Redefining Teaching: Teaching Intelligence**

A teacher along with trying to test the multiple intelligences of their learners should also focus on their intelligence in teaching the students. They should sharpen their skills in designing teaching-learning experiences with the maximum transfer of learning. An experienced teacher definitely invests a lot of time in sharpening her/his intelligence. In doing so these teachers judiciously offer chances to students to be able to choose how they would like to learn and how they would like to be evaluated. Providing options and choices help students to increase their level of motivation to

learn and even incorporate a high level of thinking and creativity skills. According to Soh, Arsad & Osman (2010), in the era of the 21st century, students should not be assessed merely by testing the ability to answer questions but they should also be assessed on the extent of their knowledge and their ability to use the 21st-century skills such as problem-solving, entrepreneurship and creativity. Curriculum specialist Tanner and Tanner (1980) suggested that it has been a traditional practice to expect from teachers to teach behind closed doors. They further stated that whereas on one hand, closed doors can make teachers feel lonely, but on the other hand they are protectors of academic freedom. Thus for very long in the past teaching has been found as a safe profession behind closed doors for some who are not willing to contribute to the betterment of curriculum. In doing so the sovereignty of the profession is being questioned. At the same time, there are teachers who are struggling to reform the curriculum in limited academic freedom. According to Goodlad (1975), "Communities have seen little need to provide more than the bare essentials for public school teachers: rarely are they provided with offices or secretarial help; frequently, there is no place to meet other than classroom. .... Teachers are supposed to go into their classrooms, close the door, and teach." This clearly indicates that there is an essential need to support teachers in delivering their duties to the fullest. The school management needs to extend all kinds of support system for their teachers to excel in their profession. Also, teachers should go beyond their traditional closed-door boundaries and collaborate with co-teachers within and across grades and should find time out in analyzing the formative data as a team. Sometimes exchanging ideas and having a word with our colleagues may totally bring in a new perspective and becomes very illuminative. Some grades have stronger Formative assessment rubric than the others within the same institution. There can be a difference in the approach of teachers, students, or any other environmental, social factors. Peer-teachers' perspective needs to be considered to find out how commendable these differences are and there are certain teachers who foster a strong culture of formative assessments. How much help is this further in creating a difference in the level of achievements and a sense of satisfaction for the learners? An experienced teacher due to her/his deep level of pedagogical knowledge and experience may capitalize on this kind of assessment. She /He may use a variety of tools to ensure meaningful learning by students. There are some strategies to involve and assess students, viewing things from their perspectives, the way they see and understand things using their lens and borrowing their thoughts. Teachers occasionally use Formative assessment tools such as worksheets, concept maps, circle time, multiple intelligence lesson plans in order to diagnose the problems encountered while learning. By providing options of various kinds may allow learners to come out of their comfort zones and take risks? Bloom's higher order of thinking such as to analyze, synthesize and evaluate can be encouraged more within the learners

if they have a chance or say in the ways they want to learn and evaluated thereafter. They can synthesize, adapt or evaluate their learning instead of just learning, recalling facts. Children at a different level of cognition might reflect the different capability of communications. Also while formative assessment different forms of intelligence of learners should be made to utilize. Teachers should keep one thing at the back of their mind that students should be rewarded for undergoing the process and not for the product alone. In fact, making students do things in an effective way is the primary aim and the product which they submit becomes a secondary aim. In the USA, a project named 'Pond Water' was tried in the 1960s funded by the National Science Foundation. It was developed by a group of scientists and educators at Elementary Science Study (ESS), a science curriculum development organization. It is one of the ideal examples of learner-centred ideology. Here the teacher made sure with her students that which way they will be learning about pond water and assigned roles, encouraged collaboration by making peer partners, and divided the activities according to the different types of abilities of learners, such as collecting sample of pond water, flora and fauna, soil around pond; taking photographs through camera and developing films of photos in dark room; writing about their experience, relating the task with allied lessons within and across the subject of biology such as optics in physics, chemical formulas from chemistry, measurement from mathematics, vegetation from geography; observing and relating microorganisms seen through microscopes with stories of peculiar faced monsters and demons from literature etc. and so on. It is believed that when students feel about their own classroom, what they want from their teachers, they can provide their assessment requirements, their preferred way of sharing information like a journal or diary writing, or experimental project. In doing so some may come out of their comfort zone, at least few if not all of them. This lead to a variety of development spanning from intellectual, emotional, social as a result of getting engaged with the curricular activities. According to Schiro (2013), "in the classroom, the students, teacher, and curriculum developer share responsibilities for what is occurring. The students decide what they will explore as a result of what interests them, as well as provide the energetic involvement and activity that allows them to pursue their interests." The teacher should provide them with more than one type of assessment criterions so that they can be assessed in more than one way, preferably not the way which is their static comfort zone. Students could also state reasons for their choice or denial of one format of assessment. Doing so enables students to relate in a better way with their project, give them ownership of their project and collaborate to judge their own work with their teacher using a pre-defined evaluative rubric. Here student has a chance and freedom to present their choices and options in a much more transparent way. It was traditionally believed that if a teacher talks then students learn, but the new approach states that if a student is made to talk, engaged and interacts with the topic

they learn much better. Formative assessment is all about taking note of what students feel about the ongoing teaching-learning process by collecting their thoughts keeping the process as much democratic and flexible as possibilities permits. After all formative assessment is not merely a problem finding machinery, but a problem solving humane interactions. The teacher may make use of a variety of technologies but must be careful not to believe totally on data alone. Teachers should not confuse grades with assessments. There are many instances when the wrong choice of assessments, misinterpretations of student's task and too mechanical and rigid practices have led to blunders resulting in student's introvert behaviour, tend to lose interest from the concerned subjects and feeling of anguish and helplessness within them. There are innumerable ways to design a lesson in order to overcome the aforementioned difficulties of students. Following are some special strategies and techniques which can be used to plan the lesson to meet the needs of students.

**a) Circle Time based Lesson Plan**

*Students' Need: Sharing their own views*

The Jenny Mosely consultancies, UK developed the model of Quality Circle Time (QCT), 1986 which can be used as an effective strategy to plan lessons, especially for elementary students (The Teacher Foundation, 2007). Children had been found to love circle time. Following is a sample of a QCT based plan.

Sample

*Topic: Honesty (Moral Science) Grade 5*

For the students to be involved in real time activities, students will be made to sit in a peaceful, serene environment, may be in the school auditorium on the floor mat. The students will be asked to sit in the form of circular arrangement such that they are able to face and see each other. The teacher will also sit with them within the group. The teacher will then initiate the exercise of speaking on a value education topic. The teacher announces the topic as the value of the day. For e.g. Being Honest.

A hardbound paper shall be rolled to make into a paper mike. The teacher then speaks into the paper mike presuming it as a real mike to attract and connect students to the upcoming Circle Time. The teacher starts narrating an incidence from his/her life when he/she felt for the first time the importance of the virtue of being honest. He/she supplies a starting line, "I felt the importance of being honest when I once saw a woman unknowingly dropping a 100 rupee note on her way which I picked up. I ran to tell her that she dropped a note and returned her the same. The woman felt a lot of gratitude towards me for my behaviour and blessed me with a lot of good wishes. This was probably my first lesson in life when I realized the return value of being honest in

the form of good wishes from a stranger”. In this way, the QCT shall be initiated by the teacher and the paper mike shall be passed from the teacher to the adjacent student on his/her right to initiate the speaking time of students one by one in the circle. This whole exercise will take probably 1 hour. This QCT shall help in developing skills of feeling connected in the group, concentrating and thinking skills, speaking and listening skills all embedded in this one quality exercise. What it facilitates to the maximum is the development of a sense of appreciation towards the virtue being discussed commonly by the group. Here the teacher need not teach the importance of honesty, because the student already accepts the idea, that Honesty is a great virtue to be possessed by any human being and they carry forward that idea by connecting it with their own real-time life experiences. This is an example of creating a favorable situation for desired learning to happen and also self-directed learning by students.

### **b) Lesson Plan using Brain Storming Session**

*Students' Need: Thinking at higher cognitive levels*

Brainstorming as a strategy develops the creative abilities of learners. It can be used to target Higher Order Thinking Skills (HOTS). Following is a sample on application of this skill which includes discussion, team teaching as allied strategies.

Sample

*Topic: Climate change (Geography) Grade 8*

A round table sitting arrangement is made in the classroom. All students and one or more teachers sit together in face to face mode. A brainstorming session is initiated by one of the teachers by providing a hypothetical situation. The teacher states, “Just imagine you are an inhabitant of a small island. Over the last few decades, the coastal shores are getting submerged in the sea and the island is shrinking in its length and breadth. Sea flooding is also a recent phenomenon encountered by the people of the island. Owing to this situation what kind of future prediction you can make about the following questions?”

1. What would be the safest location for living on the island?
2. What kind of role will the forests have in saving the island?
3. How would you feel if your house gets displaced?
4. What would be the consequence of an increase in the average temperature of the island?
5. What could be the reason behind the unpredictability of the weather?
6. What kind of impact sea flooding can have on the quality of soil and agriculture?
7. What is the ultimate cause for submerging of your island?

8. Why the increase in the population of the island in the near future is a serious economic threat to the island?
9. What kind of changes in lifestyle shall take place in your life in future?
10. Why the ecosystem of the island will be under threat due to these kinds of climatic change?

Then after the completion of this session teachers introduces the topic of climate change and starts with giving an example of Fiji island. The teacher takes it as a case and discusses how Fiji is impacted by climate change. A fictional backdrop can be further created by making students imagine Fiji island in 2050 as a strategy to understand the adverse effect of climate change.

### c) MI (Multiple Intelligence) Inspired Lesson Planning

MI inspired teaching is all about gathering enough information about students' intelligence types as propounded by Howard Gardener in his initial book "Frames of Mind : The theory of Multiple Intelligence" in 1983. We need to redefine the learning experiences by adopting MI inspired teaching so as to equip children with the talent of helping themselves at times when they encounter something called "problem" (Kaur, 2014). For all novice teacher performing formative assessments MI inspired lesson planning is a great help.

*Students' Need: Differentiating learners according to their intelligence*

Sample

*Topic: Magnetism (Science) Grade 6*

The teacher identifies the different intelligence of learners through available standardized tests and regular observations of the class. Then, multiple intelligence (MI) inspired teaching strategy is adapted to distribute different assignments compatible with the different intelligence possessed by different groups. For example, class is divided into eight intelligence groups based on Gardner (1983) classification. The class is asked to perform the assignments in groups in a day's time and report the finding the next day. Following is a guide to divide the assignment in a very simple term as it has to do before the explanation of the topic.

**Linguistic learners:** This group of learners is good at language competencies like reading and creative writing. Such learners are asked to prepare important questions after reading the chapter and self-understanding. Open book system will be followed to develop their self-reading, understanding and writing skill. Cornell note keeping technique is applied wherein the important facts and concepts are figured by the students and shared with the class.

**Logical learners:** Such learners exhibit logical thinking and reasoning skills. Various questions will be asked and discussed to develop or find out the reasoning skill and explaining the power of students. Questions like, can a magnet lose its property? Why do we need magnetic keepers? Why should we keep magnets away from cassettes, mobiles, televisions, music system, and computers? etc. are part of their assignments.

**Visual-spatial learners:** Manipulation of spatial configuration finds meaning with such learners. They are given exposure to activity-oriented learning like working of the magnetic compass, finding the direction in a location and drawing the diagram with directions.

**Kinesthetic learners:** They are skilful in using movements and actions performed by them. Students will perform activities like attraction and repulsion in poles, directive property, making a temporary magnet, all by hands-on action.

**Interpersonal learners:** They are group performers. Students will prepare a skit on to show how magnet was discovered.

**Intrapersonal learners:** This group can introspect best. Self-assessment shall be made by students completing the worksheets, making a concept mapping of the taught topic.

**Musical-rhythmic learners:** This group quickly picks up the rhythm and musical content, hence can be asked to follow a musical song on the usefulness of magnets in our daily life. Then following the song they have to list out all the possible uses of magnets. Of course, the teacher has to arrange or prepare a song for the group beforehand.

**Naturalist learners:** This group of learners loves to explore nature. Importance of magnet to segregate iron wastes from the junkyard easily and its relation with the environment can be incorporated by asking questions like, how would you segregate iron wastes from a huge heap of waste material if there would be no magnet? Likewise, they can be given other situational settings in nature for exploration.

Finally, all the different intelligence groups will exchange their findings with each other after they complete their assignments the next day with the teacher ready to start the lesson. This strategy is following a flipped classroom model where students come prepared before the lesson is actually explained in class. This strategy is not only suitable for young age but also for the age group of adolescence.

The idea of mentioning all techniques and strategies is just to emphasize that lesson planning also follows a free-style format switching on from one way or the other in order to facilitate meaningful learning within the students, especially at the elementary and secondary level. Nevertheless, these techniques find suitable results even at an early age of 11-12 years when a student just enter into an age of handling

abstraction i.e. concrete operational stage of cognitive development. Apart from the actual transaction phase, there are phases before and after the transaction of lesson namely the pre-active and the post-active phase. Teachers for formative assessment take note of all the phases such that they are able to make use of all the factors in and around the students to enable meaningful learning. they focus on 'macro-curriculum' rather than 'micro-curriculum' using the integration of content within and across subject boundaries, collaborating with co-teachers and accommodating every individual learner through a participatory approach. For e.g. a child learns for the first time usage of new word 'speed-post' in a language class. He/She understand the literal meaning but this word as new learning will have a greater retention value if a social studies teacher explains the utility and benefits of a speed post. Teaching needs to be more exploratory than explanatory which calls for a pragmatic approach. Mere content mastery is not adequate for good teaching. The progressivist or the reconstructionist frame of mind of teachers is very prerogative in this regard.

### **Effectiveness of CCE over the Traditional Evaluative Practices of Teachers**

Evaluation of students is an integral part of the teaching-learning process. It is continuous as education is a continuous process and is comprehensive because it has to cover the evaluation of both Scholastic & Co-Scholastic skills. It has been found through past investigations that there has been a far-fledged improvement in evaluation practices of primary school teachers after the adoption of Continuous and Comprehensive Evaluation (CCE). It has raised the standard of achievement in pupils through constant feedback, remediation and improvement of classroom instructional strategies. CCE ensures that all major scholastic areas of learning namely languages, science, social science, environmental studies, mathematics, computer science and co-scholastic areas of learning such as art and craft, health (physical education), music are being taken care through continuous mode instead of assessing students only at one point of time. Apart from these skills there are core life skills, thinking skills of self awareness, critical thinking, creative thinking, science process skills, effective communication, decision making, problem solving skills; emotional skills of coping with emotions such as stress; social skills of empathy, interpersonal relations, leadership, brotherhood, democratic outlook, environmental sensitivity, awareness of rights and duties, analyzing public opinion, participatory citizenship and 21st century skills of digital age literacy, inventive thinking, effective communication, high productivity; cultivation of positive attitude and values such as peace, unity, honesty, equality.....all need to be accommodated within the purview of CCE. In order to achieve these different types of assessment of skills, teachers need to develop evaluative rubrics in advance. For scholastic evaluation the evaluative rubric may include assessment tools such as unit test, achievement test, cognition and non-cognition tests, norm referenced and

criterion referenced tests, oral test, assignments, quiz, SET(Students' Evaluation of Teachers), students' comment on the taught concepts, Rate my Professor, open book testing, cornell note keeping, making notes and questions after reading a content in text, preparing learning sequence by students for teaching their peers, checking students answers and providing them with correct answers, providing choices and options to students and also open-ended choices. Similarly, evaluative rubric for co-scholastic evaluation may include observation schedule, rating scale, inventories, anecdotal records, interview, portfolio making, recordings, case studies etc.

