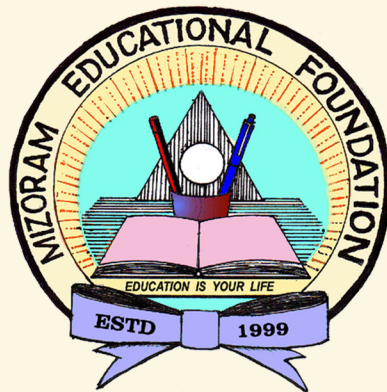


ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Journal)



Vol. VIII, Issue 3, September, 2022
&
Vol. VIII, Issue 4, December, 2022

Patron : Dr. L.N. Tluanga, Eminent Educationist, Formerly: Director, School Education Department, Gov't. of Mizoram; Member, Mizoram State Planning Board; Member, State Advisory Board of Education, Mizoram; Member, Education Reforms Commission of Mizoram 2009-10;etc.

Advisor : Prof. R.P. Vadhera, Vice Chancellor, ICFAI University, Mizoram.
Former Pro-Vice Chancellor, Mizoram University, Aizawl, Mizoram

EDITORIAL BOARD

Chief Editor : Prof. Lalhmasai Chuaungo

Editors : Prof. Lynda Zohmingliani
Dr. Lalhlimpuii
Dr. Prateek Chaurasia
Dr. Sian Lalchhandami

Circulation Managers : Ms. Lalramthari
Dr. Francis L.R. Puia Tlau
Dr. Zodinsanga Sailo
Dr. R. Zothanliana
Mr. HT. Malsawmtluanga

Ex-Officio Member : 1. Prof. Lalbiakdiki Hnamte,
President, Mizoram Educational Foundation
2. Dr. Lalzarmawii, General Secretary,
Mizoram Educational Foundation

NATIONAL ADVISORY BOARD

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

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

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

Prof. R.P. Shukla : Professor, Head & Dean, Faculty of Education,
Banaras Hindu University, Varanasi, U.P.

Prof. Benudhar Chinara : Professor & Head, Faculty of Education, Visva
Bharati University, Santiniketan, West Bengal

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

ISSN 2395-731X

Mizoram Educational Journal

(A National Refereed Journal)

Chief Editor : Prof. Lalhmasai Chuaungo
Editor : Prof. Lynda Zohmingliani

Vol. VIII, Issue 3, September, 2022
&
Vol. VIII, Issue 4, December, 2022

Annual Subscription

	Within India
Individuals	₹ 500
Institutions	₹ 500

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

Advertisement Tariff (For one issue)

Full page	₹ 1500
Half page	₹ 800

Mizoram Educational Journal, a national refereed journal is a publication of Mizoram Educational Foundation (MEF), Mizoram, Aizawl. Mizoram Educational Foundation is a body of professionals interested in promoting the cause of education for the overall development of Mizoram in particular and of the country in general. It was started way back in 1999 when the first adhoc Executive Committee consisting of college teachers in Aizawl as well as teachers from Department of Education, NEHU, Mizoram Campus, Aizawl, was constituted. It was registered under Societies Registration Act, 1860 with registration no. S.R./MZ-64 of 2005-06 on 6th September, 2005. Apart from providing a forum by organizing seminars, conferences, symposia and other related academic activities on various educational matters, Mizoram Educational Foundation disseminates educational ideas, knowledge, experiences and research findings through its journal named Mizoram Educational Journal.

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

Published by Prof. Lalbiakdiki Hnamte on behalf of the Mizoram Educational Foundation. Postal Add: B-46, Muka Section, Mission Veng, Aizawl, Mizoram 796 001. Contact No. 9862344458; Email: diki233@gmail.com

Printed at:

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

CONTENTS

From the Desk of the Chief Editor	v
A Study of Certain Demographic and Institutional Factors in relation to Academic Achievement of Senior Secondary School Students <i>Animesh Das</i>	1
Teachers' Competency in Mizo Language: A Study with Reference to Selected Variables <i>Ramhlupuii & H. Malsawmi</i>	9
Socio-Economic Status of Students with Special Needs in Champhai District with Reference to Their Disability <i>Khawpuisangi Ralte & Lallianzuali Fanai</i>	16
Attitude of Urban and Rural High School Students of Mizoram towards Healthy Adolescent Behaviour <i>Zothangpuii & Zodinsanga Sailo</i>	25
Factors and Impact of Alcohol Drinking Behaviour among Government College Students in Aizawl <i>Lalmuansangi & Kabita Kumari</i>	36
Perception on the Various Components of Semester System by Higher Education Teachers of Mizoram <i>Rosy Lalrinsangi, H. Malsawmi & Lalmuanzuali</i>	44
Educationally Backward Block (EBB) Schools of Mizoram: Observation <i>TBC Lalramnghaka & Prateek Chaurasia</i>	56
Integrated Teacher Education Programme: An Analysis through Comparative Perspective <i>Nitu Kaur</i>	64

Mass Media and its Impact on Mizo Society <i>H. Lalzuithangi</i>	74
The Etymology and Origin of the Ullambana <i>Yin Zhao</i>	80

From the Desk of the Chief Editor

Bringing out of its Issues 3 and 4 of Volume VIII is a pride moment for the Editorial Board of Mizoram Educational Journal. This combined issue comprises mainly of research papers and few general articles which have significant implications for educational policy makers and practitioners.

Animesh Das, a scholar from Integrated B.Ed.-M.Ed. programme, Department of Education, RIE (NCERT) Bhopal, MP explored the difference in academic achievement of senior secondary school students in relation to type of school (government and private), locale (rural and urban) and academic stream (science and humanities). Based on a sample of 241 senior secondary school students from various schools of Purulia district of West Bengal; he found significant differences in the academic achievement of the students. As the students from government schools, rural schools and humanities stream had poorer academic achievement than their counterparts, school authorities have to take certain measures for improvement of the students belonging to these groups.

Teachers' competency in Mizo language: A study with reference to selected variables contributed by Ramhlupuii and H.Malsawmi enlightens us on the importance of having a strong competency over our native language. The study found that majority of higher secondary teachers in Mizoram had normal Mizo language competency and that there was no significant difference between the teachers with reference to gender, locale, school management and teacher status. It gives us the implication that the teachers have to improve further so as to stay grounded to our roots, to preserve our traditions, customs, beliefs, and practises and to be able to pass them on to the next generation to ensure that we don't lose our ethnicity, our identity, or the essence of our culture.

Many people worldwide have some type of disability and live in poor socio-economic conditions. The study conducted by Khawpuiangi Ralte and Lallianzuali reveals that the largest percentages of students with disabilities such as hearing impairment, visual impairment, intellectual disability and physical disability belonged to low socio-economic status and that they and their parents faced some challenges. The researchers highlighted the need for more awareness programs and initiatives with regards to the acceptance and supports of differently-abled students.

Attitude of urban and rural high school students of Mizoram towards healthy adolescent behavior was studied by Zothangpuii and Zodinsang Sailo. They highlighted the criticality of adolescence period in their study. However, the findings are so encouraging that all the high school students of Mizoram were found to have healthy attitude on the risks of use of tobacco, alcohol and drugs, indulging in sexuality and being infected by HIV/AIDS. Rural male and rural female students were found to have healthier attitude than their urban counter

parts on sexuality and HIV/AIDS. Lalmuansangi and Kabita Kumari studied the factors that led the college students towards alcohol and the consequences they had to face due to alcohol misuse. They came out with the finding that the major factor associated with their initiation to alcohol was their desire to have good time and peer pressure. The impact of their drinking habit was reflected in their low academic scores and depleting financial resources.

The paper on perception on the various components of semester system by higher education teachers of Mizoram contributed by Rosy Lalrinsangi, H.Malsawmi and Lalmuanzuali revealed that most of college teachers had neutral perception on the semester system. There were more teachers who had satisfying perception than those who had unsatisfactory perception. Findings also showed that science teachers and arts teachers had more satisfactory perception than commerce teachers in overall perception of semester system. In most of the components of semester system, science teachers and arts teachers generally had a more positive perception on semester system than the commerce teachers.

The state of Mizoram has only one Educationally Backward Block (EBB) in Lunglei District under Tlabung Sub-division in Southern part of the state close to the Bangladesh border. TBC Lalramnghaka and Prateek Chaurasia felt the need of studying the condition of schools in this block and thus conducted an observational study in the light of selected parameters. The study reported that schools in Educationally Backward Block are not behind other schools in other Blocks in terms of physical infrastructure and facilities. The main problem faced is in communication between students and teachers owing to language barriers as the students are mostly Chakma whereas the teachers are mostly Mizo.

Nitu Kaur's article on Integrated Teacher Education Programme: An analysis through comparative perspective is interesting as she highlights teacher education system in Finland and Singapore and then compare them with India. As countries like Finland and Singapore are said to have offered the best model of teacher education, our country has to learn a lot from them. Moreover, NEP 2020 gives high priority to teacher education for improvement of the whole of education. These give us some expectations for a better teacher education system.

In today's world social media has become so popular that it is not possible to live without it. H. Lalzuithangi's paper discusses mass media and its impact on Mizo society in an interesting way. She highlights how media in Mizoram has taken a very long and winding road to reach to the state of today by starting from the time print media became popular and were used for propagation of political agenda of political parties in the state. The impact of the mass media on the various areas of the society and the area of influence of mass media on the youth culture are also discussed in the paper.

The last article in this combined issue is on the etymology and origin of the Ullambana contributed by Yin Zhao. It highlights that Buddhism was disseminated from India to China during the Han Dynasty (202 B.C.-220 C.E.) and emerged gradually as a specific cultural phenomenon with Chinese features. In this paper, Zhao attempts to investigate the etymology and origin of the Ullambana Festival, including the different names of the Ullambana Festival

and the similarities and differences between the Ullambana Festival and the Zhong-yuan Festival of Chinese Taoism.

The Editorial Board of Mizoram Educational Journal wishes that the articles published in this journal would bring benefits to the readers in one way or the other.

Lalhmasai Chuaungo
Chief Editor

A Study of Certain Demographic and Institutional Factors in relation to Academic Achievement of Senior Secondary School Students

Animesh Das*

Abstract

Academic achievement implies the level of proficiency attained in scholastic or academic work over a period of time. Academic achievement holds an important position in the life of an individual as it guides them towards choosing their career and ultimately leads a successful life. The present study was conducted to explore the difference in academic achievement of senior secondary school students in relation to type of school (government and private), locale (rural and urban) and academic stream (science and humanities). A sample of 241 senior secondary school students from various schools of Purulia district of West Bengal was selected. Previous class academic records i.e., class 10th marks were used for measuring the academic achievement of senior secondary school students. The statistical techniques utilized in the present study were mean, standard deviation and t-test. Results revealed a significant difference in the academic achievement of senior secondary school students in relation to type of school. Private senior secondary school students had more academic achievement in comparison to their counterparts. Besides, significant difference was found in the academic achievement of senior secondary school students in relation to their locale. Students studying in urban schools had more academic achievement than students studying in rural schools. Similarly, a significant difference is observed in the academic achievement of senior secondary school students in relation to their academic stream. Students from science stream had more academic achievement than students from humanities stream.

Keywords: *Academic achievement, Academic stream, Type of school, Locale, Senior secondary school students.*

Introduction

Academic achievement denotes academic outcomes that indicate the extent to which a student has achieved his/her learning goals. The importance of academic achievement can be understood more significantly in present socio economic and cultural context. In school,

*Animesh Das, Integrated B.Ed.-M.Ed. Scholar, Department of Education, Regional Institute of Education (NCERT) Bhopal, Madhya Pradesh. Email: animeshriebhopal@gmail.com orcid id: <https://orcid.org/0000-0003-2555-8409>

great emphasis is placed on achievement right from the beginning of formal education. The school promotes a systematic hierarchy which values academic achievement of the learners more than their qualitative improvement. In fact, the very act of selection and differentiation of students performed by school is done on the basis of student's scholastic attainments which in terms open up myriad avenues of success, again, chiefly in terms of achievement. The students at school are trained to accept the hierarchy based on achievement. Moreover, Academic achievement plays a key role in deciding the students' future in academics. The importance of academic achievement cannot be ignored as it is the key criterion of promotion to higher classes, selection in various examinations, getting recognition (for example, scholarships on the basis of academic achievement). It is the basis on which senior secondary school students get selected in higher education institutes and eventually secure better jobs. Academic achievement is regarded as one of the key indicators of success and effectiveness of teachers (Anticevic et al., 2017).

Understanding its importance, educationists, policy formulators and scholars in India and abroad regularly monitors the levels of academic achievement by conducting achievement tests to explore the issues that are associated with academic achievement and the ways in which learning can be made more interesting and effective. Unfortunately, in the recent years various studies and surveys have shown that India lags behind in the spectrum of academic achievement. According to the Annual Status of Education Report (ASER), 2021, in the states of West Bengal, Chhattisgarh and Karnataka, their condition is very critical and there has been a learning crisis in these states. For West Bengal, the report notes that the proportion of children enrolled in class I in government schools who can read letters of the alphabet and more has decreased by 7 percent points since 2018 and is now below 2014 levels (Rai & Pandey, 2022). Similarly, the results of National Achievement Survey (NAS) 2021 released by the Ministry of Education (MoE) indicates that the learning levels of school students in almost all subjects have dropped significantly as they progress to higher classes. Besides, the survey further reveals that the average performance in schools in rural areas remains 'significantly below' than those of urban areas in same states (Iftikhar, 2022).

In view of its importance and relevance, academic achievement has become a growing concern of many concerned in the process of education. In fact, the importance of academic achievement in the present age of competition has raised several questions for education researchers. What are the major factors that promote achievement in students? How far do the different factors contribute toward academic achievement of a learner? etc.

Academic achievement of students is affected by several factors including institutional, demographical, psychological and sociological factors (Karemera, 2003; El-Shaarawi, 2006). In this study, the researcher has used high school marks of class 11th students as their academic achievement scores as several studies had revealed that high school marks were the best predictor of the success of students in comparison to standardized achievement tests (Hoffman, 2002).

Objectives of the Present Study

1. To study the level of academic achievement of senior secondary school students.
2. To compare the mean scores of academic achievement of government and private senior secondary school students.
3. To compare the mean scores of academic achievement of urban and rural senior secondary school students.
4. To compare the mean scores of academic achievement of senior secondary school students studying in science and humanities stream.

Hypotheses of the Study

- H₀1** There is no statistical significant difference in the mean scores of academic achievement of government and private senior secondary school students.
- H₀2** There is no statistical significant difference in the mean scores of academic achievement of urban and rural senior secondary school students.
- H₀3** There is no statistical significant difference in the mean scores of academic achievement of senior secondary school students studying in science and humanities stream.

Methodology

- **Design:** The present study was a descriptive survey in nature for which senior secondary school students were considered as the population for the study.
- **Sample:** For the present study, the sample consisted of 241 senior secondary school students of Purulia district of West Bengal, India.
- **Research Tool Used:** For data collection, previous year class records, i.e., class 10th (Board Examination) results of class 11th students have been used.
- **Statistical Techniques Used:** For breaking down the data into meaningful results proper statistical techniques were utilized i.e., mean, standard deviation and t-test. Statistical Package for Social Sciences (SPSS) version 26.0 was utilized to analyze the data in the study.

Normality of the Data

Table 1: Descriptive Measures to know the Normal Distribution of Academic Achievement Scores

N	Mean	SD	Std. Error of Mean	Sk	Std. Error of Sk	Z-value of Sk	Ku	Std. Error of Ku	Z-value of Ku
241	74.1	8.2	0.528	0.36	0.157	2.28	-0.088	0.312	0.282

The data were normally distributed as z-value of skewness (Sk) and kurtosis (Ku) of academic achievement of senior secondary school students were 2.28 and 0.282 respectively

which suggest that these values are neither below -2.58 nor the above of +2.58. (Ghasemi & Zahediasl, 2012).

Analysis, Interpretation and Discussion

Appropriate analysis along with its interpretation and discussion is presented as follows:

Objective 1: To study the level of academic achievement of senior secondary school students.

As it is descriptive analysis, null hypothesis is not formed by the researcher. In order to know the level of academic achievement of senior secondary school students, fundamental statistical measures have been assessed.

Table2: Showing Percentage of Senior Secondary School Students falling under Different Levels of Academic Achievement

Total Sample of Senior Secondary School Students	N	High (80 & Above)	Average (79-60)	Low (59 & Below)
	241	55 (22.82%)	179 (74.27)	7 (2.9%)

Table 2 shows majority (74.27%) of the senior secondary school students have average (79-60) academic achievement and a few senior secondary school students (22.82%) have high (80 & above) and low (2.90%) academic achievement.

Objective 2: To compare the mean scores of academic achievement of government and private senior secondary school students.

Null Hypothesis 1: There is no statistical significant difference in the mean scores of academic achievement of government and private senior secondary school students.

Table 3: Showing Difference in Academic Achievement in terms of Type of School

Variable	Groups	N	Mean	SD	SEM	df	t	d	Sig
Academic Achievement t	Govt.	122	68.99	6.08	0.55	239	-12.62	1.63	0.001<0.01
	Private	119	79.34	6.64	0.608				

The result (table 3) indicates that there is a significant difference in the academic achievement of the two groups, $t(239) = -12.624$, $p\text{-value} = 0.001 < 0.01$ is significant at 0.01 level of significance. The present result argues that the private senior secondary school students ($M = 79.34$, $SD = 6.637$) are significantly higher in the academic achievement than the government senior secondary school students ($M = 68.99$, $SD = 6.077$). Here the value of effect size ($d = 1.626$) suggests that the value of d is higher than 1.4 which indicates a large effect size. Thus, type of school has a significantly large effect on academic achievement. Therefore, null hypothesis (H_0) is rejected.

The present finding is in consonance with the findings reported by Cansiz, Ozbaylanli and Colakoglu (2019) who revealed that school type has comparatively large effect on the academic achievement of the learners. Similar results were found by Okon and Archibong (2015) which revealed that students in private secondary schools performed better in social studies than those in public schools.

The cause behind this disparity might be the attitude of government teachers who are teaching in government schools. They may be thinking that no one can expel them even if the results are not good. On the other hand, the teachers in private schools may be thinking that if their results are not good, they may be expelled or they may be thinking that their schools may not work or may not continue to exist if their results are not good. The other reason might be that the maximum posts are vacant in government schools where teachers are being engaged on academic arrangement, getting low salary as compared to their counterparts who are permanent. This might be compelling the teachers to carry their jobs easily and may result in poor academic achievements of students.

Objective 3: To compare the mean scores of academic achievement of urban and rural senior secondary school students.

Null Hypothesis 2: There is no statistical significant difference in the mean scores of academic achievement of urban and rural senior secondary school students.

Table 4: Showing Difference in Academic Achievement in terms of Locale

Variable	Groups	N	Mean	SD	SEM	df	t	d	Sig
Academic Achievement	Urban	119	79.34	6.64	0.608	239	12.62	1.63	0.001<0.01
	Rural	122	68.99	6.08	0.55				

The results (table 4) indicates that there is a significant difference in the academic achievement of the two groups, $t(239) = 12.624$, $p\text{-value} = 0.001 < 0.01$ is significant at 0.01 level of significance. The present result argues that the urban senior secondary school students ($M=79.34$, $SD= 6.637$) are significantly higher in the academic achievement than the rural senior secondary school students ($M=68.99$, $SD=6.077$). Here the value of effect size ($d= 1.626$) suggests that the value of d is higher than 1.4 which indicates a large effect size. Thus, locale has a significantly large effect on academic achievement. Therefore, null hypothesis (H_0) is rejected.

The present study is in consonance with the findings reported by Zhao (2020); Opoku-Asare and Siaw (2015); Faisal, Shinwari and Mateen (2016) and Ajai and Imoko (2013) who revealed that locale has a significantly large effect on academic achievement of the learners.

Results may be justified on the grounds that urban senior secondary school students have educated and aware parents who provide the necessary support towards their education.

In urban households, students get the necessary resources to excel in their studies. In rural households, students are often engaged in household work or in activities that will provide food to their families. Also, the lack of facilities in school and unavailability of teachers affects the education of the rural learners.

Objective 4: To compare the mean scores of academic achievement of senior secondary school students studying in science and humanities stream.

Null Hypothesis 3: There is no statistical significant difference in the mean scores of academic achievement of senior secondary school students studying in science and humanities stream.

Table 5: Showing Difference in Academic Achievement in terms of Academic Stream

Variable	Groups	N	Mean	SD	SEM	df	t	d	Sig
Academic Achievement	Science	114	80.39	6.31	0.591	239	16.44	2.11	0.001<0.01
	Humanities	127	68.46	4.93	0.437				

The result (table 5) indicates that there is a significant difference in the academic achievement of the two groups, $t(239) = 16.435$, $p\text{-value} = 0.001 < 0.01$ is significant at 0.01 level of significance. The present result argues that the senior secondary school students of science stream ($M=80.39$, $SD=6.314$) are significantly higher in academic achievement than the senior secondary school students of humanities stream ($M=68.46$, $SD=4.928$). Here the value of the effect size ($d= 2.106$) suggests that the value of d is higher than 1.4 which indicates a large effect size. Thus, academic stream has a significantly large effect on academic achievement. Therefore, null hypothesis (H_0) is rejected.

The results may be justified on the grounds that students from science stream develop the skills of scientific thinking which includes asking questions, formulating hypotheses, testing hypotheses, making observations, recognizing patterns and making references (Kuhn, 2002), which is lacking among the students of humanities stream as the habit of critical thinking is rarely exercised in humanities subjects. Besides, students from science stream develop skepticism as a process of learning and thus determine the truth value of claims according to the level of evidence. Besides, there are differences in the marking scheme for subjects in science and humanities stream, as students in subjects of science stream get step marking, but in humanities subjects the mark is given on the basis of whether an idea has been properly explained or not.

Findings of the Present Study

1. Out of 241 senior secondary school students selected for the study
 - 22.82% (55) senior secondary school students had high academic achievement.
 - 74.27% (179) senior secondary school students had moderate academic achievement.
 - 2.90% (7) senior secondary school students had low academic achievement.

2. Significant difference was found between government and private senior secondary school students. Private senior secondary school students had more academic achievement than government senior secondary school students.
3. Significant difference was found between urban and rural senior secondary school students. Urban senior secondary school students had more academic achievement than rural senior secondary school students.
4. Significant difference was found between senior secondary school students from science and humanities stream. Senior secondary school students of science stream had more academic achievement than senior secondary school students of humanities stream.

Educational Implications of the Study

This study will be helpful for teachers, school administrators, policymakers, parents, educationists and other stakeholders to understand the various factors related to the academic achievement of senior secondary school students. Necessary actions may be taken up to improve the academic achievement of slow learners. It is crucial that the factors that impact the academic achievement of the learners should be thoroughly studied and necessary changes should be made to improve the academic performance of the learners. Conducive school environment significantly affects the academic performance of the learners and it is the responsibility of the teachers and administrators to provide suitable school environment to the learners so that they can explore their potential to the fullest. Parental support plays an important role in the academic achievement of the learners. Parents can be guided to encourage and appreciate their children's efforts so that they get motivated to perform well in academics. Teachers should be trained to apply suitable teacher techniques so that they can transact the lessons in an interesting way keeping in mind the pace and level of understanding of the learners.