According to Kastrup & Mallow (2016), as a rule of thumb, it should be a daily practice of teachers to ask students how they felt about the day's lesson. As students are leaving class, the teacher may ask them to answer few questions such as, naming one important thing they learned in class that day, their most engaged moment, their most distanced moment, the most affirming or helpful action, the most puzzling action, something that surprised them the most. This helps students synthesize what they had done that day and provides feedback to the teacher about the class. Whereas Kastrup & Mallow (2016) advocate 'constructivism' as the new teaching philosophy, Wheldall & Merrett (1984) advocates for a more traditional philosophy of teaching, 'behaviourism'. They said teaching is all about changing children's behaviour which follows scientific cause and effect approach, manipulating the antecedents for behaviour and documenting the consequences of a behaviour. They nicely named it as ABC approach. They advocated a behavioural approach as a positive approach to teaching which is reinforcement oriented and depending on mutual feedbacks of teacher and the taught.

It is all to be concluded that there are no shortcuts for success in the classroom for teachers. They are the real change makers if only they wish to create that change. Continuous and Comprehensive Evaluation is an extension of formative assessments to accommodate all kinds of learners, the bright, the average, the slow pacers, the differently abled, the differently intelligent and above all teacher him/herself feel that he/she is part of the change, that the change is not for the students alone, but it holds a larger part of implication for him/her, the teacher. Thus teaching and learning are two sides of the same coin which needs to be clarified.

### **Formative Assessment: A Bridge between Intended and Implemented Curriculum**

There is interdependency between student evaluation and curriculum evaluation in a way that former leads to the later. The learner assessment is by default the part of curriculum assessment. Both the summative and formative form of assessment depends on each other to the extent that each of them is incomplete without the other. Both play a vital role in understanding the achievement level of students and therefore the

curriculum in totality. Curriculum evaluation is much wider concept which encompasses student, teacher, infra-structure, school-climate and administration evaluation. Formative assessment acts as a bridge between intended and implemented curriculum. But the formative assessment of learners has been an area which was neglected for long in terms of its conceptual clarity, modalities of operationalizations and immense role in drawing out the fullest potential within the learners. It has been found that teachers who resort to the formative mode of assessment are the one who participate in revitalizing and reforming curriculum. They prove to be the best curriculum planners participating in designing, transacting and evaluating the curriculum in order to provide the best educational setting for the progress of their learners. It is, in fact, filling and erasing the gaps between what is intended in terms of achievement of learners and what is actually achieved by them. Both a learner and the curriculum, which interacts with and influence the learner needs to be assessed not in summation alone but in the formative stage itself. The curriculum in its summative form can be misleading. Summative assessment has referred to tests administered after learning is supposed to have occurred to determine whether it did, meanwhile formative assessment has been the label used for assessment conducted during learning to promote, not merely judge or grade, student success (Stiggins, 2005). The complex curricular helical formula unwinds and opens up only in an educational setting. The classroom is the place where the tangible written format of curriculum gets transacted, transcribed and operationalized into a much larger picture where its abstract, intangible hidden core philosophy becomes alive. Therefore curriculum should be subjected to intensive formative scanning while it is functional, being practised and experienced in order to bridge the gap between intended and implemented curriculum which in turn can lead to the attainment of desired learning outcomes within the learners. This bridge needs to be built and used by every proactive and learning teacher.

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## Higher Education of Mizoram with respect to Equity and Quality

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### Abstract

*Higher education is the chief instrument for ensuring the upward mobility of the people and the advancement of the country. The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. India has created widespread access to low cost high quality higher education for students of all levels. This paper highlighted about access, equity and excellence in higher education of Mizoram. The present research work followed qualitative method and is entirely based on secondary data. It is found that the number, size and enrolment are increasing by leaps and bound. RUSA is an excellent programme to promote higher education especially for backward states like Mizoram which are lagging behind in higher education sector so as to meet the needs of quality concern and also to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce quality manpower*

**Key words** – Higher education, RUSA, Colleges, Implementation

### Introduction

Being at the apex of the educational hierarchy, higher education plays an important role in the development of a country. It is an essential tool to shape human resource as it provides people with an opportunity to react on the critical, socio- economic, cultural, moral and spiritual issues facing humanity. Thus, higher education is a key area to maintain a country's competitiveness in the global economy.

The report to UNESCO of the International Commission on Education for the Twenty-first Century stated, "Higher Education is at one and the same time one of the

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driving forces of economic development and the focal point of learning in a society. It is both repository and creator of knowledge. Moreover, it is the principal instrument for passing on the accumulated experience, cultural and scientific, of humanity. In a world where resources of knowledge will increasingly predominate over material resources as factors in development, the importance of higher education and of higher education institutions can only grow. Moreover, the effect of innovation and technological progress means that economies will increasingly demand competencies that require high-level studies.” It has rightly been regarded as the backbone of an economy and a powerful instrument for the fulfillment of national aspirations. Hence, expenditure on higher education has been regarded as an important investment. The World Bank document states “Higher Education is a paramount importance for economic and social development”. UNESCO (1995) in its policy paper on “*Change and development of Higher Education*” emphasizes that state and society must perceive Higher Education, not as a burden but as a long time investment, in order to increase economic competitiveness, cultural development and social cohesion”.

Higher education system in India imparts education in almost all fields of knowledge viz.: Arts, Science, Commerce/Management, Education, Teachers training, Engineering/technology/architecture, Medical, Law/Agriculture/Veterinary, music and performing arts; national and foreign languages; culture; communications etc. It is the third largest in the world, next to the United States and China. At the beginning of India’s independence, there were 20 universities and 591 colleges with 2.1 lakhs students in higher education. The numbers now have increased 47.9 times in the case of the Degree awarding Universities, 82.02 times in the case of colleges and the student’s enrolment has gone up to over 174.49 times in the system of higher education in comparison to the figures at the time of independence(Pujar, Uma 2014). The phenomenal increase in enrolment of this order would not have been possible without the growth in the number of institutions of higher learning, both universities and colleges in particular and increase in intake capacity of courses. The number of institutions grew by 58 per cent from 29,384 to 46,430. The report of AISHE 2019 shows that the number of Universities and similar Institutions has increased from 760 in 2014-15 to 993 in 2018-19 by almost 30.7% and the number of colleges has increased from 38498 in 2014-15 to 39,931 in 2018-19 by about 3.7%. As many as 903 new colleges were established in various states during 2016-2017, thus taking the total number of colleges from 41435 in 2015-16 to 42338 in 2016-2017.

Although there is an increase in the number of institutions and the number of enrollments, it is inadequate enough to meet the needs and requirement of the society. The higher education system in India today suffers from many shortcomings. These include inadequate infrastructure and facilities, large vacancies in faculty positions

and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender and ethnic imbalances. The quality of institutions and the number of enrollments vary widely between district to district as well as between states to states. There is an inadequate financial support for higher education from government and society. In the absence of well-informed agenda for higher education in the country, the prospects and development in higher education sector needs a critical examination in a rapidly globalizing world.

Moreover, the Indian higher educational institutions also suffer from large quality variation. There are lots of differences within the states in the quality of infrastructure, number of faculty and number of enrollments etc. which leads to establishment and development of institutions in urban areas while the institutions in rural and far-off areas were neglected. It was reported that the higher education lacked vision and planning at the state level. Delivery of quality higher education has become a severe shortcoming in governance with several issues posing an overwhelming challenge. The Ministry of Human Resource Development (MHRD), therefore, launched an umbrella scheme of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in 2013 as a flagship program of 12th Plan for reforming the State Higher Education System in India (Ministry of Human Resource Development, 2013). This is for the first time since independence that Higher Education is being expanded in a mission mode which will particularly benefit State Universities and Colleges (Singh and Devi 2014). Although numerous studies had been conducted on various aspects of higher education, RUSA was never studied. Researches are intrigued by RUSA because it is a relatively new area for conducting research. RUSA follows an entirely new approach toward funding higher education in state universities. Largosen et al. (2004) studied the adaption of higher education institutions to quality control, academic freedom, and superficial and diluted excises. They observed that quality control and sustainability are the two major factors of quality management in higher education. Kumar (2015) studied the major sources of funding in higher education. He concluded that for government-owned institutions, government-aided institutions, and private institutions, the main sources of income are donation, fees, and income in endowment. National Knowledge Commission (2006) recommends implementation of research, collaboration, equality and assessment, rationalization of fees, private investment, public-private partnership, and developing international students' trust. Giri (2018) analyzed the awareness of students, teachers, principals, and policy makers regarding RUSA and indicated that higher education enables individuals to expand their knowledge and skills, express their thoughts clearly in speech and writing, grasp abstract concepts and theories, and increase their understanding of the world and their community

### **Present Scenario of Higher Education in Mizoram**

Mizoram is one of the mountainous states of India sandwiched between Bangladesh and Myanmar, its location is of strategic significance geographically and politically and shares a total common international boundary of about 722 Kms with these two countries. The state is bounded on the north by the Cachar district of Assam and by the state of Manipur, on the east and the south by Myanmar and Tripura. It has a total area of approximately 21,081 sq. km. The Tropic of Cancer divides the state into two almost equal parts. Thus, Mizoram occupies an area of great strategic importance in the north eastern corner of India. According to the Census 2011, the total population of Mizoram is 10,91,014 having the highest concentration of tribal people among all states in India.

Mizoram records a literacy rate of 88.8 percent in the year 2001 and with a phenomenal increase in the subsequent decade the figure for 2011 is as high as 91.33 percent, surpassed only by Kerala and Lakshadweep. Owing to its geographical isolation and difficult terrain, Mizoram is a late starter in the field of Education let alone higher education. The first college in Mizoram was opened in Aizawl on 15th August 1958 as a purely private enterprise eleven years after independence. Among the colleges of Mizoram, Pachhunga University College became the first college to have science stream which was started in 1973 – 74 sessions. The first and the only Central University was opened in 2001 and is named Mizoram University. Higher education in the state therefore is a little more than 50 years old. Within a span of fifty years the state has made commendable achievement as far as higher education is concerned.

At present, the total number of all higher education institutions in the state is 50 out of which there are 1 University, 32 colleges and 15 standalone institutions. According to AISHE 2018-2019, the total number of colleges has increased from 29 in 2011-2012 to 32 in 2018-2019. There is only 1 constituent college of Mizoram University, i.e., Pachhunga University College. The Institute of Advanced Study in Education (IASE) and Hindi Training College (HTC) are the only two training institutes in the state. There is a constituent college of Veterinary Sciences and Animal Husbandry of the Central Agricultural University, Imphal. Besides these, Mizoram has two polytechnic institutes at Lunglei and Aizawl. These two institutes are however, affiliated to all India Council of Technical Education, New Delhi. There are 27 Colleges under Section 2(f) and 12B of the UGC Act 1956 and 2 Colleges under Section 2(f). Total number of students enrolled in colleges under regular mode is 19863, 10794 male and 9069 females. Based on actual response of AISHE 2018-2019, number of enrolments in private colleges is 366, 18941 in government colleges and the total number of enrolments in colleges is 19307 (MHRD-2019). Gross Enrolment Ratio in Mizoram has increased from 17.5 of which 15.3 male and 19.8 female in 2010-2011 to 25.7 of

which 26.5 male and 24.8 female in 2018-2019(Neihsial, L2018). Number of student enrolment in general degree colleges of undergraduate level increased from 5201 to 19863 during the period 2000-01 to 2018-19. The pupil teacher ratio in higher education in Mizoram is 18 and the Gender Parity Index (GPI) is 0.94. As far as quality is concerned, there are 24 colleges and 1 University which were accredited so far by NAAC as on March, 2020. Out of 21 government colleges offering general education, only 19 of them have been so far assessed and accredited. Out of the 19 colleges, 2nd Cycle assessment of 11 colleges and 3<sup>rd</sup> cycle assessment of 1 college has also been completed and accredited. In assessment of both the cycles, the overall grades of the colleges fell within the ranges of C, C+, C++ to B, B++. Given the attitude of the government, societal aspirations and environment conducive for higher education there is ample scope for attaining higher levels of access, equity and excellence in the State higher education system(Pradhan, K. L and Zarzoliana 2016).

### **Objective of the Study**

The objective of the study is to study the access, equity and excellence in higher education of Mizoram.

### **Research Methodology**

The present research work followed is qualitative method and entirely based on secondary data. The secondary resources comprise of peer reviewed journals, magazines, articles and so on. For the collection of secondary data research there are various indefinite resources through which information can be collected. The researcher used the data which is being collected prior to the research and may be used for some other reasons before. The most commonly resources from which data collected are: Official publications of directorate of higher education, Mizoram, books, newspapers, magazines, articles, journals (manuals and e-journals both) related to higher education of Mizoram

### **The implementation of RUSA in Mizoram**

RUSA has its vision to uplift the higher education at the state level in terms of *access, equity and excellence* by providing grants based on norms and performances. The states have been provided grants according to their plans and strategies proposed by the State Higher Education Council. The support has been provided to government and government aided institutions only. On 4<sup>th</sup> February 2013, the Directorate of Higher & Technical Education, Mizoram had submitted a proposal to the Government of Mizoram for creation of State Higher Education Council (*one of the pre-requisites of RUSA*). On 18 October 2013 the Government issued a Notification constituting the State Higher Education Council with 16 members and Commissioner & Secretary of

the H&TE as the Chairman. For effective and smooth functioning of administration the State Project Directorate was constituted. The government of Mizoram formulated plans and programmes for implementation of RUSA in the state and the components like New Colleges (Professional), Equity initiatives, Faculty improvements, Capacity building and preparation, data collection and planning of RUSA 2.0 were approved for implementation in Mizoram. The government also planned to strengthen SHEC and State Project Directorate with resource centre to organize meetings, workshops, consultations and preparation of plans under component (xiv) of RUSA 2.0. Out of 32 colleges 25 colleges were included under different components of RUSA. The council planned that all colleges have to go for NAAC accreditation mandatorily.

***In RUSA 1.0, Mizoram was approved for funding under 5 Components: -***

- 1) Upgradation of Existing Degree Colleges to Model Degree Colleges- (2- Colleges, viz. Govt. Hrangbana College & Govt. Residential Science College.) – Project Amount 8 crore (@ Rs. 4 crore each).
- 2) Infrastructure Grants to Colleges – (21 Govt. Colleges) – Project Amount 42 crore (@ Rs. 2 Crore each).
- (3) New Professional College (Mizoram Engineering College) -Project Amount Rs. 26 crore.
- 4) Equity Initiatives (24- Govt. Colleges) – Project Amount 5 crore for 24 Colleges.
- 5) Faculty Recruitment Support (72- posts of Assistant Professors).