References

- Anticevic, V., Kardum, G., Klarin, M., Sindik, J., & Barac, I. (2017). Academic achievement and study satisfaction: The contribution of high school success and personality. *Drus.Istra. Zagreb God*, 27(2), 243-260. <https://doi.org/10.5559/di.27.2.03>
- Cansiz, M., Ozbaylanli, B., & Colakoglu, M. (2019). Impact of school type on student academic achievement. *Education and Science*, 44 (197), 275-314.
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486-489. <http://doi.org/10.5812/ijem.3505>
- Harb, N., & El-Shaarawi, A. (2006). Factors affecting students' performance. https://www.researchgate.net/publication/24112529_Factors_Affecting_Students'_Performance

- Hoffman, J. L. (2002). The impact of student co-curricular involvement on student success: Racial and religious differences. *Journal of College Student Development*, 43(5), 712-739.
- Iftikhar, F. (2022, May 26). NAS 2021 highlights progressive decline in learning levels of school students. Hindustan Times, <https://www.hindustantimes.com/india-news/nas-2021-highlights-progressive-decline-in-learning-levels-of-school-students-101653504148459.html>
- Karemera, D. 2003. The effects of academic environment and background characteristics on students' satisfaction and performance: The case of South Carolina State University's School of Business. *College Student Journal*, 37(2): 298- 11.
- Kuhn, D. (2002). What is scientific thinking, and how does it develop? In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 371–393). Blackwell Publishing. <https://doi.org/10.1002/9780470996652.ch17>
- Okon, C., & Archibong, U.I. (2015). School type and students' academic performance in social studies in Junior Secondary Certificate Examination (JSCE). *Academic Journal of Interdisciplinary Studies*, 4 (2), 421-426. Doi:10.590/ajis.2015.v4n2p421
- Rai, A.N. & Pandey, P. (2022, Apr 20). We must revamp schools as they reopen after the pandemic break. The Mint. <https://www.livemint.com/opinion/online-views/we-must-revamp-schools-as-they-reopen-after-the-pandemic-break-11650471397642.html>
- Zhao, K. (2022). Rural-urban gap in academic performance at a highly selective Chinese university: Variations and determinants. *Higher Education Research & Development*, 41(1), 177-192, DOI: 10.1080/07294360.2020.1835836

Teachers' Competency in Mizo Language: A Study with Reference to Selected Variables

Ramhlupuii*
H. Malsawmi**

Abstract

It is a prevalent assumption that as we transition to a culture where English is the primary language of instruction, we tend to distance ourselves from our mother tongue. In a country like India, where the English language is highly valued, especially in the field of education, it is crucial to gain a strong competency over our native language so as to stay grounded to our roots, and to preserve our traditions, customs, beliefs, and practises and to be able to pass them on to the next generation to ensure that we don't lose our ethnicity, our identity, or the essence of our culture. The present study is basically an attempt to find out the Mizo language competency of higher secondary teachers. For this, Mizo language competency test constructed by the investigators was used. 62 higher secondary in-service teacher trainees were taken as the sample of the study. It was found that majority of higher secondary teachers had normal mizo language competency. There were more teacher trainees who had good mizo language competency than those who had poor mizo language competency. When Mizo language competency was compared with reference to gender, locale, school management and teacher status, it was found that there was no significant difference between each of these variables.

Keywords: Language competency, higher secondary, teacher trainees, Mizo.

Introduction

It is common knowledge that language is fundamental to all facets of human existence. It is the means by which one develops relationships with other people and expresses their needs, wants, and opinions, all of which are necessary for people to operate properly in society and to live in harmony with one another. A person's mother tongue is an important component of their social, cultural, and personal identity. It aids in maintaining a sense of connection to our ancestry and cultural identity and has a significant impact on defining a person's personality.

*Ramhlupuii: Research Scholar, Department of Education, Mizoram University, Ph: 7085629980, Email: rampuii76@gmail.com

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

Language competency is the system of unconscious knowledge that one knows when they know a language. It is the ability to make and interpret an unlimited number of sentences in one's home language, as well as to discriminate between grammatical and non-grammatical phrases. It is a quality that only perfect native speakers possess. There are several reasons why one should be highly proficient in their mother tongue. First of all, it is the first language they acquire and the one in which they feel most at ease. It is also the language that they use to communicate with other members of the community. Furthermore, studies have indicated that children who are skilled in their mother tongue perform generally better academically than those who are not. This is a result of their greater background in reading and writing in their mother tongue, which carries over to other topics as well. Last but not least, speaking one's mother tongue well can assist in fostering cultural pride and understanding.

Rationale

Language is more than the sum of its parts; it is history, discourse, customs, and heritage in addition to sentence structure and grammar. The expression of culture is inextricably linked to language. It serves a crucial social purpose in fostering a sense of collective identification and cohesion by serving as a means of expressing values, beliefs, and practises. It serves as a vehicle for transmitting and preserving culture, along with its customs and shared values. A society's very core will gradually disappear if its language is not valued. A piece of civilization is lost when a language is lost. In the same way, when a language is maintained, the norms and traditions live on in the minds and hearts of people who can understand it. Consequently, it is critical to appreciate our language and give it a significant place in our educational system.

According to studies, people who can speak their mother tongue well develop intellectually and cognitively quicker than those who cannot. Additionally, it has been found that students who receive their education in their mother tongue outperform those who receive it in a foreign language. We cannot disregard the importance of having a solid foundation in one's home language in order to pick up another language effortlessly. One can learn a new language more quickly if they have a solid command of their native tongue. This is especially important since multilingualism becomes an increasingly desired quality in today's globalised society.

Keeping in mind the importance of mother tongue for the comprehensive development of children and the crucial role it plays in creating effective teaching and learning environment, this study is taken up to measure the competency level of secondary school teachers in their own mother tongue and to shed lights upon one of the most neglected areas of study. This type of study is likely to have an impact on society as a whole because of the significant role that language plays in the transmission and maintenance of cultural practises and ideas as well as the ability it possesses to keep those practises alive.

Review of Related Literature:

Sathiaseelan (2005) conducted a research on “Mother Tongue in Higher Education Policies and Practises in Tamil Nadu and Sri Lanka since 1950” and came to the conclusion that the goal of education can only be achieved when the process of education is made effective and motivating, which is only possible through mother tongue as the medium of instruction.

Judith (2020) conducted a study on “Teaching and Mother Tongue Proficiency of Pre - Service Teachers: How Competent” The participants of the study were chosen via stratified random sampling. Ninety-seven (97) people took part in the study. To examine the data, mean, standard deviation, ANOVA, and Pearson r were employed. Mother Tongue Proficiency was based on the respondents’ grades in their EDMOTO (Mother Tongue) topic, and the data on teaching ability was collected from the Teaching Evaluation and Rating Sheet. The study found that (1) teaching competence of the pre-service teachers was “very high” when taken as a whole and grouped according to major and sex, (2) the pre-service teachers’ proficiency was “good” when taken as a whole and grouped according to major and sex, and (3) there is a significant difference and significant relationship between teaching competence and proficiency.

Read (2020) studied “Mother Tongue Teachers’ Competencies’ Assessment (MTTCA)” and conclude that the most frequently cited reasons for variations in teacher competencies between languages include differences in the order in which the languages were introduced as the language of instruction, issues with teacher preparation, regional variations in the availability of qualified teachers, differences in teachers’ commitment to and views of their profession, and regional variations in the degree of political and community support for Mother Tongue teachers. The competency evaluation results for mother tongue instructors are generally poor (barely 50 percent-correct points aggregated across all languages).

Benson (2005) examined “[Girls, Educational Equity and Mother Tongue-Based Teaching](#)” and came to the conclusion that more girls will attend school if bilingual instruction is provided using their mother tongue. Bilingual education that begins with the mother tongue addresses additional challenges in addition to encouraging more girls to enrol in formal education. First, utilising their native tongue makes learning for girls less scary. Second, mother tongue training promotes parental involvement and influence. Finally, teachers who spoke the girls’ native language would win their trust and lower the possibility of abuse. Case studies from the Philippines and Papua New Guinea support the idea that girls attend formal education for longer periods of time and benefit from bilingual instruction in their mother tongue.

Objectives

1. To find out the level of Mizo language competency among higher secondary school teachers.
2. To compare Mizo language competency among higher secondary school teachers with reference to gender.

3. To compare Mizo language competency among higher secondary school teachers with reference to locale.
4. To compare Mizo language competency among higher secondary school teachers with reference to school management.
5. To compare Mizo language competency among higher secondary school teachers with reference to teacher status.

Hypotheses

1. There is no significant difference between male and female higher secondary school teachers in Mizo language competency.
2. There is no significant difference between rural and urban higher secondary school teachers in Mizo language competency.
3. There is no significant difference between government and private higher secondary school teachers in Mizo language competency.
4. There is no significant difference between permanent and private higher secondary school teachers in Mizo language competency.

Methodology

This study is basically a descriptive survey method as it tries to find out Mizo language competency among higher secondary school teachers and to compare their language competency based on selected independent variables

Sample

Sample for the present study consists of 62 higher secondary in-service teacher trainees from different districts in Mizoram. There were 36 males and 26 female teacher trainees

Tools used

‘Mizo Language Competency Test for Higher Secondary School Teachers’ developed by the investigators was used for collecting data for the present study.

Analysis and interpretation

Findings of the present study was analysed and interpreted in accordance with the objectives as follows

Objective -1: To find out the level of Mizo language competency among higher secondary school teachers.

In order to find out the level of Mizo language competency, the mean and standard deviation of the scores obtained by the teacher trainees were calculated. Then those teachers scoring less than one standard deviation below the mean were categorized as having poor

Mizo language competency, and those teachers scoring more than one standard deviation above the mean were categorized as having good Mizo language competency and those teachers scoring between minus one standard deviation and plus one standard deviation were categorized as having normal Mizo language competency. The level of Mizo language competency among higher secondary school teachers are presented in table - 1

Table – 1

Level of Mizo language competency among higher secondary school teacher

Competency level	Goodmizo language competency	Normal mizo language competency	Poormizo language competency
Number & Percentage	10 (16.13%)	44 (70.97%)	8 (12.9%)

As can be seen in Table -1, majority (70.97%) of teachers had normal mizo language competency, there were more (16.13%) teachers who had good mizo language competency than those (12.90%) who had poor mizo language competency.

Objective –2: To compare Mizo language competency among higher secondary school teachers with reference to gender.

To compare the Mizo language competency of male and female teachers, the mean and standard deviation of the scores of male and female teachers were calculated. The mean differences of these two groups were tested by applying ‘t’ test and the details are presented in the following table – 2

Table - 2

Comparison of male and female higher secondary school teachers on Mizo language competency

Groups	Number	Mean	SD	MD	SEM	‘t’- value	Sig level
Male	36	34.83	5.94	0.513	1.313	0.391	NS
Female	26	35.35	4.399				

As depicted in table - 2, the calculated ‘t’ value of .391 is lower than the criterion ‘t’ value. Therefore, it can be concluded that there was no significant difference in the Mizo language competency between male and female teachers. Hence the hypothesis (no.1) that states there is no significant difference between male and female higher secondary teachers in Mizo language competency is accepted.