All projects under RUSA 1.0 have been completed with the exception of activities being funded under Equity Initiatives 3rd Instalment, Rs. 125/- lakh (Central share Rs 112.5 lakh and SMS 12.50 lakh). The status of implementation of RUSA in Mizoram is also presented below with respect to Access, Equity and Excellence:

***Access***

The objective of the RUSA 1.0 is to achieve the target of GER of 30% by the year 2020. The government of Mizoram increased the enrolment capacity at graduation and post-graduation level since 2016. Under RUSA 2.0 initiative has been taken to increase the GER by capacity enhancement of existing institutions. New professional college namely Mizoram Engineering College, Lunglei has been established by the government of Mizoram in 2016. New colleges have been opened. Government of Mizoram invited private bodies to open institutions at higher education level. As a result, four colleges have been opened during the year 2016-19.

Mizoram has only one central university and all the colleges are affiliated to this. Though the government proposed to create Universities by converting colleges into

cluster under RUSA it was rejected in the PAB, because none of the colleges proposed were having CPE, NAAC's A Grade accreditation. With regards to Upgradation of Existing Degree Colleges to Model Degree Colleges, Government Hrangbana College, Aizawl, and Government Zirtiri Residential Science College, Aizawl were upgraded to model degree colleges in the 5<sup>th</sup> PAB on 10-12-2014. Four colleges namely Government Mamit college, Government Hnahthial college, Government Saiha college, Government J. Thankima college had received grant under RUSA 2.0 for upgradation to Model Degree Colleges. There was no plan by the state government and thus had not received any grant under RUSA 2.0 for converting existing colleges into universities, converting a cluster of colleges into universities, conversion to autonomous colleges in RUSA 2.0.

### ***Equity***

For this component the state was considered as a unit. Under RUSA Equity Initiative Component, various activities are being undertaken: -

To address language barrier due to geographical isolation and dominance of Mizo language, 24- Govt. Colleges were equipped with Language Laboratory, Spoken Hindi and English Class were organized in all Colleges. Addition of Spoken Burmese Class is organized in Champhai college, equal opportunity cell & career and counseling cell were created and strengthened, and remedial class for weak and slow learners were organized, Gender & PWD sensitization campaign was organized and Various Personality Development Programme were also organized in different colleges. The enrolment of SC/ST/OBC/Physically challenged persons has been increased.

Total amount of Rs 5 crore for Equity Initiative was approved by PAB in 2015 and Rs 3.750 crore was released as first and second instalment for 24 Colleges/institutions in 2016 and 2017 respectively which was fully utilized. The 3<sup>rd</sup> and final instalment amounting Rs 1.125 crore, (Central Share) had been released. The state matching share of 10% i.e. Rs 12.50 lakh was also released and the central share along with state share was transferred to the dedicated RUSA account of 24 beneficiary Colleges. Beneficiary Colleges are still in final stage of utilizing the 3<sup>rd</sup> and final instalment due to Covid-19 crisis and nationwide lockdown which otherwise would have been fully utilized by April 2020.

### **Excellence**

Infrastructural upgradation is a step towards creation of enabling environment or conditions in higher education system to make the system more useful, progressive, quick attractive, transparent, responsive and friendly. Under RUSA 1.0, 21 colleges of Mizoram received the grants of Rs 1.8 crore for each college for the strengthening

of Infrastructure and instructional facilities. Under RUSA 2.0, 13 colleges received grants of Rs 1.8 crore for development of infrastructural facilities. Rs 4 crore each had been sanctioned to 2 colleges for upgradation of existing colleges to model degree colleges under RUSA 1.0. Under RUSA 2.0, 4 colleges had been sanctioned for upgradation of model colleges. Eight buildings were completed for new professional college i.e. Mizoram Engineering College. Total amount of Rs 5 crore for Equity Initiative was approved by PAB in 2015, of which Rs 3.750 crore released as first and second instalment for the 24 colleges/institutions in 2016 and 2017 respectively were fully utilized. Accordingly, the equity initiative grants were released to the beneficiary colleges/ institutions during April & May, 2019 and College were utilizing the fund for conduct of Spoken English and Hindi class, remedial class, organising various personality development programmes, computer training, PWD and gender sensitization, Career guidance and awareness programme, etc. With regards to faculty requirement 69 Assistant professors had been filled up out of 72 posts.

### **Conclusion**

RUSA aims to uplift the quality of State Higher Education by providing funds to the institutions through State Higher Education Council based on norms and performances. By fulfilling the Higher Education requirements through strategic planning & management, the states have been provided with central funds & grants through RUSA which gave them the opportunity to focus on revamping the institutions with attractive and modern infrastructures like classrooms, hostels, research laboratories, training equipment, aids etc. If implemented swiftly and efficiently, RUSA will be a turning point for the Indian higher education system as it seeks to achieve higher enrolment rates and address access, equity and quality related concerns. Therefore, it is an excellent movement to promote higher education especially for backward states like Mizoram which are lagging behind in higher education sector so as to meet the needs of quality concern and also to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce quality manpower.

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## **National Education Policy (NEP) 2020: A Boon to Online and Digital Education**

Prateek Chaurasia\*

### ***Abstract***

*After a long period of 34 years new education policy has come i.e. National Education Policy-2020. NEP 2020 has come up with the diverse reforms in the different sectors of the school education and higher education system of our country. It has focused on the different aspects of teaching & learning with the integration of online and digital education reforms. This has been one of the major reforms and initiatives of National Education Policy 2020. The policy has a special emphasis over promotion of online education as well as digital education across the country. The new education policy has shown immense promise and commitment to make online teaching learning more convenient and promotion of such kind of online platforms with the help of which effective teaching learning can be done. The promotion of this online and digital education will definitely be a booster to the whole country. The present article is based on the critical issues and the reform that has been proposed by National Education Policy 2020 in terms of online and digital education. The discussions of the article will be fruitful for the teachers and stakeholders to promote the various platforms and means of online and digital education.*

**Key Words:** NEP 2020, Online Education, Digital Education, Effective, Teaching Learning.

### **Introduction**

This National Education Policy -2020 will be the milestone for the different countries across the globe. National education policy seems to be the largest discussion based documentary over higher education and school education of any country. This policy has been developed by the comprehensive multi-stage discussion done over the different layers of the society.

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This policy has laid the special emphasis over the *Indian knowledge system, language culture and values* and along with this a major thrust has been given on the “*LokVidhyas*” to enhance this local knowledge among our young generation.

In addition to this, integration of Technology for the assessment has also been given priority and importance in this national education policy. It has focused over the concept of *360° Assessment*. Use of Technology will not only be limited to assessment it will also play a part in educational planning, teaching and learning as well as it will also have a role in the administration and management too.

The National Education Policy 2020 recognizes the importance of online and digital education. With the intent to explore the existing digital platforms, and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

Overall, the policy has shown the promise to integrate the ICT with the existing teaching learning practices to improve the effectiveness of the teaching process.

#### **Major Outcomes of NPE- 2020**

- Universalisation from ECCE to Secondary Education 2030 and this universalisation has been aligned to SDG 4.
- Attaining foundational learning and numeracy skills through National mission by 2025
- 100% GER in Pre-School to secondary level by 2030.
- Getting back our 2 Cr out of school children's back to the school and bringing them into the mainstream of the teaching learning process.
- Teachers to be prepared for assessment reforms by 2023.
- Inclusive and equitable education system across the country to promote and show the participation of each and every group of the society by 2030.
- Common standards of learning in public and private schools
- Design board exams in such a way that it may focus to test core concept and application of knowledge along with usability of the knowledge into real life situation rather than testing the only factual based concepts

#### **Need of Online and Digital Education**

In the present era of pandemic regular offline classes have been purely disturbed to the maximum extent. To overcome these challenges and maintain the regular process of teaching and learning, online teaching can act as a catalyst to this. Now the whole

world has shifted to the online platform not only for the teaching and learning but also for the transaction related to daily life. During this condition it is necessary that we should cope-up with this changing scenario. Earlier it was offline teaching which serves the purpose of overall educational system across the country, but now online teaching has provided an arena where a teacher can include every student irrespective of the distance, and physical availability of the student. Online learning has opened a new Arena of learning only because of its flexibility, it can be in the synchronous mode or asynchronous mode both are highly useful for the student as they can use any means to learn as per availability and their choices of resources time and interest.

Therefore, now this world has shifted to the world of online and digital education and this is what is being addressed in national education policy 2020 to serve the purpose and extend the learning horizons with the help of online teaching learning. Now, the course delivery will undergo rapid change with advances in the technology of online learning. Even the concept of what is to be taught and by what means is to be taught will change. The self-selection of the learning mode by students will also be taken as consideration for designing the mode of the online learning. This class wide change can only be served with the help of online and digital education. Integration of the tools into more comprehensive way to full fill the need and demands of the learners will be another aspect to be addressed to maintain the tone and momentum of the online education.

### **Digital Inclusiveness in the Society**

Earlier it was basic classroom intervention with the help of lesson plan which serves the purpose of teaching and learning but now this all will be included along with the learning tools and technology. This tools and technology will enable students to develop effective self-directed learning skills. They are able to identify what they need to learn, find and use online resources, apply the information on the problem at hand, and even evaluate resultant feedback.

Digital platforms such as SWAYAM, SWAYAMPRAKASH and DIKSHA will be asked to create some virtual labs where students can practice their theoretical knowledge. These labs will serve the purpose with the intent of digital inclusiveness among the society. This will create the culture of inclusiveness and promote equal opportunities among the learners as per their convenience. These labs will be equipped with all tools for improving the hands-on experiment-based learning experiences. Besides this, access will be provided to the students and teachers so that they can learn through tablet or any other electronic gadget. This will certainly increase their efficiency and productivity in terms of learning.

**Table 1****Major recommendations of the National Education Policy -2020 to enhance the online and digital education across the country**

| S. No. | Recommendation                                          | Desired Goal                                                                                                                                                                              |
|--------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Pilot studies for online education                      | To strengthen the research and explore the possibility for further online education                                                                                                       |
| 2      | Digital infrastructure                                  | To empower the system to accelerate the online and digital education across the country with technology-based solutions                                                                   |
| 3      | Online teaching platform and tools                      | To increase the effectiveness and productivity of teaching process                                                                                                                        |
| 4      | Content creation, digital repository, and dissemination | To strengthen the collection and availability of E-content to enrich the learners in terms of content.                                                                                    |
| 5      | Addressing the digital divide                           | To strengthen the existing mass media For extensive use for telecast and broadcasts of educational programmes (24/7) in different languages to cater to the varying needs of the students |
| 6      | Virtual Labs                                            | To strengthen the tools for improving the hands-on experiment-based learning experiences.                                                                                                 |
| 7      | Training and incentives for teachers                    | To strengthen the Teachers training in terms of learner-centric pedagogy and making them competent in term of E- content creators and online interface of teaching and learning.          |
| 8      | Online assessment and examinations                      | To strengthen and implement assessment frameworks and provide stability and grant to new ways of assessment using education technologies.                                                 |
| 9      | Blended models of learning                              | To identify and promote the different substitute models for the regular face to face mode of teaching leaning                                                                             |
| 10     | Laying down standards                                   | To Set up the appropriate bodies, standards of content, technology, and pedagogy for online/digital teaching-learning                                                                     |

**Transforming the Tradition Learning Patterns into the Digital Learning Patterns:**

Researches have shown that now online education has been an effective means of leaning across the globe whether it is synchronous instruction or asynchronous instruction. In a study (Watts, 2016) stated that teachers and learners do not have synchronous sessions and that students have access to course content through the

Internet at any time they want or need as per their convenience. In another study comparing online and face-to-face learning, Horspool and Lange (2012) have reported that students chose to take online courses to avoid travel time to class and scheduling problems. Other researches have also reported the similar kind of findings which clearly reflects the popularity and utility of online teaching mode among the students. The National Education Policy -2020 has shown the promise and commitment to enrich our education system whether school or higher education system with the online interface in the upcoming time. This will certainly lead it to the transformation of the tradition learning patterns into the digital learning patterns. This digitalisation of education will certainly lead to the empowerment of the teaching learning fraternity in term of updated digital interface.

The National Education Policy -2020 will serve as the cantilever between the society and updated teaching learning norms that has to be met in this modern era. With the help of this, optimum chances to each and every student will be given in order to flourish and grow. This digital transformation will not only improve the teaching effectiveness along with this it will cater the needs of diverse range of students across the country and ultimately it will improve their learning outcomes too.

### **Discussions:**

The National Education Policy -2020 has shown faith and strong believe that digitalisation of existing education system and development of online interface of teaching can be done in an effective way to strengthen the our overall process of teaching and learning. It has proposed the visionary reforms in the area of holistic assessment of the student. It has divided the assessment into three different parts; first self - assessment done by the students, second assessment done by their peers and third assessment done by the teachers. The thrust provided to the online and digital education will also lead and support the assessment system to be more effective and versatile (360<sup>0</sup> Assessment). The policy has also shown the promise to strengthen the existing infrastructure into the digital structure (NEP 2020, 24.4 (b) pp 59). It has also laid the emphasis over the grass root problem of digital divide, since there are substantial section of the population whose digital access is still highly limited due to the geographical and economical limitations and recommendation of the policy seems to be highly promising in terms of extensive use of different mass media, such as television, radio, and community radio for telecast and broadcasts (NEP 2020, 24.4(e) pp 59). Teachers training has been the most significant recommendations of NEP 2020, this aspect will as a catalyst for enhancing the actual competency of our teachers in terms of the online education. Since we are moving in the era of digital education where online interface will be the means to teach and promote the students learning, our

teachers need to be trained in such direction to foster their smoothness with the online interface of teaching (NEP 2020, 24.4 (g) pp 59). Overall, if we look into the recommendations of the NEP 2020 (NEP 2020, 24.4 (a-j) pp 59-60) it has strongly shown a commitment to improve our overall existing education into the advanced system of online and digital education.

### **Conclusion:**

In a nutshell, it can be concluded that national education policy-2020 seems to be one of the best education policies to provoke the online and digital education across the country. The policy has focused over the various key issues and challenges of the present society and societal needs, for the promotion of every class of the society. It seems to be fully inclusive and participatory as well as child centred in terms of teaching-learning and assessment. The policy has laid the strong foundation for the nation building with a holistic approach for the overall development of each and every student of the country with their choices, their abilities and producing the best out of them. The policy gives importance to the citizen teacher and stakeholder of the education. This policy and its recommendation can definitely lead India to grow more and more and become one of the leading countries in terms of digital Education Technology, Research, Teaching and a stress free education system across the country.

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## Parents Perception on Provisions Relating to Children with Special Needs in Mizoram

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### *Abstract*

*The study aims to find out parents perception on provisions relating to children with special needs in Mizoram. Their perception was also compared on the basis of their locality. 120 parents of elementary schools in Mizoram were taken for sample. It was found that provisions relating to children with special needs were not up to the mark. Few suggestions were put forward for improvement.*

**Keyword:** Perceptions, CWSN, Parents, provision

### **Introduction:**

It is a known fact that Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country. In order to achieve the objective of SarvaShikshaAbhiyan and to Universalize Elementary Education it is imperative to provide sustainable quality education to children with special needs. The 86th amendment in the constitution has further strengthened the commitment by making free and compulsory education a Fundamental Right for all children in the age group of 6-14 years through Inclusion of new Article 21.A in Part III of the constitution thus making Education of CWSN an integral part of SSA.