Objective -3: To compare Mizo language competency among higher secondary school teachers with reference to locale

To compare the Mizo language competency of rural and urban teachers, the mean and standard deviation of the scores of male and female teacher trainees were calculated. The mean differences of these two groups were tested by applying ‘t’ test and the details are presented in table - 3

Table - 3

Comparison of rural and urban higher secondary school teachers on Mizo language competency

Groups	Number	Mean	SD	MD	SEM	't'- value	Sig level
Rural	27	35.41	4.963	0.636	1.348	0.472	NS
Urban	35	34.77	5.626				

As evident in table -3, the calculated 't' value of .472 is lower than the criterion 't' value. Therefore, it can be concluded that there was no significant difference in the Mizo language competency between rural and urban teachers and the hypothesis (no.2) that states there is no significant difference between rural and urban higher secondary school teachers in Mizo language competency cannot be rejected.

Objective -4: To compare Mizo language competency among higher secondary school teachers with reference to school management

To compare the Mizo language competency of government and private higher teacher trainees, the mean and standard deviation of the scores of governments and private in-service teacher trainees were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in table no-4

Table-4

Comparison of government and private higher secondary school teachers on Mizo language competency

Groups	Number	Mean	SD	MD	SEM	't'- value	Sig level
Govt.	13	35	6.468	0.061	1.933	0.032	NS
Private	49	35.06	5.043				

As depicted in table -4, the calculated 't' value of .032 is lower than the criterion 't' value. Therefore, it can be concluded that there was no significant difference in the Mizo language competency between government and private teacher trainees. Hence the hypothesis (no.3) that states there is no significant difference between government and private higher secondary school teachers in Mizo language competency is accepted.

Objective -5: To compare Mizo language competency among higher secondary school teachers with reference to teacher status

To compare the Mizo language competency of permanent and part time teachers, the mean and standard deviation of the scores of permanent and part time in-service teacher trainees were calculated. The mean differences of these two groups were tested by applying 't' test and the details are presented in the following table no- 5

Table- 5

Comparison of permanent and part time higher secondary school teachers on Mizo language competency

Groups	Number	Mean	SD	MD	SEM	't'- value	Sig level
Permanent	47	35	4.895	0.2	1.861	0.107	NS
Part time	15	35.2	6.657				

As depicted in table - 5, the calculated 't' value of .107 is lower than the criterion 't' value. Therefore, it can be concluded that there was no significant difference in the Mizo language competency between permanent and part time teacher trainees. Hence the hypothesis (no.4) that states there is no significant difference between permanent and part time higher secondary school teachers in Mizo language competency is accepted.

Conclusion

It is commonly known that having a solid grasp of one's mother tongue gives one the tools they need to acquire additional languages, enabling them to translate their knowledge of linguistic structure to a number of different languages. When children acquire their first language, they gain an instinctive awareness of grammar that transfers easily to other languages. The development of one's own social, cultural, and personal identity is also greatly influenced by one's mother tongue. A person with good native language competency frequently exhibits a greater sense of wellbeing and self-assurance, as well as a deeper understanding of themselves and their place in a society.

References

- Benson, C. (2005). *Girls, Educational Equity and Mother Tongue-Based Teaching*. UNESCO office Bangkok and Regional Bureau for Education in Asia and Pacific. Thailand.
- Sathiaseelan, A. (2005). Mother tongue in higher education policies and practices in Tamil Nadu and Srilanka since 1950. https://shodhganga.inflibnet.ac.in/bitstream/10603/195047/12/12_chapter%206.pdf
- Areekkuzhiyil, S. (2015). *Language across the curriculum; concept, approaches and practices*. New Delhi: Neelkamal Publication Pvt. Ltd.
- Judith, V. J. Z. (2020). Teaching and Mother Tongue Proficiency of Pre-Service Teachers: How Competent. *Globus Journal of Progressive Education*, 10(1), 1-7.
- AIR. (2020). Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E). <https://www.air.org/project/reading-ethiopias-achievement-developed-monitoring-and-evaluation-read-me>

Socio-Economic Status of Students with Special Needs in Champhai District with Reference to Their Disability

Khawpuisangi Ralte*
Lallianzuali Fanai**

Abstract

Socio-economic status means the financial condition and social recognition of an individual or a family. The present study tries to find out whether the socio-economic status of students with special needs (SWSN) in Champhai District, Mizoram has any impact on their academic achievement and disability. For this purpose, the researchers selected 63 students with special needs, having different kind of disabilities such as hearing impairment, visual impairment, intellectual disability and physical disability. Samples were selected using simple random sampling method for this study. The study found that the largest percentage of students with special needs belonged to low socio-economic status family and they were intellectually disabled. Academic achievement of the majority of them was at the primary level. No significant relationship was found between socio-economic status and academic achievement of students with special needs. Further, no significant difference was found between the academic achievements of students with special needs in relation to their gender.

Keywords: *Socio-economic status, Students with special needs, Disability, Champhai District.*

Introduction

Socio-economic status (SES) includes the occupational status of individual or parent, area of residence, monthly income, and type of housing, condition of house, house ownership or rental status, level of living and formal social participation. Socio-economic status is an economic and sociological combined total measure of a person's work, experience and of an individual or family's economical and social position relative to others. Socio-economic status is typically broken into three categories high SES, average SES and low SES. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education and occupation) can be assessed.

*Khawpuisangi Ralte: Research Scholar, Institute of Advanced Studies in Education; email:kpsirengngo3@gmail.com; phone: 8414012035

**Prof. Lallianzuali Fanai: Professor, Institute of Advanced Studies in Education; email: dr.zuali@gmail.comPhone; 9436141866

The sensitivity towards disability changes with the time and demographics. Different people view disability differently which is based on the socio-economic position, education, and culture. In Africa, the disability is viewed as a spiritual curse despite medical explanations proffered. For the West, disability is a natural phenomenon, explained by medical theories.

Poor socio-economic characteristics can lead people with disabilities to social isolation, which in turn is presented as a contributing factor to the lack of health promotion, limited access to services and unequal treatment, identified by the difficulty in scheduling appointments, barriers in accessing information and failure in communication. Thus, the need for promoting the health of people with disabilities is unquestionable, and should be treated as a priority both in political level and in supporting health services. Over recent decades, people's movement together with health sciences recognized and redefined the role of the physical and social barricade in disability. Generally, economic condition and social status of the disabled person also acts as a key role in enabling his/her further studies.

Need and importance of the study

It is estimated that more than a billion people worldwide have some type of disability, and about 20% live in poor socio-economic conditions. The impact caused by disabilities on our social and economical behaviour play an important role in overall growth of country. Disabled people, who are suffering from lack of jobs, are dependent on their family member, this condition causes depression in their lives, but if that disable man/women get a job in any sector, it will be helpful for his family and country's growth as well. Similarly, providing education to all, especially the disabled students must be the primary goal of any country for the social and economical betterment. Thus, the study tries to understand whether the socio-economic status of the students with special needs have any impact on their academic achievement.

Review of related literature

Some of the related literatures for the present study are listed below –

According to Mirowsky and Nongzhuang Hu (1996), in the USA the effect of income on physical impairment steepens below the 20th percentile of household income, with over half this effect concentrated between the lowest and the sixth percentile. Increases in household income have little impact on the prevalence of physical impairment above the 20th percentile.

Newacheck (1998) carried out a study in the USA and established a relationship between poverty and childhood disability prevalence. It was drawn from a crosssectional descriptive analysis performed on data from 513 children younger than 18 years of age who were included in the 1992-94 (USA) National Health Interview Survey. Its findings were that:

- (i) The prevalence of disability is higher among those who are living below the poverty line (9.62 per cent for poor children compared with 5.73 per cent for non-poor children).

- (ii) A multivariate analysis of various factors showed that age, sex, family income and family structure exerted an independent effect on the probability of disability. In Australia, the Henderson Inquiry (Commission of Inquiry into Poverty, 1977) established a link between poverty and disability prevalence. The prevalence of poverty among people with a disability varied from country to country according to economic system and the amount of costs that fall on people with a disability and their families; loss of income was the primary source of poverty for people with a disability acquired after reaching working age; for those with congenital or childhood disabilities, the main source of poverty was the prospect of relying on a pension or low income from work.

Steinmetz (2006) concludes that disparities in education have been ongoing for generations. In a large study of individuals 65 years and older, 20.9 percent of those without a disability failed to complete high school, compared to 25.1 percent and 38.6 percent of individuals with a non-severe or severe disability, respectively, who failed to complete high school.

According to the U.S. Census Bureau (2015), about 15.1 percent of the population age 25 and over with a disability have obtained a bachelor's degree or higher, while 33 percent of individuals in the same age category with no disability have attained the same educational status.

Objectives of the study

The objectives of the study are –

- (i) To find out the socio-economic status of students with special needs according to their disability
- (ii) To study socio-economic status in relations to the academic achievement of students with special needs.
- (iii) To compare the academic achievement of students with special needs in relations to their gender.

Hypotheses

The hypotheses of the study are –

- (i) There is a significant relationship between socio-economic status and academic achievement of students with special needs.
- (ii) There is a significant relationship between the academic achievements of students with special needs in relation to their gender.

Null Hypotheses

The following null hypotheses have been framed for the present study:

- (i) There is no significant relationship between socio-economic status and academic achievement of students with special needs.
- (ii) There is no significant relationship between the academic achievements of students with special needs in relation to their gender.

Methodology and Procedure

Method of the Study

The present study employed descriptive survey method

Population and Sample

The population for the present study comprises of students with special needs in Champhai District.

Sample

The investigators selected 63 (sixty-three) students with special needs in Champhai District using stratified proportionate random sampling method.

Tools Used

The investigators used the “Socio-economic Status Scale (SES)” developed by Singh, Shyam & Kumar (2007).

Procedure of Data Analysis

The investigators personally visited the homes of the selected sample and collected the necessary data. For analyzing data, statistical technique such as Mean, Standard Deviation and ‘t’ test were employed to find accurate results and lastly, descriptive interpretations were made to draw conclusions.

Analysis and interpretation of the study

Table 1: Raw Score value of socio-economic status scale with interpretation

Sl No	Raw Score	Interpretation
1	41 and below	Low socio-economic status
2	42-56	Lower middle socio-economic status
3	57-76	Average middle socio-economic status
4	77-100	Upper middle socio-economic status
5	101 and above	High socio-economic status

As found in Table 1, the raw score value of socio-economic status scale with their interpretation is given. Score of 41 and below is interpreted as low socio-economic status, score between 42 to 56 is interpreted as lower middle socio-economic status, score between 57 and 76 is interpreted as average middle socio-economic status, score between 77 to 100 is interpreted as upper middle socio-economic status and lastly, score from 101 and above is interpreted as high socio-economic status.

Table 2: Overall socio-economic status of students with special needs in Champhai District

No of SWSN		Low SES		Lower Middle SES		Average Middle SES		Upper Middle SES		High SES	
Total	%	N	%	N	%	N	%	N	%	N	%
63	100	36	57.14	18	28.57	5	8%	4	6.35	0	0

Table 2 shows the overall socio-economic status of students with special needs in Champhai District, Mizoram. As found in this table, the total number of students with special needs in Champhai District is 63. Out of this, 57.14% are in the low SES, 28.57% falls in the lower middle SES, while 6.35% are in the upper middle SES. There is no student with special needs who comes from high SES.

Table 3: Students with special needs according to their socio-economic status and type of disability

SES	Disability							
	Hearing Impairment		Visual Impairment		Intellectually Disabled		Physically Disabled	
	No.	%	No.	%	No.	%	No.	%
Low	7	53.8	5	50	16	57.1	8	66.6
Lower Middle	5	38.5	3	30	8	28.6	2	16.6
Average Middle	1	7.7	2	20	2	7.14	0	
Upper Middle	1	7.7	0		2	7.14	1	8.33
High	0		0		0		0	

As seen in table 3, students with special needs are categorised in accordance to their socio-economic status and their disability. Out of the total sample i.e., 63 students with special needs, 22.2% are having hearing impairment, 15.87% have visual impairment, 44.4% are intellectually disabled while 17.5% are with physical disability. From students with special needs having hearing impairment, 11.1% falls in low SES, 7.94 % are from lower middle SES and 1.59% falls in upper middle SES, there are no students with special needs in high SES. Among students having visual impairment, 7.94% are in low SES, 4.76% falls in lower middle SES while 3.17% are in average middle, no students with special needs are from upper middle and high SES. From physically disabled students, there are 25.39% in low SES, 12.69% falls in lower middle SES while 3.17% are from upper middle SES, no

students with special needs are from high SES. From intellectually disabled students, 12.69% comes from low SES, while 1.59% falls in the upper middle SES, no students with special needs comes from average middle and high SES among the intellectually disabled. Thus, it can be interpreted that majority i.e., 44.4% of students with special needs have physical disability while only 15.87% have visual impairment.

Table 4: Overall level of academic achievement of the students with special needs

Sl No.	Level	Number of SWSN	Percentage
1	Primary	47	74.60%
2	Upper Primary	12	19.04%
3	High School	3	4.76%
4	Higher Secondary	1	1.59%

As per table 4, the overall academic achievement level of the sample is given. As seen from the above table, 74.6% of the students with special needs are from primary level, 19.04% are from upper primary level, 4.76% are from high school level while 1.59% comes from higher secondary level. Thus, it can be interpreted that majority of students with special needs i.e., 74.6% are found in primary level while only 1.59% is found in higher secondary level.

Table 5: Comparison of SES and academic achievement of students with special needs

Level	Number of SWSN	Mean	Standard Deviation	t-value	Level of Significance
Primary	47	9	12.25	2.45	Not Significant at 0.01 level
Upper Primary	12	4.5	5.92		
High School	3	1.25	1.89		
Higher Secondary	1	1	1.41		

Comparative analysis from table 5 shows that the mean value and standard deviation are calculated and 't-test' is performed between socio-economic status and the academic achievement of students with special needs in Champhai District. The t-value when calculated is found to be 2.45. The calculated value of 't' is much lesser than the critical values 3.49 and 5.95 at 0.01 level and 0.05 levels of significance. Hence, it is not significant and, consequently the null hypothesis stating that there is no significant relationship between socio-economic status and academic achievement of students with special needs is accepted.

Table 6: Comparison of academic achievement of students with special needs in relation to their gender

Gender	Number	Mean	Standard Deviation	t-value	Level of Significance
Male	19	8.25	13.37	2.57	Not Significant at 0.01 Level
Female	28	7.5	8.06		

From table 6, we can find that the t-value is found to be 2.57. According to the calculated degrees of freedom (df), which is 5, the critical value of 't' at 0.01 level is 4.03, which is more than the calculated value of 't'. This further signifies that there is no significant difference between the academic achievements of students with special needs in relation to their gender. Therefore, the null hypothesis stating that there is no significant difference between the academic achievements of students with special needs in relations to their gender is accepted.

Major findings

- 1) The largest percentage of students with special needs in Champhai district, Mizoram i.e. 57.14 per cent belonged to low socio-economic status family whereas 28.57 per cent were in the lower middle socio-economic status and another 6.35 per cent were in the upper middle socio-economic status groups. There was not even a single student with special needs who came from high SES.
- 2) Out of the students with special needs in Champhai district, 44.4 per cent were intellectually disabled, 22.2 per cent were with hearing impairment, 15.87 per cent had visual impairment and 17.5 per cent were with physical disability.
- 3) From students with special needs having hearing impairment, 11.1 per cent belonged to low socio-economic status (SES) groups, 7.94 per cent were from lower middle SES group and 1.59 per cent were from upper middle SES family. No student with hearing impairment belonged to high SES group.
- 4) Among students having visual impairment, 7.94 per cent were in low SES, 4.76 per cent were from lower middle SES family while 3.17 per cent were in average middle SES group. No student with visual impairment belonged to upper middle and high SES group.
- 5) From physically disabled students, there were 25.39 per cent who were in low SES group. Another 12.69 per cent belonged to lower middle SES while 3.17 per cent were from upper middle SES families. There was no physically disabled student who came from high SES family.
- 6) From intellectually disabled students, 12.69 per cent came from low SES, 1.59 per cent from upper middle SES and no student from average middle and high SES groups.
- 7) Majority (74.6%) of the students with special needs were from primary level, 19.04 per cent were from upper primary level, 4.76 per cent were from high school level while only 1.59 per cent came from higher secondary level.

- 8) No significant relationship was found between socio-economic status and academic achievement of students with special needs. Thus, the null hypothesis stating that *“There was no significant relationship between socio-economic status and academic achievement of students with special needs”* is accepted.
- 9) No significant difference was found between the academic achievements of students with special needs in relation to their gender. Therefore, the null hypothesis stating that *“There was no significant difference between the academic achievements of students with special needs in relations to their gender”* is accepted.

Discussions

All over the world, women represent three quarters of people with disabilities in low- and middle-income countries. Most of the total population with disabilities is made up of women, which can be related to the fact that male mortality is higher than female in the country. Among the deficiencies, hearing is more prevalent in females while the motor affects most male.

Through the results, most students (57.14%) with special needs fall under the category of low socio-economic status, 28.57 per cent fall with lower middle socio-economic status and 7.94 and 6.35 per cent were in the category of average middle and upper middle socio-economic status respectively.

In regards to gender, 52.38 per cent of the students with disability were male while 47.62 per cent were female students. However, the predominant gender in education was found to be female students as they had higher level of educational attainment.

Conclusion

The present study was conducted with the aim of analysing and understanding the socio-economic status of students with special needs. The above findings clearly indicate that the socio-economic status of students with special needs does not pose a significant threat to the academic achievement of the students with special needs. However, the investigators have found that majority of the parents faced challenges in regards to the care and education of their disabled children. Majority of the parents were having economic crisis and a smaller but significant number of parents also felt the stigmatization of their disabled children inside the school and community. Therefore, more awareness programs and initiatives are needed with regards to the acceptance and support of differently-abled children.

References:

- Mirowsky, John., & Nongzhuang, Paul, Hu. (1996). Physical impairment and the diminishing effects of income. *Social Forces*, 74(3), 1073–1096. <https://doi.org/10.1093/sf/74.3.1073>
- Newacheck, P. (1998). Prevalence and impact of disabling chronic conditions in childhood. *American Journal of Public Health*, 88(4), 610-17. <https://doi.org/10.1542/peds.102.1.117>
- Singh R., Shyam R. & Kumar S. (2007). Socio Economic Status Scale (SESS).
- Steinmetz, E. (2006). *Americans with disabilities: 2002. Current population reports* (Report No. P70-107). <https://www.census.gov/prod/2006pubs/p70-107.pdf>
- U.S. Census Bureau. (2015). American community survey: Disability characteristics. <https://www.census.gov/>

Attitude of Urban and Rural High School Students of Mizoram towards Healthy Adolescent Behaviour

Zothangpuii*
Zodinsanga Sailo**

Abstract

Adolescence period is recognized as the most critical period of life. It is a period of transition from childhood to adulthood in which interlocking changes in the body, mind and social relationship take place. A stable family, peace, material conditions for physical health, and educational, social and vocational opportunities with a chance to make use of them before marriage, are necessary environment conditions. During this stage children are exposed to many positive as well as negative habits and activities through different agencies at a very early stage. If the environment is inadequate or dangerous and the adolescent lacks self-esteem, behaviours dangerous to health are more likely to occur. Consuming tobacco, alcohol and drugs; being involved in sexuality; and being infected by HIV/AIDS are very common among the adolescents, which are considered as some of the risky behavior of the adolescents.

Keywords: Attitude, Risky adolescent behavior, Healthy adolescent behavior, Tobacco, Alcohol, Drugs, Sexuality, and HIV/AIDS

Introduction

Drug abuse among high school students has reached an increasingly concerning number. Healthy development depends on both a propitious environment and the action of adolescents themselves. However, within this context the adolescent must experiment with new behaviours and relationships inevitably courting some risks. Adolescent health is especially linked to behaviour. These include: precocious and unprotected sexual behaviour sometimes resulting in too early or unwanted pregnancy and sexually transmitted diseases; the use of tobacco, alcohol and other drugs; injuries arising accidentally from risk taking behaviours especially when combined with alcohol or drugs; Adolescents' health behavior changes with age; however, the vast majority of behaviors and habits acquired at this age persist into adulthood, so these behaviors determine not only present, but also later health status.

*Dr. Zothangpuii , Guest Faculty, Department of Education, Government Aizawl West College, Aizawl Mizoram 796001 Email: apuiilehchhun@gmail.com.

**Dr. Zodinsanga Sailo , Guest Faculty, Department of Education, Government Aizawl West College, Aizawl Mizoram 796001 Email: oliaasnid@gmail.com.

According to the World Health Organization, mental health is ‘*a state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to her or his community*’ ([World Health Organization, 2005](#), p. 12). This definition recognises mental health as a dimension of overall health that spans a continuum from high-level wellness to severe illness, emphasising the key role of positive feelings, a sense of mastery and positive functioning ([Galderisi et al., 2015](#)).

Adolescence is widely known to be a sensitive period of exposure to a range of mental disorders whose incidence has been increasing in recent decades ([Patton et al., 2014](#); [Erskine et al., 2015](#)). Indeed, approximately 20% of school students are now affected by diagnosable mental illnesses, with half of all mental issues developing by 14 years ([Ford et al., 2003](#); [Gore et al., 2011](#)). Data from studies with adolescents indicate that anxiety, depression, eating disorders, bipolar disorder, personality disorders, psychosis, addictive disorders, substance abuse, suicide attempts and self-harm are all becoming more frequent among this demographic ([Paus et al., 2008](#); [Twenge et al., 2018](#); [Burststein et al., 2019](#)). In most cases, disorders of this kind remain undetected and, consequently, untreated until later in life ([Kessler et al., 2007](#)). Furthermore, depression in young people is a highly prevalent illness worldwide, and suicide is the third most frequent cause of death among adolescents in the United States and Europe ([World Health Organization, 2012](#)).

Adolescence stage is a very significant period to plan the career and to fulfill the dreams and aspirations. It is also common among many of the youngsters that due to unawareness or wrong choices they often focus on the wrong career planning, eventually leading to many complications in the future. Besides, many adolescents develop wrong habits being tempted by instincts and because of wrong associations. They indulge themselves in such activities to satisfy their instincts and to enjoy temporary comfort which is termed as risky behaviour.

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

The problems of adolescents may vary in different societies as the practices of upbringing the children are different and very much culture specific. Mizo society is, in many ways, different from other societies of our country. It is first adopting the western culture and the parents and guardians usually give more freedom to children unlike other societies. As a

result, it is being observed that many adolescents are involved in risky behaviour which is detrimental to the ideals of the society. This has become a serious problem of Mizo society which needs to be tackled.

The present study was undertaken to reveal the attitude of high school students of Mizoram who are at their adolescence stage on various risky behaviour that are being seen to be adopted by the adolescents worldwide in general and in our country particularly so that corrective measures can be taken to prevent them adopting risky behaviour.

Objectives of the Study

The study was conducted with the following objectives:

1. To assess the attitude of urban and rural secondary school students of Mizoram towards healthy adolescent behaviour.
2. To compare the attitude of urban and rural secondary school male students of Mizoram towards healthy adolescent behaviour.
3. To compare the attitude of urban and rural secondary school female students of Mizoram towards healthy adolescent behaviour.