The Children With Special Needs (CWSN) being the most neglected community of society entitle right to development through education. Education of CWSN is an important component of the whole structure of SarvaShikshaAbhiyan (SSA), an education programme launched by the Government of India to ensure education for all. Inclusive education has been adopted to include CWSN in the normal school education with the other children.

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Under the Centrally Sponsored Scheme of SarvaShikshaAbhiyan (SSA), an amount of Rs. 3000/- per child per annum is allocated for the interventions related to education of children with special needs (CWSN). The major interventions for the education of CWSN are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Education Plan, provision of free aids and appliances, transport and/or escort support, teacher training, appointment of resource teachers, therapeutical support and barrier free access. The state department of education of Mizoram also started implementing SarvaAbhiyan from the financial year 2000-2001 wherein provisions relating to CWSN being one of its interventions.

Under SSA, home-based education is also provided to those children who have severe intellectual and physical disabilities and who cannot access neighbourhood school owing to their condition. Home-based education is provided to a child, who after a comprehensive assessment by a team of doctors and specialists is recommended home schooling. Transport and escort facilities are also provided to CWSN under the programme to facilitate their access to a neighbourhood school.

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 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.

### **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 on provisions relating to children with special needs in Mizoram. Therefore, a study to find out their perception would provide us with an understanding of how they reflect on the improvement program and moreover, this would enable us to find out whether they have positive or negative perceptions on the provisions of children with special needs. The present study will also enable us to find out the effectiveness of the provisions 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 provision relating to children with special needs
2. To compare parents' perception on provisions relating to children with special needs with respect to their locale.
3. To make suggestions for provisions relating to children with special needs based on research findings.

**Hypothesis:**

There is no significant difference in parent's perception on provision relating to 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 elementary school children 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.

**Analysis and interpretation:**

The data collected through the parent's perception 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 perception of parents on provision relating to 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 relating to Children with Special Needs:

1. Majority of parents observed that there was no assessment camp conducted for children with special needs (CWSN) in their locality.
2. Majority of parents observed that there was no awareness campaigns on children with special needs (CWSN) in their locality.
3. Majority of parents perceive that the ramps constructed for children with special needs (CWSN) were either broken down or no ramps were constructed in the schools.
4. Majority of parents observed that the quality of children with special needs (CWSN) friendly toilet constructed in their school was either of poor quality or no children with special needs (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 children with special needs (CWSN) were not sufficient.
6. Majority of parents observe that the special facility (travel concession, scholarship etc) available for children with special needs (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 children with special needs (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 children with special needs (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 children with special needs (CWSN) in the school is insignificant.

11. Majority of parents state that teachers never visit children with special needs (CWSN) in their home.
12. Majority of parents perceive that the impact of home visit on children with special need's (CWSN) academic achievement was rather trivial.
13. Majority of parents perceive that medical checkup was not satisfactorily organized for children with special needs (CWSN) in the schools.
14. Majority of parents observed that children with special needs (CWSN) are normally benefitted from the medical checkup.

**Objective 2:** *To compare parents' perception on provisions relating to children with special needs with respect to their locale.*

The responses on parent's perception questionnaire on provisions relating to Children with Special Needs was quantified by assigning scores 3, 2 and 1. Score 3 was assigned to the most positive responses, while score 1 was assigned to the most negative responses. This way, parent's perception on provision relating to CWSN was compared with reference to their locale. For this, the Mean and Standard Deviation of all the scores of the urban and rural respondents were calculated and the mean differences were tested by applying 't' test and the detail is presented in the following table – 1

**Table - 1**  
**Comparison of Parents perception on provision relating to 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 | 4.14 | 5.6 | 1.02 | 5.514   | .01*       |

*\*Significant at 0.01 level*

A glance at the result of table no- 1 reveals that the 't' value for the significant difference between the urban and rural parents is 5.514. Therefore, the hypothesis 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 higher perception on provision relating to children with special needs than rural parents.

**Objective 3:** *To make suggestions for provisions relating to children with special needs based on research findings.*

1. Schools should organize awareness campaigns and assessment camps for children with special needs (CWSN).
2. Ramps, children with special needs (CWSN) friendly toilets etc. should be constructed and maintained.
3. Aids and appliances, special facilities and support services should be profusely made available to children with special needs (CWSN) children.
4. Inclusive education resource teachers, VEC/SMC/Parents should be more concerned with children with special needs (CWSN) children.
5. Teachers home visit to children with special needs (CWSN) should be made more frequent and more effective.

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## Secondary Teacher Education in Meghalaya

Lalrammawia Tochwawng\*  
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### Abstract

*Human existence and their relationship in the society cannot be absolute positively unless a man is properly taught to live a decent life; and his involvement in the community has a chance to create a great impact on the growth and development of the community. Opposite to that, his negative conduct may also hamper the peaceful existence of society. So, man needs to learn something to get rid of any obstacle and problem that arises and create difficulties to destroy the peaceful coexistence and harmony of the people. Sometimes extreme teaching of values and philosophy leads to radicalization and extremism posing a threat to society too as these teachers are trained to see only one side of the coin. To make a better world and society, man needs to have a teacher who is properly nurtured and molded to see all sides with empathy and open-mindedness to understand the fate of all sects of the community along with general progress to maintain a higher standard of living in a society. The role played by teachers for the inculcation and development of values to the youth and common people of the society is infinite. Their contribution can never be downgraded as their teachings are considered infallible, especially in the elementary classes. So, their influences create acceptance of values at the depth of student's heart and their power to control society open better opportunity. Remembering these, this article is exposing how the state of Meghalaya in India manage secondary teacher education through its institution to mold the future citizens of the state*

**Keywords:** Meghalaya, structure, Secondary Teacher education.

### Introduction:

Teacher education in Meghalaya started very early dating back to the 19<sup>th</sup> century and the first institution was established by the British in the year 1879 at Sohra by the

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name Cherra Teacher Training Centre and, this institution is still functioning vibrantly today under the management of the Presbyterian Church of Meghalaya, but funded by the state government. Education at that time was having objectives of making citizens be able to read or write so that they can be utilized mainly for clerical purposes. But after India got independence, the country felt the need of upgrading the teacher education system as competition in the area is forcing them to do so. Even the government of Meghalaya, after creation of many lower-class teacher training institutes, felt the need to have its own CTE that can provide training for Post-Graduate students. The year 1967 saw the emergence of post-graduate training institutions and the College of Teacher Education (CTE-PGT) was established. From that day henceforth, secondary teacher education leading to a B.Ed degree is gradually progressing and running smoothly till today.

### **History of Teacher Education in Meghalaya**

Teacher education in Meghalaya was gradually developing since the first teacher education institution was set up by Welsh missionary under theological college at Cherrapunji to cater to the teacher at the primary level. According to teachers of India.org, the government decided to amalgamate some training institutions and be attached to mission schools in 1861. In 1947, after India got independence, the government of India requested Welsh mission to extend its service to lower primary school teacher education which is the creation of Cherra Teachers' Training Centre which is under Presbyterian Church management.

Before Basic Training College was established, the government started Guru Training schools at Tura in 1906 with an intake capacity of thirty (30) students. This institution was the main source of wisdom for sometime but due to administrative uncertainty, the institution stopped a few decades later. A few years later, St Edmund's BT College was formed in 1934 but due to verbal information received from St Edmund's College, the institution ceased to function by 1942.

After all these difficulties and progress under British missionary and the newly formed Indian government, teacher education was improving year by year in different areas to meet the needs of the states. Though growth was not in a speedy situation, it was gradually developing to make today's teacher education status in the state. Though some of them are government teacher education institution, some of them are run by a private owner and these institutions have affiliation mostly from North Eastern Hill University, which is the apex body of academic institution in the state. At the same time, some institutions which are to be excluded in this study are acquiring their affiliation from some other institution but all of them work under the recognition of the National Council for Teacher Education. There are numerous Post-graduate teachers'

training institution existing in the states. Lists of names of secondary teacher education institution affiliated to NCTE and their details as per NCTE records are displayed below:-

| SI No | Application ID    | Name of the Institution                                                                          | Affiliating Body                                             | Management         | Course | Intake |
|-------|-------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------|--------|--------|
| 1     | APE00176          | B.Ed College,<br>Tura(Rongkhon),<br>West Garo Hills                                              | NEHU                                                         | Government         | B.Ed   | 100    |
| 2     | APE00180          | College of Teacher<br>Education (PGT)<br>Boyce Rod,<br>Laitumkhrah, East<br>Khasi hill, Shillong | NEHU                                                         | Private<br>(Aided) | B.Ed   | 100    |
| 803   | APE00177          | St Mary's College,<br>East Khasi Hill,<br>Shillong                                               | NEHU                                                         | Private            | B.Ed   | 100    |
| 4     | APE00244          | Don Bosco College of<br>Teacher Education.<br>Tura, West Garo Hills                              | NEHU                                                         | Private            | B.Ed   | 100    |
| 5     | ERCAPP45/201<br>2 | Prof QuomrulHoque<br>School of Education.<br>Ribhoi, Meghalaya                                   | University<br>of Science<br>and<br>Technology<br>, Meghalaya | Private            | B.Ed   | 100    |
| 6     | ERCAPP1500        | NERIE. Nongpoh, Ri-<br>BhoiDist                                                                  | NEHU                                                         | Government         | B.Ed   | 100    |

Table 1. : *Lists of secondary teacher education institution in Meghalaya (NCTE, 2020).*

In addition to the above, the College of Teacher Education (CTE), Rongkhon (Bureau, 2020) which is located on the outskirts of Tura in West Garo Hills (WGH) after its failure to reply to the show-cause notice issued by the National Council for Teacher Education (NCTE), its affiliation to National Council for Teacher Education was canceled for the academic year 2020-21. Currently, there are only four Secondary teacher education institutions affiliated to the North Eastern Hill University.

### **Course Structure of Bachelor of Education in Meghalaya:**

The course is divided into four semesters as proposed by the national council for teacher education. To accommodate the necessary components, the different semester has diverse nature as indicated below:

**Table No. 2: Course Structure of Secondary Teacher Education (B.Ed) under North Eastern Hill University**

**Semester – I**

| Paper Code       | Title of the Paper                            | External | Internal | Total |
|------------------|-----------------------------------------------|----------|----------|-------|
| <b>B.Ed. 101</b> | Foundation of Child Development               | 80       | 20       | 100   |
| <b>B.Ed. 102</b> | Education in Contemporary India               | 80       | 20       | 100   |
| <b>B.Ed. 103</b> | Cultural Basis of Schooling                   | 80       | 20       | 100   |
| <b>B.Ed. 104</b> | Elective( Any one school Subject Paper)       | 40       | 10       | 50    |
|                  | • 01: Understanding Science                   |          |          |       |
|                  | • 02: Understanding Mathematics               |          |          |       |
|                  | • 03: Understanding Social Science            |          |          |       |
|                  | • 04: Understanding Language                  |          |          |       |
| <b>B.Ed. 105</b> | Developing Critical Thinking Skills (EPC - 1) | -        | 50       | 50    |
|                  | Total Marks                                   | 280      | 120      | 400   |

Table No.2 shows the content of the first semester having five papers. Out of these five papers, three papers such as B.Ed 101, B.Ed 102, and B.Ed 103 are full papers having 80% value of external evaluation and 20% of internal evaluation. B.Ed 104 is a half optional paper having a total of 50 marks where a student can choose one subject paper among four electives. Out of which, again 80% i.e. 40 marks is under external evaluation while 20% i.e. 10 marks is under internal assessment. B.Ed 105 is under EPC paper with a full internal assessment. The overall value of the first semester is 400 Marks which is divided into 280 marks of external evaluation and 120 marks under internal evaluation. B.Ed. 101 and B.Ed. 103 have fieldwork of two weeks spread over the whole semester.

**Table No.3: Course Structure of Secondary Teacher Education (B.Ed) under North Eastern Hill University**

**Semester – II**

| Paper Code       | Title of the Paper               | External | Internal | Total |
|------------------|----------------------------------|----------|----------|-------|
| <b>B.Ed. 201</b> | School Organization & Management | 80       | 20       | 100   |
| <b>B.Ed. 202</b> | Social Basis of Education        | 40       | 10       | 50    |
| <b>B.Ed. 203</b> | Inclusive Education              | 40       | 10       | 50    |

|                               |                                                                                                                                                                                                         |     |     |     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|
| <b>B.Ed. 204<br/>Optional</b> | <ul style="list-style-type: none"> <li>• 01: Environmental Education</li> <li>• 02: Population Education</li> <li>• 03: Health and Physical Education</li> <li>• 04: Guidance and Counseling</li> </ul> | 80  | 20  | 100 |
| <b>B.Ed. 205</b>              | ITC Skill Development Skills (EPC - 2)                                                                                                                                                                  | -   | 50  | 50  |
| <b>B.Ed. 206</b>              | Development of Teachers Personality (EPC - 3)                                                                                                                                                           |     | 50  | 50  |
|                               | Total Marks                                                                                                                                                                                             | 240 | 160 | 400 |

Table No. 3 indicated that there are six papers in the second semester with two full papers with 100 marks and four half papers with 50 marks each. Out of four half papers, two of them are under EPC papers which are internally evaluated. Another two half papers and two full papers in this semester are again divided into 80% under external evaluation and 20% of internal evaluation. The semester has a total value of 400 marks which is divided into 240 marks under external assessment and 160 marks under internal evaluation. Course B.Ed 204 is an optional paper where the student can choose one paper from the electives. B.Ed 201 and B.Ed 203 have fieldwork of two weeks spread over the whole semester.

**Table No. 4: Course Structure of Secondary Teacher Education (B.Ed) under North Eastern Hill University**

**Semester – III**

| Paper Code                               | Title of the Paper                                                                                                                                                                                                                                                                                     | External | Internal | Total |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-------|
| <b>B.Ed. 301</b>                         | Principles of Learning and Teaching                                                                                                                                                                                                                                                                    | 80       | 20       | 100   |
| <b>B.Ed. 302<br/>&amp;<br/>B.Ed. 303</b> | Elective: Any two Method Papers<br>Methodology of Teaching: <ul style="list-style-type: none"> <li>• Modern Indian Language</li> <li>• English</li> <li>• Physical Science</li> <li>• Life Science</li> <li>• Geography</li> <li>• Mathematics</li> <li>• History</li> <li>• Social Science</li> </ul> | 80 + 80  | 20 + 20  | 200   |

|                  |                                       |     |     |     |
|------------------|---------------------------------------|-----|-----|-----|
| <b>B.Ed. 304</b> | Assessment and Evaluation of Learning | 40  | 10  | 50  |
| <b>B.Ed. 305</b> | Developing Creative Skill             |     | 50  | 50  |
|                  | Total Marks                           | 280 | 120 | 400 |

Table No. 4 shows that three full papers are having 100 marks each along with two half papers where B.Ed 205 is under the EPC category which is evaluated internally in the third semester. Out of three full papers, two of them are pedagogy related papers where the student can select two specialization papers. Marks distribution between internal and external evaluation is divided into 80:20. B.Ed 301 is a foundation paper which is compulsory for all students. Again B.Ed 302 and B.Ed. 303 will have fieldwork of one week spread over the whole semester. The total value of the third semester is 400 marks which are divided into 280 Marks of external evaluation and 120 marks of internal evaluation.