Hypotheses of the Study

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

1. There is difference between urban and rural secondary school female students of Mizoram in their awareness on healthy adolescent behaviour.
2. There is positive attitude among the secondary school students of Mizoram toward healthy adolescent behaviour.
3. There is difference between urban and rural secondary school male students of Mizoram in their attitude towards healthy adolescent behaviour.

Methodology

Population and sample of the study

The target population of the study was the high school students of Mizoram who were in the adolescence period. As such, all the male and female secondary school students pursuing their studies in the urban and rural areas in the state of Mizoram constituted the target population of the study. To have a representative sample of students both from urban and rural areas, multistage stratified cluster random sampling technique was used. Initially, out of 8 districts of Mizoram, 2 districts were selected randomly. At the 2nd stage, schools from rural and urban areas were randomly selected. From the selected schools, all the students present on the day of visit of the researchers studying in classes IX and X were included in the sample. The total sample comprised of 300 boys and 300 girls among which 150 each were from rural and urban secondary schools.

Tools used

In this study, though attitude of the secondary school students towards the four risky behaviour/ component were assessed, no scaling procedure like that of Likert or Thurstone was followed keeping the nature of the components in view. The attitude was assessed with statements with three choices for responses as Agree, Undecided and Disagree. In this context Edward (1957, 3) writes:

It might seem logical to assume that if we want to know how individuals feel about some particular psychological object, the best procedure would be to ask them. Direct questioning may, indeed, be satisfactory for some purposes.

Further Edward (1957, 3) writes:

Only when the social atmosphere is free from felt or actual pressures toward conformity might we expect to obtain evidence about a person's attitudes by means of direct questioning.

Moreover scaling (like Likert or Thurstone type) largely depends upon the characteristics of the subjects besides the context. Thus, keeping the nature of the components and characteristics of the subjects in view, it was decided to use multiple choice type items for the knowledge and skill components and to use alternative response type of items for confidence and attitude components. Scoring of the items was done with interval scale like other tools measuring human behaviour.

It was decided to develop questionnaire on attitude of secondary school students relating to adolescence behaviour. Initially 35 items were prepared and reviewed by the investigator and the supervisor. Preliminary drafts were prepared. The preliminary draft of the questionnaire was got checked by the same group of experts, who had reviewed the first questionnaire, for their comments and suggestions. On the basis of the feedbacks received from the experts, improvements were made in the items for the final version of the questionnaire. In the final version of the questionnaire twenty eight (28) statements were retained out of which 7, 7, 7 and 7 were on tobacco, alcohol and drugs, sexuality and HIV/ AIDS in secondary schools components respectively. All the items were alternative response type having three suggested responses in terms of 'agree', 'undecided' and 'disagree'. The questionnaire was common for all categories of respondents.

Data Collection

Data were collected through personal visits to the selected schools. With the permission of the Head Masters/Principals of the schools, the scale was administered in normal classroom situation.

Analysis of Data

The study was to assess the attitude of urban and rural secondary school students of Mizoram on healthy adolescence behaviour. The second and third objectives were to compare

the attitude of urban and rural, and male and female high school students of Mizoram towards healthy adolescence behaviour. The questionnaire on attitude had 28 statements, seven on each of the four components i.e. the effects of tobacco use, effects of alcohol and other substances, sexuality, and HIV/AIDS. The maximum possible score was 14 as the items had three choices as agree, undecided and disagree and the scoring procedure was 2, 1, and 0 for positive statements. The scoring was the reverse in case of negative statements. The statistical measures of mean, means converted to percentages, and standard deviations were computed on the four components. The results of such statistical analyses in respect of the groups based on locality (urban and rural) of the schools and gender of students (male and female) are presented in table 1. Table 2 presents the results of comparison i.e. t values. The mean scores converted to percentages in respect of various groups have been presented in parentheses and are graphically depicted in Figures 1. Further, the standard deviations of the groups on their attitude and on the four components i.e. effect of tobacco use, effects of alcohol and other substances, sexuality and HIV/AIDS are graphically depicted in Figure 2 to show the type of variation among the groups.

Table - 1

Mean Scores along with Percentage and Standard Deviations of High School Students of Mizoram on their Attitude towards Healthy Adolescence Behaviour

Components									
Groups	N	Tobacco (14)		Alcohol & Drugs (14)		Sexuality (14)		HIV/AIDS (14)	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Urban Male	150	8.00 (57.14)	2.24	8.54 (61.00)	2.44	9.73 (69.52)	2.6	9.53 (68.09)	2.18
Rural Male	150	7.94 (56.71)	2.11	8.77 (62.62)	2.55	10.49 (74.90)	2.82	10.05 (71.81)	2.06
Urban Female	150	8.42 (60.14)	2.14	9.05 (64.61)	2.6	11.02 (78.71)	2.4	9.41 (67.24)	1.9
Rural Female	150	8.63 (61.62)	2.14	9.19 (65.66)	2.22	11.85 (84.66)	1.79	10.45 (74.66)	1.78
Male	300	7.97 (56.92)	2.18	8.65 (61.79)	2.49	10.11(72.21)	2.73	9.79 (69.92)	2.13
Female	300	8.52 (60.85)	2.28	9.12 (65.14)	2.41	11.44 (81.71)	2.15	9.93 (70.92)	1.91
Urban	300	8.21 (58.64)	2.33	8.79 (62.80)	2.53	10.38 (74.12)	2.58	9.47 (67.66)	2.04
Rural	300	8.28 (59.16)	2.15	8.98 (64.14)	2.39	11.17 (79.78)	2.46	10.25 (73.24)	1.93

**Figures in the Parentheses indicate percentage.*

Figure 1: Mean scores of the various groups of High School Students on four components of Attitude about Healthy Adolescence Behaviour

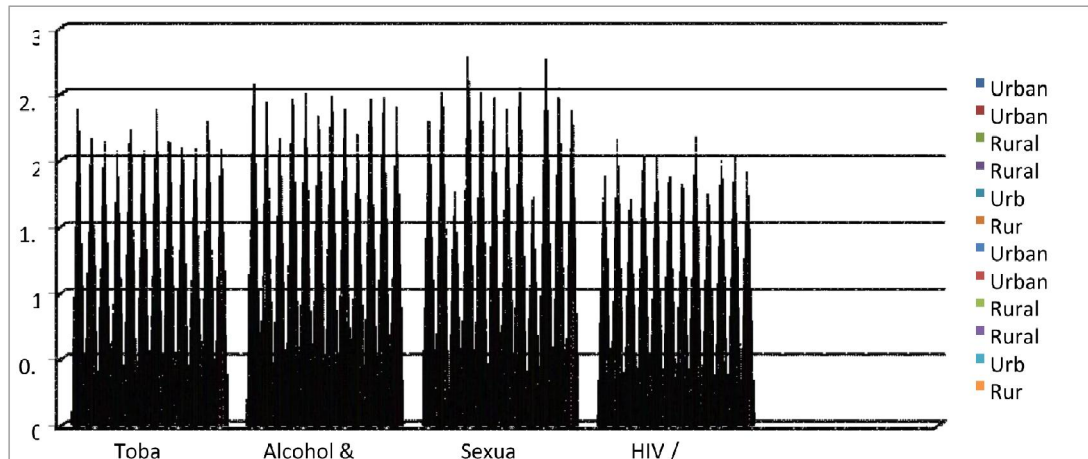


Figure 2: Standard Deviation of the various groups of High School Students on four components of Attitude about Healthy Adolescence Behavior

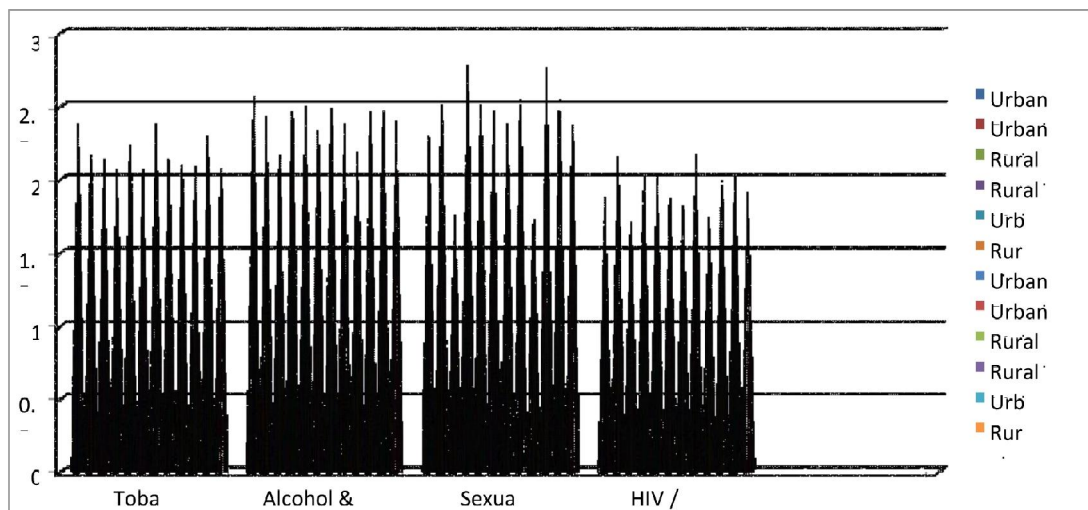


Table – 2

‘t’ Values for different groups compared on four components of Healthy Adolescence Behaviour

Groups	Components			
	Tobacco	Alcohol & Drugs	Sexuality	HIV/AIDS
Urban Male Vs. Rural Male	0.25	0.82	2.45*	2.16*
Urban Female Vs. Rural Female	0.81	0.23	3.45**	4.95**
Male Vs. Female	3.05**	2.35*	6.65**	0.87
Urban Vs. Rural	0.35	0.95	3.95**	3.90**

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

Interpretation

Attitude towards Use of Tobacco

On the risks of consumption of tobacco, it is found from table 1 that all groups of students had healthy attitude as the mean attitude scores converted to percentage ranged from 56.71% to 61.62%. The results indicate that all the high school students of Mizoram were found to have healthy attitude on the risks of use of tobacco. They were of the opinion that there is harm in consuming tobacco as it is not that harmful as it is being propagated, adolescence is not the right period to experiment taking tobacco, smoking cigarette and consuming tobacco do not give a superior identity, everybody feels pity for tobacco consumers, everyone who tried consuming tobacco eventually regrets it, consumption of tobacco products by the adolescents prompts them to steal money, and various media do not exaggerate the ill effects of tobacco.

Attitude towards Use of Alcohol and drugs

On the risks of consumption of alcohol and drugs, it is found from table 1 that all groups of students had positive attitude as the mean attitude scores converted to percentage ranged from 61.00% to 65.66%. The results indicate that all the high school students of Mizoram were found to have healthy attitude on the risks of alcohol and drugs. They were of the opinion that consuming alcohol and/or drugs is harmful as it is being propagated, adolescence is not the right time to experiment on alcohol and/or drug, drinking alcohol and/or taking drug do not make a person feel superior, everyone who tries consuming alcohol and/or drug eventually regret it, adolescence students consuming alcohol and/or drug pick pocket their parents, consumption of alcohol and/or drug products by the adolescents prompt them to commit crime for money and various media do not exaggerate the ill effect of alcohol and/or drug.

Attitude on Sexuality

On the risks of indulging in sexuality, it is found from table 1 that all groups of students had healthy attitude as the mean attitude scores converted to percentage ranged from 69.52% to 84.66%. The results indicate that all the high school students of Mizoram were found to have healthy attitude on the risks of indulging in sexuality. They were of the opinion that only married people should have sex, it is against cultural values to have sex before marriage, adolescence is not the right time to experience sex, there is harm to enjoy sex during adolescence with mutual consent of partners, having sexual activities during adolescence makes later life problematic, adolescence may enjoy sex to satisfy their curiosity using contraceptive measure to avoid pregnancy and there is harm in enjoying sex before attaining the age of 18.