**Table No.5: Course Structure of Secondary Teacher Education (B.Ed) under North Eastern Hill University**

**Semester – IV**

| Paper Code                 | Title of the Paper                                                       | External | Internal | Total |
|----------------------------|--------------------------------------------------------------------------|----------|----------|-------|
| <b>B.Ed. 401</b>           | Foundation of Knowledge & Curriculum                                     | 80       | 20       | 100   |
| <b>B.Ed. 402</b>           | School Internship (15 Weeks)                                             | 210      | 90       | 300   |
| <b>Internal Assessment</b> | <b>Pre-Internship (Two Weeks):</b>                                       |          |          |       |
|                            | 1. Observation of Two Demonstration Lesson (Demonstration Lesson Report) | -        | 10       | 10    |
|                            | 2. Micro-Lesson Teaching Practice (With Record)                          | -        | 10       | 10    |
|                            | 3. Macro-Lesson Teaching Practice (With Record)                          | -        | 10       | 10    |
| <b>External Assessment</b> | <b>Internship (12 Weeks):</b>                                            |          |          |       |
|                            | 1. Two Method Subjects (60 Lessons) Teaching Practice                    | 100      | -        | 100   |
|                            | 2. Observation of 30 Lessons                                             | 30       | -        | 30    |
|                            | 3. Viva Voce on Lesson Plan and Teaching Practice                        | 50       | -        | 50    |
|                            | 4. Teaching Aids – Ten(Including One Model in each Method)               | 30       | -        | 30    |

| <b>Post – Internship ( One Week):</b> |                                               |            |                |
|---------------------------------------|-----------------------------------------------|------------|----------------|
| <b>Internal<br/>Assessment</b>        | Two Criticism Lessons                         | 30         | 30             |
|                                       | • School Internship: Other Related Work       |            |                |
|                                       | • Maintaining Teachers Diary                  |            |                |
|                                       | • Preparation of Time Table                   |            |                |
|                                       | • Addressing the School Assembly              |            |                |
|                                       | • Preparing Students’ Portfolio               |            |                |
|                                       | • Attending Staff Meeting and Writing Minutes |            |                |
| <b>Total Marks</b>                    |                                               | <b>290</b> | <b>110 400</b> |

Table No. 5 reveals that the fourth semester is devoted to practical activities along with one foundation paper. The internship period is divided into three phases such as pre-internship, internship and post-internship. During pre-internship, students are required to perform micro-teaching with five skills for both pedagogy and two macro teachings with two lessons each from both school subjects and these activities should be recorded for future assessment. Students are required to observed two lessons from the expert as a demonstration lesson and a report must be given in regards to this activity

During the internship period, the practice of delivery in the classroom with thirty lessons each from both school subjects and it is mandatory to observe the teaching of their peers for self-criticism based on other activity. There will be viva-voce on lesson plans and their teaching practice. Ten teaching aids, including one model, is required to fulfill the criteria. The duration of the school internship lasted for twelve weeks (3 Months) and it is processed under the supervision of the concerned teacher educator.

During the post-internship period, students are required to deliver criticism lessons on pedagogies to demonstrate skills they earn through practical activity to show his/her competency and this activity is assessed internally and it lasted for one week. Post-internship also demand records of work during internships such as maintenance of teachers diary, preparation of time-table, addressing of school assembly, preparation of students’ portfolio and attendance in the faculty meeting with the writing of minutes

### **Summary:**

The course duration is expanded to four semesters carrying a value of 1600 marks that is divided into theory portion with 1100 marks and practical portion with a value of 500 marks. Each semester has a total of 400 marks each and the course also offers four Enhancement of Professional Competencies paper as half papers which are evaluated internally.

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## **Traditional and Folk Influences on Contemporary Musical Practices in Mizoram and Limitation in Opportunities**

Arati Misra\*

### ***Abstract***

*The objective of this study is to research the musical influences on Mizo youngsters and establish the relation of the same to the absence of Mizo Folk and Indian Classical influence in popular musical practices amongst the youth music culture, and the misses on account of the same – musically, professionally and academically. The study revealed a clear absence of traditional influences on popular music in contrast with other regional cultures in India.*

**Keywords:** *Mizo Folk, Mizoram, Indian Classical Music, Congregational Music, Musical Identity*

### **Music and Mizo People**

Like every other part of the Indian subcontinent, Mizoram has a unique history of music. The folk music tradition of Mizo people goes back atleast 700 years. Folk songs of the tradition explore a wide variety of themes such as war cries, hunting chants, patriotism, love, nature and lullaby. There is even a traditional system of classification of folk songs into categories some of which are reserved for individual singing, while some are for group singing and some are reserved for musical instrumentation. There are also a variety of indigenous instruments that are unique to the tribes – these are percussion as well as stringed and wind instruments. Music is eternal to the Mizo way of life. Major events and celebrations such as weddings are compulsorily assisted by music.

### **A brief look at Music Curriculum at IMFA**

A look at the curriculum of The Institute of Music and Fine Arts (IMFA) (which functions under the Art and Culture department of the Government of Mizoram) tells us that the government focus at institutional and higher education level is purely on

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Western Music. The involvement with Mizo Folk Music is limited to teaching of 20 folk songs and demonstration on usage of traditional instruments. The major focus of the curriculum is majorly on Western Music staff notation, voice training, conducting and acoustic guitar. Indian Classical Music is not seen anywhere in the curriculum.

### **Objectives of the study**

1. To establish the superior musicality of Mizo people, explore popular music culture and practices among young Mizo population
2. Explore the absence of traditional – Mizo Folk and Indian Classical musical influences as compared to popular music in other regional/linguistic (sub)cultures of India
3. Explore congregational singing and contrasting the same with other regions in India
4. Explore missed opportunities for the Mizo Youth in absence of a more diverse musical practice

### **Objective 1: Explore the superior musicality of Mizo people, explore popular music culture and practices, influences among young Mizo population**

Musicality of the average teenager in the North Eastern Indian state of Mizoram is undoubtedly quite high. This talent is not just a locally recognized act either. When YouTube hits on a Hit Mizo pop-country song are more than 1.5 times the number of people who speak the Mizo language (~1.3 Mn), the phenomenon is clearly indicating about the potential and musical value that goes way beyond the local or state borders.

Today the exploding music landscape and popular music culture among teenagers is testimony to the spoils of globalization. While the youth can make their music heard across the world and have the world appreciate it back, the influence and rootedness to Mizo folk and Indian classical tradition is under stress. The current popular musical practices are hugely influenced by Western Rock and Pop. A look at the top music bands from Mizoram tells us the homogeneity of genre – Rock, Punk, Hip-Hop. K-Pop also has made impactful inroads as it has in the rest of the country. Globalization of Korean media in North East India has aided the newfound K pop affection.

### **Objective 2: Explore the absence of traditional – Mizo Folk and Indian Classical musical influences as compared to popular music in other regional/linguistic (sub)cultures of India**

Contemporary musical productions and performances that derive from and build upon Mizo Folk/Indian Classical traditions seem to be absent amongst the popular Mizo music scene. This has resulted in exclusion of “local” melodies in popular

representation that is in contrasted to the popular regional music of other Indian states. Here it must be made clear that this observation is made not with respect to practice of traditional forms in their purest form (with traditional rules and ‘formalities’) but with respect to their influence on the contemporary music. We can understand this contrast through these scenarios:

i Popular music in (linguistic) regional (sub)cultures that have a strong film industry: in such scenarios the popular music is the one which appears as a part of films and musicals. (India has 10 major film Industries that produce more than 50 films annually and atleast 15 other small film industries). A look at the popular music from the popular film industries shows a fair exploration of variety of genres but what stands out is that a majority of influence comes from folk and classical music. Such music is produced and arranged in highly contemporary fashion (using all modern/western instruments, modern music arrangements and even symphony orchestras and other contemporary techniques) but are melodically deeply rooted in traditions (that in turn draw majority from Indian Classical Music). Let us look at it through certain examples

- a. Influence of traditional music on Bollywood songs is highly evident. This ranges from classical music to folk music of northern India
- b. Influence of classical music on major music composers of South India like A.R. Rahman and Illyaraja.
- c. Influence of folk music of south India on the music of A.R. Rahman. Many Hindi songs are even inspired from south Indian folk melodies (e.g. Ramayya Vataavayya)
- d. Influence of RabindraSangeet (which is mostly based on a balance of Hindustani classical music, Carnatic Classical Music, Western tunes and the inherent Folk music of Bengal) has been huge on the Bengali film music as well as Bollywood film music.

ii Popular Music in (linguistic) regional (sub)cultures that come from independent musicians: Here we shall look at those sub cultures that do not have an adequate film industry to represent popular music. In these cultures, the popular music comes mainly from independent musicians. These musicians hold as cult status and huge fan following, often extending outside their language of practice. A look at the music of these artists reveals that their music is also produced and arranged in highly contemporary fashion (using all modern/western instruments, modern music arrangements other contemporary techniques) but are melodically deeply rooted in traditions (folk/regional music, that in turn may or may not draw from Indian Classical Music). Let us look at it through certain examples

- a. Popular Punjabi music – one of the highest money-making thriving on independent artists music industry. This influence extends to Haryanvi popular music.
- b. Bhojpuri Mainstream music in U.P./Bihar is highly derived from regional melodies
- c. Popular music in Rajasthan is deeply influenced by regional music (this influence well extends into the desert region of Pakistan)
- d. Popular fusion music of Goa derives from both western and Konkani styles.

iii Fusion bands are a phenomenon that has taken the live performance scenario by storm. Live concerts today sell more tickets than most of the films on cinema screens. A look at latest most popular line-up from different regions in India also presents a contrast to the contemporary scene with respect to music bands from Mizoram. Bands are witness to the new phenomenon of fusion which has taken the listeners by storm. It is often due to the ‘musical fusion’ approach that the fanhood of these bands extends way beyond the regional border, even in cases when more than 50% compositions in a given album are in the regional language. The catch here is the strong musical identity of each of these bands which is either rooted in folk or some or the other form of traditional music

- a. Kashmir – ‘Alif’ and ‘Parvaaz’ are Sufi Fusion Rock bands
- b. Karnataka – ‘Swarathama’, ‘Raghu Dixit Project’, have Kannada folk melodies, often sing in Kannada, enriched in often a contemporary rock treatment
- c. Kerala – ‘Thaikuddam Bridge’, builds on classical music, Rock arrangement, Malayalam lyrics
- d. Similar movements are in upswing in Telugu<sup>9</sup>, Bengali<sup>10</sup> Marathi language<sup>11</sup>. All these are movements that aim at fusion music – blending regional melodies into the western band format
- e. A look at the top bands from Mizoram (‘Boomerang’, ‘Magdelene’, ‘The Chosen’, ‘Frisky Pints’) reveals that the genre is limited to rock, punk, hip-hop and experimentation with regional/folk/classical music is absent

### **Objective 3: Explore congregational singing and contrasting the same with other regions in India**

Congregational music and other varieties of the choral tradition are the foundation of the Musical awakening of the Mizo youth of today<sup>12</sup>. The discipline and devotion aroused during Church congregational music are the stepping stones for an individual to discover the musicality inside. The choral traditions are uncovering for the potentials

the various layers and complexities of music. Here there are three observations with respect to contrast from congregational singing in other regions of India,

- i. The medium of congregational singing is mostly English (contrast this to congregational singing in Churches of South India - Kerala where the medium is Malayalam, or Andhra where it is in Telugu)
- ii. The melodies of the congregational songs are mostly western (contrast this to congregational singing in Churches of South India where the melodies are more derived from traditional music, set to modern instruments such as guitar, keyboard)
- iii. The singing style is choral and is based on harmonies. This complex practice is mostly absent in congregational singing anywhere else in India except north east India and some churches in cities like Mumbai, Bangalore

The Western Classical Music capital of India is still Chennai in the South [case in point: initiation into a serious musical tradition (in this case western classical music) seems to be correlated to commitment to local tradition (in case of Church congregational singing)]. Close home, Shillong and Kohima have a stronger culture of Western Classical Music

#### **Objective 4: Explore the missed representation for the Mizo Youth in absence of a more diverse musical practice**

This can be explored on two fronts,

##### **A. Missed representation on the larger national scenario:**

Study shows that regional Popular music that is more locally rooted (in folk traditions) has found more representation in Bollywood popular music (which can be considered to be an overarching representative on a diversified national musical identity), be it Punjabi, Rajasthani, Goan, Kashmiri, Carnatic or Bihu. This ranges from melodic influence and remakes<sup>13</sup> to even non-Hindi lyrics in mainstream Bollywood songs<sup>14</sup>. Let's look at a few examples:

iRemakes of regional songs for Bollywood movies:

- a. 'Dilbaro' from movie 'Raazi' - The opening stanza of this song is made up of a very popular Kashmiri wedding song titled '*KhanmaejKoor*' and is sung when the bride is leaving her childhood home to move in with her in-laws.
- b. 'Chogada Tara' from the movie 'Loveratri' - This song is inspired by a very popular Gujarati song '*Ranglo*' that is commonly sung during dandiyaraas at the time of Navratri celebrations in the state.

- c. 'Engine Ki Seeti' from the movie 'Khobsoorat' - This hit number is an adaptation of a popular Rajasthani folk song by the same name.
- d. 'Galti Se Mistake' from movie 'JaggaJasoos' – This phrasing of this song is inspired from traditional Assamese Bihu style
- ii Regional lyrics in mainstream Hindi songs:
  - a. 'JiyaJale' from 'Dil Se' features Malayalam lyrics
  - b. 'Mere Dholna' from 'BhoolBhulaiya' features Bengali lyrics
  - c. 'Rind Posh Maal' from 'Mission Kashmir' is inspired from a Kashmiri folk song and used Kashmiri lyrics in parts
  - d. 'MusuHasi' from 'Pyaar Me Kabhi' features a Nepali language catchphrase
  - e. 'NavraiMajhi' from 'English Vinglish' features Marathi lyrics

Even independent non-film songs such as the latest hit, 'GendaPhool' which is a song from the Rap artist and features Bengali lyrics. The deduction here is that a strong regional musical identity makes for a more visible representation in mainstream music scene of India. The Mizo music/musician of today is missing a chance of representation in the national music scene because he is not able to impress a unique music as other regions of India are able to. The other regions are making impact basis building their unique musical identity on their folk traditions, or other traditions (such as Sufi, RabindraSangeet). Evidently, musical identity that is rooted/inspired from traditional regional identity is able to tell its unique story, through its unique people, whether it is the troubled political themes of the Sufi Fusion Rock songs from Kashmiri bands or carefree, life enjoying spirit of the Punjabi independent musicians. The stories are stories of the people of that region, in their language, set to their traditional tunes – contributing to a unique musical identity so strong that cannot be denied representation, indeed it is lapped up.

- B. Missed professional, academic opportunities on the larger national scenario:
  - i. This includes the array of professional teaching positions and academic opportunities that need a qualification or knowledge of Folk music or Classical Music for appointment. These are teaching positions across central universities and central government aided schools (KendriyaVidyalaya). Due to lack of knowledge Classical and Folk music most of these positions are lost to people from other regions, including such positions in the state of Mizoram itself
  - ii. Most Mizo students are not able to participate in competitive events that have categories such as classical singing, classical instrument, folk orchestra etc. (e.g. in the National Youth Festival organized by the Association of Indian Universities).

Such misses are on account of lack of a general culture of learning classical and folk music both in the society as well as educational institutions (school and college both) as the majority of focus is on western music which unfortunately does not help either with strengthening a unique musical identity or promoting an academic perusal that can be of help for appointment to teaching positions within the country. The Music of the highly talented Mizo youth of today missing an influence/nudge/culture that encourages him to delve into musical traditions that are thousands of years old and enable unlocking of a deeper spiritual possibility inside.

### **Suggestions and Takeaways**

There is a need to reevaluate the approach to music during the ages of school education. School primary education that follow a centralized syllabus are to be the best opportunity to inculcate more inclusivity and diversity of Music at a much younger and impressionable age. Sensitization to students during schooling age to the knowledge of indigenous as well as classical music will create an opportunity of nurturing the musical talent that is inherent in children. This may enhance their aptitude and attraction towards the richness and open avenues of even taking to it as a career option in future by taking this up as a subject of higher studies. This will create a front line of music educators in this cultural belt of Mizoram. Further, this will enable greater cohesion within the Mizo society through the medium of music by bringing together people via the cause of a shared traditional heritage as well as enable a larger national integration as a result of strengthened Unique Mizo Musical Identity that has its rootedness in the Indian Classical Music Universe

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## **Perceptions of Trainees about In-Service Training Programmes for Secondary School Teachers in Mizoram under RMSA**

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### ***Abstract***

*Education is a dynamic enterprise and teachers at any level of education needs continuous upgradation in the various aspects of their professional career. The professional development of secondary school teachers in Mizoram is primarily catered to by the in-service training programmes organised by the district education offices under the aegis of Rashtriya Madhyamik Shiksha Abhiyan. This study is an attempt to study and ascertain the quality of these training programmes through the perceptions of the teachers attending the training programmes. The perceptions of the teachers on three main aspects – effect and utility of the training programmes, capabilities of the resource persons and problems encountered were taken into consideration. Training Centres in all eight districts of Mizoram were visited and data was collected using an opinionnaire as well as unstructured group discussions. The data was tabulated and analysed using percentages. Suggestions for overall improvement of the training programmes were also made.*

**Keywords:** In-service Training Programme, Secondary School Teachers, Perceptions, RMSA, Mizoram

### **Introduction**

Teachers are the most important resources of the education sector and require continuous improvement and upgradation in these dynamic times we encounter today. In keeping with the times, education is also changing at a rapid pace, with innovations and developments in every aspect. Content knowledge is continuously being added and pedagogical techniques are being revised simultaneously. In addition, advances in technology are announced every other day. It is therefore very important that teachers

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in all arenas of education including secondary education be equipped with the latest knowledge, pedagogical skills and technological knowhow so that their students benefit optimally in return.

The in-service education of teachers has been identified as an important aspect of quality assurance in secondary education by the Rashtriya Shiksha Abhiyan which as among other components identified specific and allocated funds for the same. Since its inception RMSA has organised in-service training for secondary school teachers for a duration of 5 days every year which was later increased to 10 days. Resource persons from various agencies are invited to share their expert knowledge in their respective fields to the secondary school teachers.

This study is an attempt to investigate into the finer workings of the in-service training programmes with the following objectives:

1. To examine the perception of teachers about the effect and utility of the in-service training programmes for secondary school teachers under RMSA.
2. To assess the perception of the participants on the capabilities of the resource persons in terms of training and their preparedness.
3. To identify the problems encountered by the trainees during the training programmes.

### **Population and Sample**

The population of the study comprises of all the secondary school teachers in Mizoram who are eligible to attend the in-service training programmes organised by the RMSA. These teachers are approximately 3000 in number and does not include the teachers from private and lump-sum aided school who are a little more than 1000 in number. For the purpose of this study, a sample of 500 teachers from all eight districts were proportionately selected in a random manner.

### **Methodology**

The study utilises a combination of quantitative and qualitative methods. An opinionnaire as well as unstructured group discussions were utilised in the collection of the teachers' perceptions. The opinionnaire was administered in all districts while the group discussions were conducted in four districts. The data was tabulated and analysed using percentages.

### **Findings of the Study**

#### ***A. Effect and utility of the in-service training programmes***

1. The opinionnaire has revealed that majority of the teachers attending the training programmes opined that the training programmes were useful or helpful in the following ways:

- 1) achieving mastery of subject content.
- 2) developing proficiency in teaching skills
- 3) managing difficult classroom situations.
- 4) introducing variety into the teaching regimen.
- 5) making use of non-conventional resources
- 6) effectively managing working relationships
- 7) mobilizing community resources
- 8) maintaining better parent-teacher relationships
- 9) professional development
- 10) maintaining a balanced lifestyle
- 11) conducting meaningful discussions
- 12) presenting concepts in a better way
- 13) enrichment of content knowledge
- 14) assessment and evaluation of students
- 15) identifying students' weaknesses

***Discussion:***

It is heartening to see that the respondents had indicated favourable opinions in all the fifteen categories or criteria regarding the effect and utility of the training programmes. However, from a deeper study of the percentages in the various levels of opinions (always/mostly/sometimes/never), it is evident that there is ample scope for improvement and the present scenario is still far from the ideal.

It is therefore imperative that the effectiveness and utility of the training programmes be increased through all means necessary and ensure that the time and energy spent by the teachers in the training programme, as well as the resources spent by the government are utilised to the optimum levels and the teachers are continuously empowered to become better teachers through an efficient and effective training programme.

2. The group discussions yielded the following observations about the training programmes:

- 1) The utility of the training programmes is limited by the following factors
  - quality of resource persons
  - exam based
  - unsuited to classroom situations
  - too theoretical
  - not textbook oriented.
  - amount of interaction with trainees
  - previous intimation of topics

- 2) The training programmes was useful for the following:
- establishing and maintaining social and professional connections
  - improving the motivation levels of the trainees
  - the development of new ideas and concepts.

***Discussion:***

1) The participants of the group discussions portrayed the quality of the training programmes as dependent on the quality of the resource persons which is most likely true. All other amenities and resources might be rendered ineffective at the hands of an inept resource person; therefore, it is very important that the training programmes be manned by qualified and expert resource persons.

The participants also voiced it desirable that the training programmes include topics and issues not directly related to the board examinations but indirectly useful for the all-round development of the children such as career guidance, personality development, etc. On the other hand, other teachers complained that the training programmes were not textbook oriented and did not have direct utility for the school environment or for the academic development of the children. A balanced approach is perhaps best suited with adequate time for sensitisation included within the programmes.

Another issue raised by the teachers in the group discussions was that the training programmes were often too theoretical and not suited to classroom situations. It is important that the resource persons have some experience of the workings of secondary schools and tweak their presentations to help the teachers in the adaptation of the topics discussed to suit their respective classrooms.

The group discussion participants also opined that the training programmes were mostly uni-directional monologues in nature with very little participation from the participants reducing its effectiveness; thus, the utility of the training programmes may be enhanced by more interaction with the trainees.

It was also remarked by a few participants that the topics to be discussed in the training programmes may be made known to the participants at an earlier date so that they may be intellectually and emotionally prepared to discuss such issues and topics before attending the actual training programmes, so as to increase the effectiveness and productivity of the time spent in the programmes.

2) The training programmes has enabled teachers of similar work and interests from various towns and villages to come together and share a common platform, interact with each other and share ideas and experiences. This aspect and utility of the training programmes in establishing and maintaining social and professional connections was highlighted by the participants of the group discussion.

One of the challenges of the training programmes that had been mentioned by a few of the administrative staff was that of the low levels of motivation. It was heartening to learn from some of the participants in the group discussion that the training programmes helped in improving the motivation levels of the trainees.

Education in general as well as teaching subjects in particular are dynamic and constantly evolving with the changing times with new ideas and concepts being birthed constantly. It is important that the teachers be kept abreast with the latest developments in content knowledge as well as pedagogy. According to the participants, the training programmes have helped in the development of new ideas and concepts and must continue to do so with even more vigour.

These findings are supported by various similar studies. Kumar and Lal (1980), Sharma (1982), Butala (1987), Soni (2011), etc. have found that in-service training is beneficial to teacher development in teaching skills as well as improvement in teacher confidence, competence and attitudes. Davis et. Al (2014) showed that in-service training did indeed make a difference in the growth of knowledge, attitude and professional skills of teachers. Kumar (2017) also conducted a similar study and concluded that such training programmes did bring about change in teacher attitudes and competencies.

Halpin, et al. (1990) similarly, reported that In-service Education of Teachers (INSET) had impacted positively on their teaching and, relatedly, on improved levels of pupil attainment with greatest impact on teachers' attitudes and knowledge levels. Zhao and Frank (2003) have also found that technology plays a very important role in the efficiency of the training programmes. Eswaran and Singh (2009) have reported the content of the training programmes to be relevant to the professional learning needs of teachers.

***B. Capabilities of the resource persons.***

1. The opinionnaire revealed that a majority of the teachers who attended the in-service training programmes organised by RMSA agreed on the following observations about the capabilities of the resource persons at these training programmes:

- 1) Adequately qualified academically
- 2) Possessed the necessary experience
- 3) In-touch with the ground realities of secondary education
- 4) Possessed the necessary ICT skills
- 5) Open-minded and emphatic
- 6) Possessed the necessary pedagogic skills
- 7) Adequately prepared for the programmes

### **Discussion:**

It is indeed encouraging to observe that majority of the trainees/teachers had reported favourable opinions and perceptions about the capabilities of the resource persons in all the seven criteria. On a closer inspection, however, it is noted that the percentages in the various levels of opinions (always/mostly/sometimes/never) are far from satisfactory and it can be concluded that there leaves much room for improvement.

One of the challenges mentioned by the administrative staff was in the interest and motivation levels of the trainees. The quality and capabilities of the resource persons is perhaps the most important factor in this regard. It follows that the training programmes need a cadre of highly capable and qualified resource persons to man the training programmes all over the state.

It is also observed that the opinions of the trainees are lower in some components than others; such as field experience, ICT Skills and Pedagogic Skills. In today's world, such capabilities are considered very important and all efforts must be made to strengthen the resource persons in these areas. Special mention may be made to the lack of ICT Skills in the resource persons which may hamper the development of the teachers in this area and subsequently that of the students; which in the digital world that we live in today, could be a major catastrophe in the making.

It is, therefore, very important that resource persons of better quality and caliber be sourced to man the helm at these training programmes or the existing resource persons be empowered and developed professionally to meet the needs of the trainees in a more fulfilling manner.

2. The group discussions have also shown that there were marked variations in the capabilities of the resource persons; some resource persons were innovative and motivating while lack of expertise and experience of the resource persons were observed in some cases especially in the secondary level of education. The participants also opined that resource persons should conduct more detailed discussions on the topic and base the MBSE textbooks.

### **Discussion:**

It was sad to learn from the participants of the group discussion that there were marked differences in the quality or capabilities of the resource persons which could impact the overall performance of the training programmes. Only resource persons of the highest quality and caliber should be invited to give presentations in these training programmes; and resource persons who do not come up to the desired levels should be identified and should be asked to improve the quality of their presentations.

It was heartening to hear from the participants of the group discussions that some resource persons were innovative and motivating and greatly increased the quality of the training programmes. Such resource persons should be identified and be invited more frequently to give presentations and take classes in the training programmes.

It was also remarked by some of the participants that several times the topics were discussed at a superficial level and that the resource persons should conduct more detailed discussions on the topic under study and contention. This should be avoided and all content must be given their due time and effort. Also, it is preferable that the MBSE textbooks form the basis of discussions as they are the foremost tools of the teachers in the schools.

Soni (2011) investigated into the in-service training programme and its effects on classroom practices by examining the perceptions of SC teacher in Pali and Nagaur Districts of Rajasthan. It was found that 1) In-service training needed improvements both in terms of content and selection of resource persons. 2) The trainees claimed usefulness of training programmes. 3) No observable difference between male and female teachers.

### ***C. Problems encountered by the trainees.***

1. The opinionnaire has revealed that a substantial majority of the trainees attending the training programmes agreed that they did not have significant problems while a small minority of the opined that they faced or encountered problems in the following areas:

- 1) Transportation
- 2) Accommodation
- 3) Language
- 4) Support Materials
- 5) Mistreatment from Staff
- 6) Resistance from Schools
- 7) Infrastructure
- 8) Programme Timing

### **Discussion:**

The majority of the trainees had reported low incidences of problems encountered in all eight areas while attending the training programmes, which is a very good sign on the surface level. However, it is observed that the percentages in the various levels of opinions (always/mostly/sometimes/never) still fall a little short of the desired values and it is evident with a little more effort from the part of the administration, the opinions could further show improvement.

It is impossible to organise any large-scale event or programme involving dozens of people from different villages and towns for any administrative team. However, with a little more care and dedication, many of these problems can be completely eliminated and the more serious or resilient problems can be reduced to marginally low percentages of incidence.

Infrastructure Problems such as accommodation, transportation, materials, etc. are easily solved without much stress and effort and must be eliminated at the district administrative level. More serious problems such as resistance from schools due to lack of teachers and poor programme timing due to slow release of funds are more difficult to solve at the district level and requires the attention of the top brass in the state machinery who must ensure that these problems are minimised through timely interventions.

In this manner, it is imperative that the trainees are freed from any persisting and repeating problems when attending the training programmes to realise the full potential and utility of the programmes.

2. Participants from the group discussions mentioned the following problems as encountered by them:

- Unsuitable timing
- Transportation
- Lacking a connection with the actual realities of secondary schools.
- Lack of printed study materials for further reference and hands-on activities

### **Discussion:**

Mizoram being a remote and hilly state, it is no wonder that transportation was a prominent problem encountered by the participants. Schools are often located in remote villages, some with hardly any commercial transportation. Thus, for a teacher without his/her own means of transportation, conveyance truly becomes a burden. The timing of the training programmes, which was usually conducted towards the end of the academic session was also quoted as problematic by the participants as unsuitable for them as they did not like leaving their students at a crucial time just before the final examinations.

The participants also complained of the training programmes sometimes lacking connections with the actual realities of secondary education. This is mostly due to the resource persons lack of experience in secondary education and their inability to connect the content with the actual classroom situations.

Another issue of content was the lack of printed study materials for further reference as well as hands-on activities. Also, hands-on activities must be conducted

to concretise the learning especially where practical issues are involved such as computers, equipment, etc. Learning procedures and processes without actual practice is hardly sufficient and effective so hands-on activities must follow the theory.

Sharma (1982) has similarly reported that teachers complained of unsuitability of timing of training programmes.