Attitude towards HIV/AIDS

On the risks of being infected by HIV/AIDS, it is found from table 1 that all groups of students had high level of attitude as the mean attitude scores converted to percentage ranged from 67.24% to 74.66%. The results indicate that all the high school students of Mizoram were found to have healthy attitude on the risks of being infected by HIV/AIDS. They were of the opinion that HIV/AIDS infected people are the victims of their own irresponsible behaviour, adolescents are prone to HIV/AIDS if they show irresponsible behaviour, majority of HIV/AIDS infected people may be married persons, HIV/AIDS is most common among drug users and prostitutes, students with HIV/AIDS should continue their studies, it is possible to prevent HIV/AIDS transmission only through creative awareness and adolescence should not be tempted to experience on sex and drugs.

Comparison of Attitude of Different Groups

Comparison of attitude of various groups towards healthy adolescence behaviour revealed that there was significant difference between urban male and rural male students and also between urban female and rural female students on sexuality and HIV/AIDS. Table 1 reveals that rural male and rural female students had healthier attitude than their urban counter parts on both the components. Further, the male and female secondary school students also differed significantly on consuming tobacco, consuming alcohol and/or drug and sexuality. Table 1 reveals that rural female students had healthier attitude than the male students on all the three components. Significant difference was also found between urban and rural high school students on sexuality and HIV/AIDS. Table 1 reveals that rural students had healthier attitude than the urban students on both the components.

Summary

On Attitude of Urban and Rural Secondary School Students of Mizoram towards Healthy Adolescent Behaviour

- On the tobacco component of healthy adolescence behaviour, all the high school students of Mizoram were found to have healthy attitude on the risks of use of tobacco. They were of the opinion that there is harm in consuming tobacco as it is not that harmful as it is being propagated, adolescence is not the right period to experiment taking tobacco, smoking cigarette and consuming tobacco do not give a superior identity, everybody feels pity for tobacco consumers, everyone who tried consuming tobacco eventually regrets it, consumption of tobacco products by the adolescents prompts them to steal money, and various media do not exaggerate the ill effects of tobacco.
- On the alcohol and drugs component of healthy adolescence behaviour, all the high school students of Mizoram were found to have healthy attitude on the risks of alcohol and drugs. They were of the opinion that consuming alcohol and/or drugs is harmful as it is being propagated, adolescence is not the right time to experiment on alcohol and/or drug, drinking alcohol and/or taking drug do not make a person feel superior, everyone who tries consuming alcohol and/or drug eventually regret it, adolescence students consuming alcohol and/or drug pick pocket their parents, consumption of alcohol and/or drug products by the adolescents prompt them to commit crime for money and various media do not exaggerate the ill effect of alcohol and/or drug.
- On the sexuality component of healthy adolescence behaviour, all the high school students of Mizoram were found to have healthy attitude on the risks of indulging in sexuality. They were of the opinion that only married people should have sex, it is against cultural values to have sex before marriage, adolescence is not the right time to experience sex, there is harm to enjoy sex during adolescence with mutual consent of partners, having sexual activities during adolescence makes later life problematic, adolescence may enjoy sex to satisfy their curiosity using contraceptive measure to avoid pregnancy and there is harm in enjoying sex before attaining the age of 18.
- On the HIV/AIDS component of healthy adolescence behaviour, all the high school students of Mizoram were found to have healthy attitude on the risks of being infected by HIV/AIDS. They were of the opinion that HIV/AIDS infected people are the victims of their own irresponsible behaviour, adolescents are prone to HIV/AIDS if they show irresponsible behaviour, majority of HIV/AIDS infected people may be married persons, HIV/AIDS is most common among drug users and prostitutes, students with HIV/AIDS should continue their studies, it is possible to prevent HIV/AIDS transmission only through creative awareness and adolescence should not be tempted to experience on sex and drugs.

Findings of Different Analyses

Comparison of attitude of various groups towards healthy adolescence behaviour revealed that there was significant difference between urban male and rural male students and also between urban female and rural female students on sexuality and HIV/AIDS. Rural male and rural female students were found to have healthier attitude than their urban counterparts on both the components. Further, the male and female high school students also differed significantly on consuming tobacco, consuming alcohol and/or drug and sexuality. Rural female students were found to have healthier attitude than the male students on all the three components. Significant difference was also found between urban and rural secondary school students on sexuality and HIV/AIDS. Rural students were found to have healthier attitude than the urban students on both the components.

Conclusion

The study revealed that the high school students of Mizoram, have a healthy adolescence behaviour on sexuality and HIV/AIDS irrespective of their gender and locality, have high level of awareness about the consequences of adopting risky behavior. It may be due to the fact that they must have seen and heard about the victims who had succumbed to their risky habits in their locality and may be among their relatives. Moreover, being the active members of different voluntary organizations, they render their services in performing rituals as per their social customs and traditions which had made them aware of the consequences of risky behaviour. It is desired that their awareness must be reflected in their behavior. The adolescents must be guided not to adopt any negative habit which would endanger their lives. The parents and guardians and also the leaders of social organizations are required to have a vigilant eye on the behavior of the adolescents.

References

- Bezbaruah, S., & Janeja, M.K. (2000). *Adolescents in India: A profile*. Inter-agency Working Group: Population and Development. UNFPA.
- Burstein B., Agostino H., & Greenfield B. (2019). Suicidal attempts and ideation among children and adolescents in US emergency departments, 2007-2015. *JAMA Pediatrics*, 173, 598–600
- Ford T., Goodman R. & Meltzer H. (2003). The British child and adolescent mental health survey 1999: The prevalence of DSM-IV disorders. *J. Am. Acad. Child Adolesc. Psychiatry* 42, 1203–1211. 10.1097/00004583-20
- Galderisi S., Heinz A., Kastrup M., Beezhold J., Sartorius N. (2015). Toward a new definition of mental health. *World Psychiatry*, 14, 231–233. 10.1002/wps.20231.
- Kessler R. C., Angermeyer M., Anthony J. C., De Graaf R. O. N., Demyttenaere K., Gasquet I., et al.. (2007). Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's world mental health survey initiative. *World Psychiatry* 6, 168–176.

- Ministry of Child and Family Welfare, India (1998). *Country paper prepared for United Nations Population Fund Sponsored South Asia Conference on the Adolescents*, New Delhi: Government of India.
- Ousubel, D.P. (1954). *Theory and problems of adolescent development*. New York: Grune and Stratton.
- Patton G.C., Coffey C., Romaniuk H., Mackinnon A., Carlin J. B., Degenhardt L., et al.. (2014). The prognosis of common mental disorders in adolescents: A 14-year prospective cohort study. *Lancet* 383, 1404–1411. 10.1016/S0140-6736(13)62116-9.
- Paus T., Keshavan M., & Giedd J. N. (2008). Why do many psychiatric disorders emerge during adolescence? *Nat. Rev. Neuroscience*. 9, 947–957. 10.1038/nrn2513
- Statistical Handbook Mizoram (2016). Directorate of Economic & Statistic Mizoram: Aizawl.
- Twenge J., Joiner T. E., Rogers M. L.& Martin G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among u.s. adolescents after 2010 and links to increased new media screen time. *Clin. Psychol. Sci*. 6, 3–17. 10.1177/2167702617723376
- World Health Organization (1995). *Life Skills in Education in Schools, Division of Mental Health and Prevention of Substance Abuse*, Geneva, WHO.
- World Health Organization, (1998). *Strategies for adolescent health and development in South-East Asia Region*, New Delhi: Regional Office for South-East Asia.<https://medical-dictionary.thefreedictionary.com/High+Risk+Behavior>. (Accessed on April 21. 10.35 pm).
- World Health Organization (2005). *Promoting mental health: Concepts, emerging evidence, practice*. Geneva, Switzerland: Publications of the World Health Organization.
- World Health Organization (2012). *Risks to mental health: An overview of vulnerabilities and risk factors background paper by WHO secretariat for the development of comprehensive mental health action plan*. Available: https://www.who.int/mental_health/mhgap/risks_to_mental_health_EN_27_08_12.pdf

Factors and Impact of Alcohol Drinking Behaviour among Government College Students in Aizawl

Lalmuansangi*
Kabita Kumari**

Abstract

Alcohol use and its misuse is becoming rampant among the college students. Its misuse not only affects their personal life and health, it also leads to various repercussions that most of the students may not imagine. The preset study aims to study the factors that lead the college students towards alcohol and also the consequences they have to face due to alcohol misuse. This study uses the descriptive survey research to find out the pattern, causes and effects of alcohol drinking among the Mizo college students. The sample consisted of 60 students enrolled in Bachelor of Arts programme in one of the colleges situated in Aizawl, the capital of Mizoram. The data was collected using a set developed questionnaire. The analysis of the data showed that all the students had the experience of drinking and many of the students drank everyday. The major factor associated with their initiation to alcohol was their desire to have good time and peer pressure. The impact of their drinking habit was reflected in their low academic scores and depleting financial resources.

Key words: Alcohol, College students, Alcohol drinking behaviour, Aizawl.

Introduction

Alcohol is one of the drinks that youths get attracted to very easily. While alcohol in itself is not harmful as it has medicinal value also and small amount of alcohol may actually cure many health ailments (Aira et al. 2008), its overuse or getting addicted to its consumption for sheer pleasure or to avoid or forget the outside world or to simply alleviate one's stress is what makes this a cause of concern. In such scenario, the youths may not be mindful of the negative impacts that it can have on their overall well being. Their dependence on alcohol to ease out the stress or to have good time may itself become means of accelerating their stress and various health related problems. The negative repercussion of alcohol use are associated with various aspects of one's life - health risks, morbidity and fatality. Besides, this also has negative consequences for family, friends and the society (Sudhinaraset et al. ,2016).

*:Ms. Lalmuansangi, M.A. Student; Department of Education; Mizoram University, Aizawl.

**Dr. KabitaKumari, Assistant Professor; Department of Education; Mizoram University, Aizawl;Email:kabita5march@gmail.com

As per the WHO report, alcohol misuse results in 3 million casualty every year worldwide and around 1,800 of those succumbing to alcohol related fatality are college students(Quinn and Fromee, 2011).

The studies conducted in this area indicate the various causes and harmful effects that alcohol drinking has on college students. Due to their addiction to alcohol many students neglect their studies and drop out (Howland, et al. 2010; Matt, Shannon & Oliver, 2012; Qi, Matthew &Hustad, 2014). While the drinking of alcohol leads to the students having less friends or being casted out of their groups, this also hinders their relationship building process. Besides, it also has an effect on their physical and mental health. Many of the students meet with an accident under alcohol influence and injure or impair themselves (Jaisoorya et al.,2009; Korlakunta et al. (2019). At the same time, the drinking habit also leads to their stress and anxiety when they do not have access to alcoholic drinks.

Mizoram and status of alcohol

Mizoram which has nearly twelve lakh population has an ambivalent association with alcohol. Alcohol was an integral part of ancient Mizo society and culture- all religious and cultural ceremonies and festivals required it (Fanai & AG, 2022). However, after the advent of Christianity, alcohol has been considered an evil and undesirable from a moral and ethical ground.. While most of the churches admonish alcohol consumption and want to curb its use, its abuse still pervade the people in general and Mizo youth in particular (Lalrinmawia, 2002, as cited in Fanai & AG, 2022).