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## Personal Values of Mizo Students at Higher Secondary Level

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Lalhmasai Chuaungo\*\*

### ***Abstract***

*The present study was conducted to assess the personal values of Mizo students at higher secondary level. Sample of the study comprised of 150 male and 150 female Mizo students of higher secondary schools in Aizawl. Personal values of the respondents were assessed by employing personal values questionnaire by Sherry and Verma (2010). The scale had 40 items distributed across ten different types of values. The types of values studied were: religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health. The study found that Mizo students at higher secondary level placed highest importance to democratic value followed by religious value and knowledge value whereas they had the least power value followed by health value. The study further found that there was no significant difference between the mean scores of male and female Mizo students at higher secondary level.*

**Keywords:** *Personal values, Mizo students, Higher secondary level*

### **Introduction**

The values of a person or group are the moral principles and beliefs that they think are important (Collins Dictionary, n.d.). Values can be defined as broad preference concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be (Psychology Wiki, n.d.). Everyone has their own personal values, and they can be quite different. Some people are competitive, while others value cooperation. Some people value adventure, while others prefer security. Values matter because you're likely to feel better if you're living according to your values and to feel worse if you don't. This applies both to day-to-day decisions and to larger life choices (Blackman, 2020).

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The world is now facing a serious crisis of values. The traditional values of a small closely knit society which demands co-operation, loyalty, dependence on relations, neighbours get eroded and people tend to ignore these values. Incidents of violence and destruction are increasingly reported. Rarely does a man read a newspaper without coming across an item reporting strikes, lockouts and crimes (Gupta, 2002). The crisis has taken up such a magnitude that if serious efforts are not made to check it, then the whole system is likely to collapse. We must accept that the degradation of moral fiber is a problem of entire society (Banga, (n.d) ).

### **Review of Related Studies**

Youths or students at secondary and higher secondary level are the most seriously affected people by value crisis. It is, thus important to study their personal values so as to find out solutions for solving their problems and for helping them in their studies and career plan. As such, some studies have been conducted on values of students in different parts of the country as well as of the world. Banui (1992) studied values of college students in Nagaland in relation to their self-concept. Findings of the study indicated that there were significant positive correlations between self-concept and social as well as democratic values and negative relationships between self-concept and power as well as family prestige values. However, there was no relationship between self-concept and each of the values- religious value, aesthetic values, economic value, knowledge value, hedonistic value and health value.

Padmanaban (1992) investigated the values of high school pupils in relation to certain selected variables. The results showed that the value pattern of pupils studying in standard IX was quite satisfactory, though there was a rather wide disparity in different value scores. The rank order of the mean scores for the different values showed the highest score in social value and the lowest score in political value. Again, boys and girls differed in respect of theoretical, economic, political, social and aesthetic values.

In his study of values of higher secondary school students of Saurashtra, Shah (1992) found that there were significant relationships between knowledge values and gender, and moral values and gender.

Kumar (2015) found in his study on values among the students of Ahmedabad District, that there was no significant difference between the mean scores of values in the VIII standard boys and girls of Ahmedabad city.

Mittal's (2016) study on values of secondary school students in relation to their socio-economic status and modernization came out with the finding that secondary school students had average level of all the values. However, social value got the highest preference while religious value was the least preferred value. Secondary school

boys had higher religious, aesthetic, hedonistic, power, family prestige and health values while secondary school girls had higher economic value.

Few studies highlighted above reveals that more studies need to be undertaken in the area of personal values among secondary and higher secondary school students in general and among Mizo students in particular. The present study is an attempt to fill the research gap still in existence in the area of personal values.

### **Objective of the Study:**

1. To study the personal values of Mizo students at Higher Secondary Level.
2. To compare the personal values of Mizo students at higher secondary level in relation to their gender

### **Hypothesis of the Study:**

Following hypotheses have been formulated in order to achieve the objectives of the study:

1. Personal values of Mizo students at higher secondary level are not satisfactory.
2. There is no significant difference in the personal values of Mizo students at higher secondary level in relation to their gender.

### **Operational definitions of key terms used**

**Personal values:** In the present study, personal values refer to broad desirable goals that motivate people's actions and serve as guiding principles in their lives.

**Mizo students:** Mizo students in the present study imply students of Mizo tribe living in Mizoram.

**Higher secondary level:** In the present study, higher secondary level means the level of education comprising classes XI and XII.

### **Methodology of the study**

#### **Population and Sample:**

Mizo students studying in higher secondary schools in Mizoram formed the population for the study. Purposive sampling was employed in the initial stage by confining the samples in the State capital Aizawl. Among higher secondary schools in Aizawl city, Government Mizo Higher Secondary School and Don Bosco Higher Secondary School were purposively selected as composition of students in the schools was supposed to be heterogeneous representing students from rural and urban areas, academically good and poor students, socio-economically high, average and low group of students and so on. The students were stratified into male and female and a total of 300 students comprising 150 male and 150 female students, was taken as samples.

### Tools Used

Personal Values Questionnaire constructed and standardized by Dr. (Mrs) G.P. Sherry and Prof. R.P. Verma (2006) was used for collection of data.

### Collection of Data

Data were collected from sample Mizo students at higher secondary level by visiting their schools and administering Personal Values Questionnaire mentioned before.

### Analysis of Data

Students' values were analyzed under ten categories namely, religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health values.

### Statistical Techniques Used

Mean, S.D. and 't' test have been used for the statistical analysis of data.

### Results and Interpretation

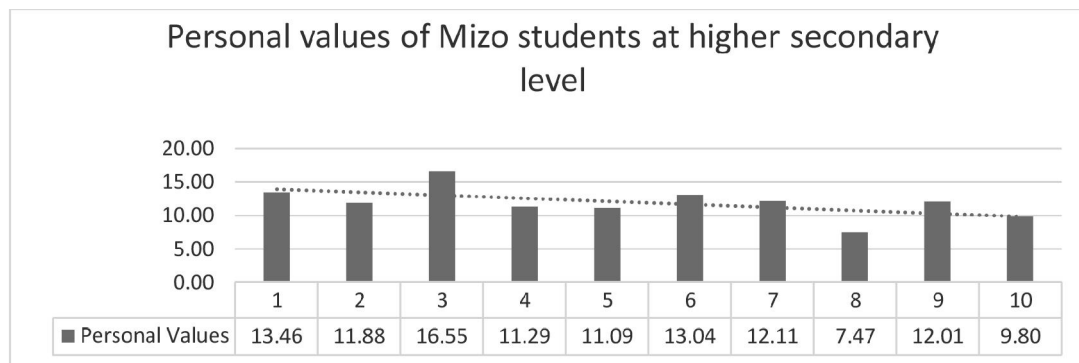
Objective 1: To study the personal values of Mizo students at higher secondary level

**Table 1: Mean and Standard Deviation of Personal Values of Mizo Students at Higher Secondary Level**

| Sl. No. | Variable/Values       | Number (N) | Mean              | SD   |
|---------|-----------------------|------------|-------------------|------|
| 1       | Religious Value       | 300        | 13.46             | 2.86 |
| 2       | Social Value          | 300        | 11.88             | 2.34 |
| 3       | Democratic Value      | 300        | <b>16.55(max)</b> | 2.34 |
| 4       | Aesthetic Value       | 300        | 11.29             | 2.58 |
| 5       | Economic Value        | 300        | 11.09             | 2.75 |
| 6       | Knowledge Value       | 300        | 13.04             | 2.85 |
| 7       | Hedonistic Value      | 300        | 12.11             | 2.52 |
| 8       | Power Value           | 300        | <b>7.47(min)</b>  | 2.58 |
| 9       | Family Prestige Value | 300        | 12.01             | 2.8  |
| 10      | Health Value          | 300        | 9.8               | 2.32 |

Table 1 reveals the mean and standard deviation of the ten values of Mizo students at higher secondary level. The mean score of democratic value 16.55 with SD of 2.34 is highest and that of power value 7.47 with SD of 2.58 is lowest. We find from the table that Mizo students at higher secondary level give the most importance to democratic value followed by religious value, knowledge value, hedonistic value, family prestige value, social value, aesthetic value and economic value and that they give least importance to power value seconded by health value. Personal values of Mizo students at higher secondary level in terms of mean scores are graphically presented as follow:

**Figure - 1**



The finding that Mizo students at higher secondary level place highest importance to democratic value implies that they give most importance to respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, colour, race and family status, ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions. Mizo youths again emphasize religious value which indicates that they have faith in God, at the same time fear of divine wrath and act according to the ethical codes prescribed in the religious book. Again, Mizo youths giving almost equal importance to knowledge value as religious value implies that they consider knowledge of theoretical principles underlying a work essential for success in it. For them, knowledge is virtue.

The finding that Mizo youths give the least importance to power value shows that they do not have the desire to rule over others and also to lead others. They are not deeply status conscious. Mizo youths giving the second least importance to health value again indicates that the significance of good physical health for development and use of abilities is not realized enough by them.

Objective 2: To compare the personal values of Mizo students at higher secondary level in relation to their gender

**Table 2: Comparison of Personal Values of Mizo Students at Higher Secondary Level in Relation to their Gender**

| Values                | Male (N= 150 ) |      | Female (N= 150) |      |
|-----------------------|----------------|------|-----------------|------|
|                       | Mean           | SD   | Mean            | SD   |
| Religious Value       | 13.81          | 2.96 | 13.42           | 2.79 |
| Social Value          | 11.73          | 2.41 | 11.84           | 2.31 |
| Democratic Value      | 16.71          | 2.68 | 16.5            | 2.36 |
| Aesthetic Value       | 11.3           | 2.85 | 11.26           | 2.44 |
| Economic Value        | 11.04          | 2.87 | 11.07           | 2.7  |
| Knowledge Value       | 13.08          | 2.8  | 13.01           | 2.89 |
| Hedonistic Value      | 11.5           | 2.75 | 12.08           | 2.34 |
| Power Value           | 7.82           | 2.78 | 7.46            | 2.46 |
| Family Prestige Value | 12.35          | 3.01 | 11.98           | 2.67 |
| Health Value          | 9.35           | 2.43 | 9.78            | 2.24 |

In Table 2 are presented mean scores with SDs separately for 150 male and 150 female Mizo students studying classes XI and XII. Both male and female students have highest mean scores in democratic value and that male students have little higher democratic value than female students with only 0.21 difference. Attachment of values is higher among male students than female students in the following: religious value, democratic value, aesthetic value, knowledge value, power value and family prestige value. While this is so, female students have higher social value, economic value, hedonistic value and health value. As a whole, male students have little higher values than female students. A graphical representation of mean scores in personal values of Mizo male and female students is given in figure 2.

**Figure - 2**

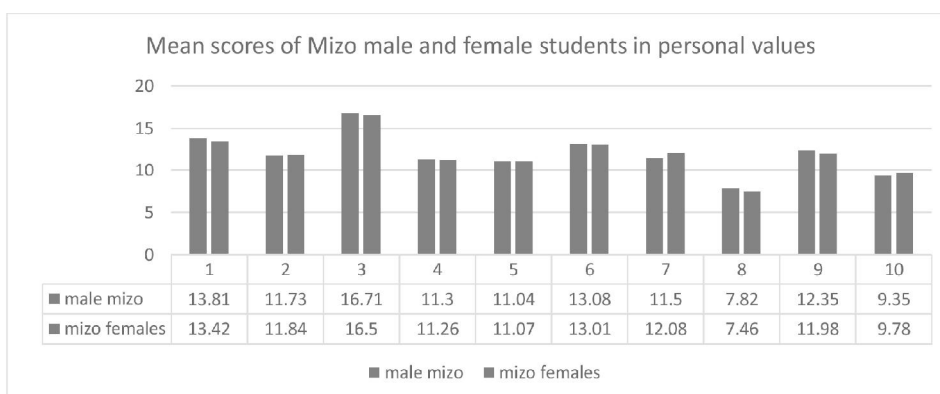


**Table 3: Significance of difference between mean scores of Mizo male and female students at higher secondary level**

| <b>t-Test</b>       |             |               |
|---------------------|-------------|---------------|
|                     | <b>Male</b> | <b>Female</b> |
| Mean                | 118.7       | 118.72        |
| Variance            | 8.57        | 6.71          |
| Observations        | 150         | 150           |
| df                  | 294         |               |
| t Stat              | -0.06       |               |
| P(T<=t) two-tail    | 0.95        |               |
| t Critical two-tail | 1.97        |               |

Table 3 tells us whether the difference between the mean scores of male and female Mizo students at higher secondary level is significant or not. Since the calculated 't' value is less than the critical value, the null hypothesis which states 'there is no significant difference in the personal values of Mizo students at higher secondary level in relation to their gender' is accepted.

### **Conclusion**

Mizo society is a close knit society where equality of status is maintained to the possible extent. This democratic nature of the society is reflected in the personal values of Mizo students at higher secondary level. Accordingly, Mizo youths places highest value to democratic value. Again, Mizo society is so saturated by the religion 'christianity' to the extent that their social life is almost synonymous with their religious life. Mizo are also knowledge seekers as a result of the introduction of education by the Christian missionaries. The state has a literacy rate of 91.33 per cent which is the third highest in the country according to 2011 census. Thus, knowledge value gets the third highest position in the hierarchy of personal values among Mizo youths/students.

Mizo youths giving the least importance to power value and second least emphasis on health values signifies that they need to give more importance to these values also as all the personal values are important for holistic development of human beings. Thum (2013) says that personal values usually change when something big happens, or when you are consciously re-evaluating your life and make a decision, based on your experiences, to change your value hierarchy. Thus, it is believed that the low value given to power and health values would be raised if Mizo youths are given more and more awareness on the significance of these personal values for better development as human beings.

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## Perception of Prospective Teachers about the Effectiveness of B.Ed. Programme of Mizoram University

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### *Abstract*

*Only skilful and trained teachers perfectly shape students. The teacher is the constructor of society and a country because the teacher has only the capacity to mould the student and help the student bring out their capability. So, Teachers are arbiters of a nation's destiny. The quality of education and its efficacy depends on the perspective of its stakeholders. The nodal stakeholder in education is its students. In the in-service teachers' training programme, the nodal stakeholders are prospective teachers responsible for carrying out quality school education. A skilled and trained teacher is a prerequisite for quality education; thus, it is crucial to determine the perception of these stakeholders regarding the effectiveness of the programme in which they are enrolled. To know the efficacy of the programme, from the entrance to the teaching of different core papers, papers related to enhancing professional capacities, other optional papers, pre-internship, internship, post-internship, and examination, there are many components of the B.Ed. Programme for which the perception of prospective teachers can be assessed. This may help in elevating the effectiveness of teachers' training programme. In the present paper, an effort has been made to assess the perception of prospective teachers of the Department of Education, Mizoram University, regarding the effectiveness of existing B.Ed. programme. To achieve this objective, 60 prospective teachers (30 prospective teachers from each year of the programme) from the Department of Education, Mizoram University were selected as a sample. The data were collected by self-developed questionnaire. Results obtained from the study indicate that there were several aspects of this programme with which prospective teachers were completely satisfied. Still, at the same time, there were some components with which were entirely dissatisfactory for these stakeholders.*

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**Keywords:** Prospective Teachers, B.Ed. Programme

### **Introduction**

The future of any country thrives in its schools. Providing quality education in schools is essential for future building, and this quality of education depends on trained and skilled teachers. The responsibility of creating a competent and skilled teacher is of teacher education institutions. There are 16917 teacher-education institutions in the country (NCTE, 2020) that train more than 19 lakhs teachers every year (Kant & Iype, 2020). In order to make an efficient teacher, it is necessary to give proper training in these institutions. Various researches indicate that though the number of supply of teachers in the country is more than the demand (Kant & Type, 2020), but a shortage of skilled teachers can be observed in the schools (Kapur, 2018). It clearly indicates that the institutions associated with teacher education are not providing quality teacher training. Therefore, the National Education Policy 2020 suggests the closure of such educational-training institutions of the country. This was not the first time, but other such commissions of the country have also given such suggestions as; Justice Verma Committee.

In fact, these institutions associated with teacher education are responsible for the poor state of education in the country. The last few decades are witness of mushrooming of private teacher education institutions. With insufficient resources, facilities, teaching-staff, etc., these institutions are only doing the certification. An improved condition of teacher education demands close or control over these institutions. The only way to improve the educational status of the country (especially school education and teacher education) is to have quality entry and quality exit in teacher education programs. Quality entry requires high standards to get enrolled in the programme, and the quality exit requires a quality curriculum during the training program. This quality curriculum includes a relevant and comprehensive syllabus, adequate core and EPC papers, proper and extensive practical training, required infrastructural facilities, etc. The effectiveness of the ongoing programme can be assessed by the stakeholders who are engaged with it. Hence, for the ongoing B.Ed. programme, the perception of prospective teachers to measure how effective they consider the course to be needs to be studied.

In India, Bachelor of Education (B.Ed.) is an undergraduate course offered for students interested in pursuing a career in teaching. The B.Ed. Degree is mandatory for teaching at the secondary (class 6 to 10) and higher secondary (class 11 and 12). The minimum qualification required for entry into B.Ed. Course; is graduation. Before 2015, the course duration was one year/2 semester, but as per the National Council for Teacher Education (NCTE) Regulations, 2014 to improve the quality of programme

the duration of the B.Ed. is modified as two years/4 semester course from session 2015-16.

### **Teacher Education and its Development in Post Independence India**

The concept of teachers' training is relatively old and makes the program more fruitful, not only for the prospective teachers but in general for the whole society and coming generation; different committees and commissions have given their suggestions, and so many amendments have been done. Time to time several committees, commissions, documents, and policy papers were prepared and brought into force to review and suggest progress and achievements in every aspect of education, including teacher education. The teacher education program in India has covered a long way to reach here.

**University Education Commission (1948-49)** was the first education commission set up in Independent India. The committee critically examined every aspect of teachers' training program as structure, curriculum framework, practical training of prospective teachers. It recommended that teacher education courses should be remodeled, suitable schools to be taken for practical training and more time to be given to school practice, and replaced the term 'teacher training' with 'teacher education'.

**Secondary Education Commission (1952-53)** suggested that during one year of training, graduate teacher should be trained in at least two subjects of school level. The practical part of teacher training should consist of teaching-practice, observation, demonstration and criticism of lessons. It should also include the construction and administration of scholastic tests, organisation of the supervised study and students' societies, conducting library periods, and maintaining cumulative records.

**Education Commission of 1964-66 (Kothari Commission)** observed that a sound programme of professional education for teachers is essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national education system. National Policy on Education (1968) emphasised that among all the factors which determine the quality of education and contribute to national development, the teacher is undoubtedly the most important. Therefore, the teacher must be accorded an honoured place in society. Teacher's emoluments and service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

**National Commission on Teachers- I** (for school teachers) of **1983-85** suggested a 4-year training course after senior secondary, or preferably a 5 year course leading to graduation and training. For elementary teachers, it suggested a two year training course

after Class XII. This was the first time when any commission suggested four years integrated programme.

**The National Policy of Education (NPE)** in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable. NPE 1986 and its Programme of Action 1992 advocated for improving the quality of teacher education as it was the prerequisite to improve the quality of school education. As a result, some training schools were upgraded as District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

**Acharya Ramamurti Committee (1990)** observed that an internship model for teacher training should be adopted because "...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time."

**Yashpal Committee (1993)** noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, B.Ed. Programme should offer the possibility of specialisation in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured and be relevant to the changing needs of school education. The statutory NCTE prescribed a Curriculum Framework (1998) to provide guidelines for the content and methodology of teacher education. As a result, many universities and state governments revised the courses of teacher education.

**The National Curriculum Framework (NCF) 2005** for school education made recommendations about curriculum, school, exams and many more. It stated that teacher quality is an outcome of several factors: teacher's status, remuneration and conditions of work, besides teacher's academic and professional education.

**National Council for Teacher Education (NCTE) 2014** understood that it is challenging to develop all the skills along with pedagogical knowledge and basis of education. Therefore, NCTE modified the existed B.Ed. Programme in 2014 and introduced a new structure and curriculum framework of teacher education which was implemented in all over the country from the academic session 2015-2016. From one year NCTE increased the programme and made it for two years, with more professional rigour which tries to meet with the best international standards. It planned to provide such type of experiences so the student-teachers can be reflective practitioners. In the programme, the field engagement period and practical components also increased by NCTE.

Based on the recommendations of **National Policy on Education (NEP) 2020**, a National Curriculum Framework for Teacher Education (NCFTE) 2020 will be drafted for pre-service as well as for in-service teachers. Along with it NEP 2020 has said to mandate four years integrated B.Ed. Programme for all the teachers' training institutions. To get admission in the course, students need to qualify the entrance examination conducted by National Testing Agency (NTA). The policy also recommends that teacher education should be run in multidisciplinary institutions and stand-alone institutions should be closed down. Proper care should be taken for content, pedagogy and strong practicum training, Teacher Eligibility Tests (TET), teacher autonomy, innovative teaching methods, Teacher Audit or Performance Appraisals, set up of National Professional Standards for Teachers (NPST) are other areas which are discussed under NEP 2020.

### **Review of Related Studies**

**Wasim *et al.*, (2008)** in their study "Teacher perception about implementation strategy of B.Ed. teaching practise in real school classrooms: Issues and Challenges" revealed that, teaching practice in the B.Ed. Programme was ineffective from the implementation perspectives. Teaching methods and techniques used during the coursework were only lecture-based that did not help pre-service teachers to implement modern classroom teaching methods. Experiences of the two trained groups of teachers showed no significant difference on the basis of B.Ed. teaching practice objectives and its implementation in professional teaching contexts.

**Khan and Saeed (2009)** conducted a study on "Effectiveness of Pre-service Teacher Education Programme (B.Ed.) in Pakistan: Perceptions of Graduates and their Supervisors". The study showed that B.Ed. Programme was effective in terms of upgrading knowledge and skills in five curriculum areas. Elementary school teachers of graduates of the University of Education were better in the areas of lesson planning, lesson presentation, and assessment, but relatively less impact was seen in acquired techniques/methods. The female graduates were more satisfied with the curriculum than male.

**Fatima and Zamir (2015)** conducted a study on "Teacher's Perception towards Pre-Service Teacher Education Program at Higher Secondary Level". The study revealed that teachers have a positive perception of teacher education. It also revealed that between male & female, public & private, regular & private and B.Ed. & M.Ed, in teachers' perception towards pre-service teacher education there was no significant difference.

**Khaled *et al.*, (2016)** studied "Pre-service Teachers' Perception of their Educational Preparation" which revealed that pre-service teachers have positive views

on their pedagogical preparation. The study also found that the majority of the pre-service teachers considered they had been ‘highly prepared’ or ‘well prepared’. There were no statistically significant differences in terms of the pre-service teachers, gender and teaching majors.

**Amankwah *et al.*, (2017)** in their study “Perception of Pre-Service Teachers’ towards the Teaching Practice Programme in College of Technology Education, University of Education, Winneba” revealed that on-campus teaching practice equips participants with essential teaching knowledge, skills, experience, efficacy, professional development and support their learning. Some confronted identified lack of teaching aids, inadequate time, poor planning, lack of administrative support and lack of proper orientation. Despite these challenges, the programme was rated to be good by the pre-service teachers.

### **Rationale of the Study**

The destination of any nation is shaped in its classrooms. The four-wall classrooms transform the human mind from ignorant to brilliant ones. Transforming these minds to shape the future, teachers play a very vital role and so does the teacher-educators and teacher-education institutions.

The quality of the ‘Product’ of the program must be acceptable and according to expectations in the field. One of the fundamental ways to develop quality is when an institution attempts to support staff and students to seek new information, revision hand, by using technology and well-improved methodologies and techniques of teaching and learning.

This study finds out the effectiveness of existing B.Ed. Programme. Earlier B.Ed. Programme was only for one year. Teacher Education in India has been improving day by day. As the teachers’ training program is not meeting with international standards as well as it lacked to make our teachers reflective a need was felt for alteration in this program. The previous programme was focusing much on theory and giving less weightage to practical. The primary objective of any teachers’ training programme is to make our trainees a good and skilled teacher. With such objectives, B.Ed. Programme was modified in the year 2014 and launched as two years programme all over the nation. Mizoram University also accepted the new B.Ed. Programme and developed curriculum as per the instructions given in NCTE 2014 Curriculum Framework.

As per the ‘Curriculum Framework: Two-Year B.Ed. Programme’ Mizoram University developed a new curriculum with more credits and course papers/content and increased duration of the internship. The practical component is an integral part of every paper to make prospective teachers more skilled.

In this study, an effort has been made to find out the perception of prospective-teachers regarding the effectiveness of existing B.Ed. Programme of Mizoram University. It was very important to find out the perception of students who are pursuing B.Ed. Programme running under MZU because perception and satisfaction of learners are most important and as major stakeholder effectiveness and success of any programme depends on the learners' perception.

### **Objectives of the Study**

To find out the perception of pre-service teachers regarding the effectiveness of existing B.Ed. Programme.

### **Methodology**

The investigator adopted the descriptive survey method for the present study.

### **Population**

The population of this study comprised of the all prospective-teachers pursuing a Bachelor of Education (B.Ed.) of the session 2019-2020 two-year bachelor degree programme from Mizoram university

### **Sample and Sampling Technique**

In this study, 60 prospective teachers (30 prospective-teachers from each semester/year) of Mizoram University were selected adopting a simple random sampling technique.

### **Tool Used for Data Collection**

Based on the existing B.Ed. Programme a questionnaire was developed by the investigators. It consists of a total of 47 questions related to the different components of B.Ed. Programme as entrance examination, admission, various core & EPC papers, infrastructural facilities, internship and examination.

### **Statistics Used:**

The data collected through the questionnaire were analysed by using frequency and percentage.

### **Significant Findings of the Study**

- i. The majority of the prospective teachers were highly satisfied with the entrance examination process, the number and type of questions, areas of questions of the entrance examination. The counselling process organised at the time of admission, prospective teachers considered it moderately satisfactory.

- ii. The majority of prospective teachers were not satisfied with the amount of the admission fee of the B.Ed. Programme. Also, the departmental orientation programme was moderately satisfactory for the majority of the prospective teachers, and for the library orientation programme 40 % of the prospective teachers said it was slightly satisfactory, and for the same percentage of respondents, it was very satisfactory.
- iii. The majority of the prospective teachers were very much satisfied with the curricular and co-curricular activities of B.Ed. Programme. Most of the teachers agreed that these papers, activities will support enhancing their competence and will help to be an effective teacher.
- iv. The majority of the prospective teachers were extremely satisfied with the classroom available in the department. They were very much satisfied with the facilities available in the university computer centre, ICT centre of the department, toilets, transportation facility, and teachers' qualification. Areas in which the majority of the students were moderately satisfied are; canteen facility, methods, and techniques used by the teachers in the teaching-learning process, counselling done by the teachers, facilities provided by the Guidance and Counseling Cell of the university, mentoring done by the department teachers and campus selection. There was also a crucial area with which prospective teachers were only slightly satisfied that is the number of teachers in the department.
- v. For the pre-internship programme majority of the prospective teachers fell under the moderately satisfied category. But when it was asked about the lesson plan's format or usefulness of the experiences of the whole internship programme, the majority of prospective teachers answered as very much adequate or very much satisfied. The prospective teachers were very much satisfied with the school teaching experiences of the internship and post-internship period.
- vi. The majority of the prospective teachers were very much satisfied with the distribution of marks for internal and external examination, number and pattern of the internal test, number and type of questions of end semester examination, and style of marking. Prospective teachers showed the same perception for the overall practical training received during B.Ed. Programme.

### **Conclusions**

A big gap between demand and supply can be observed in terms of the quality of school teachers. The teacher education programmes of the country are not up to the mark (Bhat, & Bhat, 2014). The problems which had been observed in the area of training of teachers, lack of availability of facilities in teacher education institutions,

insufficient financial grants, lack of proper facilities, faulty method of teaching, lack of subject knowledge, the problem of supervision in teaching, problems related to practice teaching, small duration of B.Ed. programme etc. (Dixit 2004; Desai, 2012; Richard 2016; Rani, 2017). Keeping in mind, the quality concern of teachers' training programme NCTE (2014) modified the structure of B.Ed. Programme; from one year to two years. The NCTE presented a curriculum framework, and all teacher education institutions of the country followed that to develop their curriculum.

The study was conducted to find out the prospective teachers' perception regarding the existing curriculum of Mizoram University. The findings of the study indicate that majority of the prospective teachers of the Department of Education, Mizoram University was satisfied with the entrance examination, numbers of questions asked in the entrance examination, types of questions (multiple choice), admission procedure, and induction program/orientation programmes. Prospective teachers didn't find counselling process very satisfactory hence, proper action should be taken by the administration in the respective area.

The prospective teachers found the existing curricular and co-curricular activities effective and said that it would be helpful in the actual classroom teaching. Majority of them were satisfied with the number of core and EPC papers, numbers of activities conducted in core and EPC papers, type of activities, morning assembly, music, games, and sports activities. The satisfaction can be seen with the available infrastructural facilities as; computers centre, ICT centre, classrooms, toilets, transportation facility, qualification of teachers, different methods/ techniques used by teachers, facilities provided by the guidance and counselling cell, mentoring done by teachers, campus selection, etc.

The pre-Internship program was found moderately satisfactory by these future teachers. They showed satisfaction with pre-internship training, numbers of skills practised during micro-teaching, techniques of training during micro-teaching, numbers of classes taught during simulated teaching, a technique of simulated-teaching, numbers of days of simulated-teaching, adequacy of the method. The lesson plan's format, the internship, the treatment received by the principals/headmasters of the school during the internship, the type of mentoring; all were satisfying for them. The prospective teachers considered the evaluation process (weightage given to the internal and external examination, class tests conducted within one semester, numbers of questions asked in the term-end examination, type of questions), marking style and kind of practical training received) will be helpful to become an effective teacher.

The dissatisfaction of prospective teachers can be seen in the area of the university fees, which should be addressed. All the students can not afford a high fee, and it may

snatch a chance to those students who belong to low-income families. Students were also not satisfied with the number of teacher-educators available in the department. The university should address this issue.

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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.
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