Mizoram was a dry state for 18 years until 2015 when the Congress government lifted the ban on sale and consumption of alcohol. However, once The Mizo National Front government came to power in 2019, it reimposed the liquor ban and also passed the Mizoram Liquor (Prohibition) Bill 2019. Although the alcohol is normally consumed by the Mizos on special occasions and its consumption occasionally is not censured, yet the exposure of youth to alcohol even on special occasions have far reaching consequences permeating to their personal, social, emotional and academic arena.

At a time, when the college students need to focus more on harnessing and fostering their skills related to the different aspects of life to lead a happy and healthy life, they give themselves to alcohol. Overuse of alcohol is not only harmful to students as an individual but also to the society in general. Therefore, it is very important to study factors that influence the students towards alcohol and the varying impacts alcohol consumption has on college students. By studying the causes and effects, the college authority and the teachers can help in sensitising the students and give them proper guidance at right time.

Objectives

The following are the main objectives of the present study:-

1. To examine the alcohol drinking behaviour among college students.
2. To analyse the factors behind alcohol consumption among college students.
3. To find out the effect of alcohol consumption on college students.

Method and Procedure

The study uses the descriptive survey design. The population of the study comprises college students who are enrolled in the Bachelor of Arts programme in the Government colleges situated in Mizoram. For the purpose of this study, students of government colleges in Aizawl, the capital city of Mizoram state were taken as a sample of the study. Using the cluster sampling technique, 60 students who were enrolled in I, III and V semesters of Bachelor of Arts programme in one of the Government colleges in Aizawl were selected as the sample of the study.

Tool of data collection

A self developed questionnaire was used to collect the data. The questionnaire has three sections- the first section surveys the demographic profile of the students. Besides, the section also has questions related to their drinking habits and patterns. The second section of the questionnaire has questions related to the factors that propelled them to alcohol. This section has ten questions with yes and no option. Besides, the section also has one free response type question to list them the factors that led them to alcohol. The third section is related to the consequences of alcohol on students. This section also has ten questions with two options of agree and disagree. The section also has one free response question for the students to state any other impact or consequences they had to face due to the misuse of alcohol.

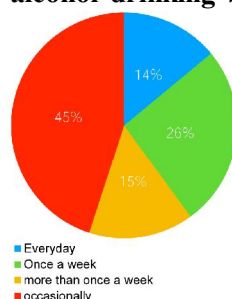
Analysis and interpretation of data

The data have been analysed in percentage and presented in tables and through charts. The number of students who participated in the study is 60. Out of sixty students, 11 were girls and 49 were boys. Further, out of 60 students who participated in the study, 21 were enrolled in 1st semester, 18 were enrolled in 3rd semester and 21 were enrolled in the 5th semester of Bachelor of Arts programme.

Alcohol drinking behaviour among college students

In the present study, data were collected from students from one of the government colleges. It was found that all the students had tasted alcohol. Most of the students had taken alcohol as early as in their high school itself. Out of the total students who consumed alcohol, 87 per cent were male and 13 per cent were female.

Fig. 1
Students' alcohol drinking behaviour



All the respondents had the experience of drinking alcohol. With regard to frequency, data shows that 45 per cent of the respondents drank on certain occasions, 26 per cent once a week, 15 per cent of them consumed it more than once a week and 14 per cent of the students drank every day.

Factors behind alcohol consumption among college students

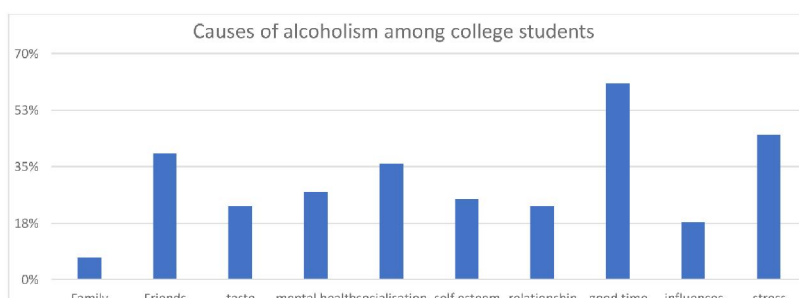


Fig.2

From the above chart, it can be observed that the biggest factor which leads the students to alcohol is their desire to have good times with others. 61 per cent of the respondents said that they started drinking because they wanted to have great time.

The next biggest reason why the students started drinking was to cope with stress as this was reported by 45 per cent of the respondents.

The third reason for the students to start drinking was because their friends drink alcohol. 39 per cent of the respondents said that they started drinking because of their friends.

The fourth biggest reason why the students started drinking was to enhance sociability as 36 per cent of the respondents said that they started drinking to enhance sociability.

Mental health issue was the fifth reason why the students started drinking as revealed by the responses of 27 per cent of the respondents.

The sixth reason why the students started drinking was low-self esteem. This was reported by 25 per cent of the respondents.

Relationship problem was the next reason why the students started drinking and this was reported by 23 per cent of the respondents.

The eight reason why the students started drinking was social influences and 18 per cent of the respondents said that they started drinking because of social influences.

The last factor why the students started drinking alcohol was parents/family influence. However, only 7 per cent of the students mentioned this as the reason why they started drinking alcohol.

The most common factor to start alcohol consumption included peer pressure and social activities. The students consume alcohol for pleasure and parent's drinking habits influenced only a small section of the students to start alcohol consumption at early age.

Impact of alcohol drinking behaviour among college students

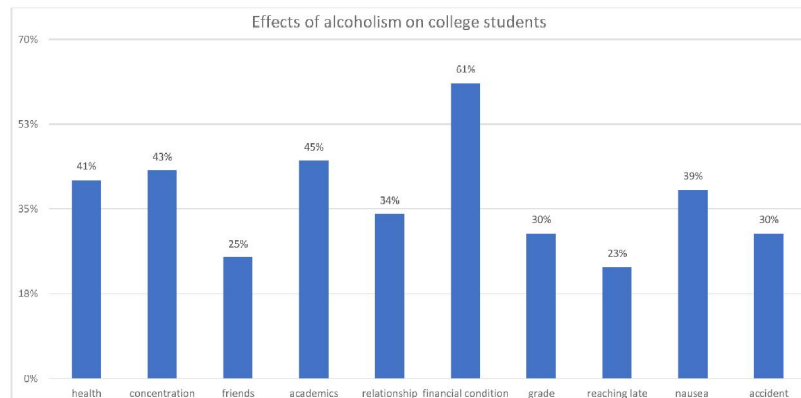


Fig.3

As it can be observed from the chart displayed above, the responses of 60 students showed the impact of alcohol on their lives.

The most affected aspect of students life was their financial condition. 61 per cent of the respondents said that spending money on alcohol had affected their financial condition.

The second most affected area due to alcoholism was academic achievement as 45 per cent of the respondents said so.

The third most affected area due to alcohol consumption was their study concentration. 43 per cent of the respondents said that it had affected their concentration on the study.

The fourth affected area of alcohol consumption was their physical health and mental health as 41% of the respondents reported so.

The fifth major effect that emerged due to alcohol consumption was that they got nauseated and vomited. 39 per cent of the students said so.

The sixth area which was impacted due to alcohol consumption was their relationship- 34 per cent of the students said that it affected their relationship with their boyfriend/girl-friend. Their alcohol drinking behaviour had turned their relationship sour with their love interest.

The seventh affected area was that the students' got a lower grade- 30 per cent of the students said that due to alcohol consumption, they got lower grades.

The eighth affected area was that under alcohol influence they met with accident- 30 per cent of respondents students met with accident due to heavy alcohol consumption.

The second last effect the alcohol consumption caused was that their friends became distant to them- This was reported by 25 per cent of the respondent students.

The last effect the alcohol consumption caused was that they reached late for the classes- 23 per cent of the respondents stated that they reached late for the classes due to alcohol consumption.

So, the analysis reveals that alcohol has far reaching negative effects on students' lives- physically, mentally, socially and academically. Many students are trapped into the consumption of alcohol which spoil their lives and affect their careers.

Discussion and conclusion

The prevalence of alcohol consumption among college students in Aizawl city is very high. Irrespective of their gender, college students are attracted to consume alcohol. Although majority of the students take alcohol occasionally, there are good percentage of students who take it daily or more than twice a week.

So far the factors that lead the students towards alcohol are concerned, it is their desire to have good time with their friends or others is the leading factor. Besides, they also start drinking to deal with their stress. Socialization and peer pressure are the other major factors that push the students towards alcohol. The alcohol consumption by the parents or relatives was the least influencing factor on students' inclination towards alcohol.

As far as the consequences of alcohol misuse is concerned, the most common impact of alcohol on students was their financial condition. The next affected area of their life is their academics only. Most of the students stated that due to alcohol, their concentration in studies is affected. They are lagging behind in their studies and getting lower grades. Moreover, their health- both physical and mental health was also compromised due to alcohol. Besides, due to heavy alcohol consumption, some of them have met with accidents which have caused injuries to them as well as to others. Many students are trapped into the consumption of alcohol which spoil their life and affect their careers. The negative consequences that result from excessive drinking range from minor morbidity to mortality.

The findings of the study suggest that that the students who enter the colleges want to explore new world with their friends which is normally not possible in the constrained and

disciplined environment of school life. The new found independence and expanding social circle primarily lead them to experiment with new food and beverages and alcohol is one among the experiments that students do when they reach colleges. It also suggests that the other family members' alcoholism is not a major factor behind their attraction to alcohol. It is their own desire to taste alcohol and have new social circle which push them to alcohol. The findings of the study also suggest that the college students' experiment with alcohol and their addiction to alcohol cost them dearly as they not only suffer from financial issues but also start lagging behind in their studies. They are affected to have many problems like academic problems, personal life, social life and mental health problem.

Initially students may not notice the negative effects of alcohol in their life, later they may come in so much grip of alcoholism that it starts affecting their lives- personal, social as well as academic. Hence, it is required that as soon as the students take admission into the undergraduate programme, some sensitization programmes and workshops are conducted. Besides, in the beginning of each academic year also such programmes should be run, so that the students are aware of the impacts of their choices made in regard to their alcohol consumption and behaviour. This way, the drop out rates, low academic achievement can be countered and good physical and mental health of the students can be ensured. Teachers should equally be sensitized about the trend of alcohol among the college students, so, they can give proper guidance to the students. Family guidance and awareness programme is also very much required.

References

- Fanai, L. and AG, S.(2022). Socio-political history of alcohol use in Mizoram: A rapid review. *Journal of Positive School Psychology*, 6(10), 2705-2712.
- Howland, J., Rohsenow, D. J., Greece, J. A., Littlefield, C. A., Almeida, A., Heeren, T., ...&Hermos, J. (2010). The effects of binge drinking on college students' next-day academic test-taking performance and mood state. *Addiction*, 105(4), 655-665.
- Jaisoorya, T. S., Gowda, G. S., Nair, B. S., Menon, P. G., Rani, A., Radhakrishnan, K. S., ... & Benegal, V. (2018). Correlates of high-risk and low-risk alcohol use among college students in Kerala, India. *Journal of Psychoactive Drugs*, 50(1), 54-61.
- Korlakunta, A., & Reddy, C. P. (2019). High-risk behavior in patients with alcohol dependence. *Indian Journal of Psychiatry*, 61(2), 125.
- Makongho, A. M. (2018). The effect of alcohol use on academic performance of college students. <https://minds.wisconsin.edu/bitstream/handle/1793/78353/MakonghoAnne-Marie.pdf?sequence=3> on 30/11/2022
- Aira, M., Hartikainen, S., & Sulkava, R. (2008). Drinking alcohol for medicinal purposes by people aged over 75: A community-based interview study. *Family Practice*, 25(6), 445-449.

- Qi, D., Pearson, M. R., & Hustad, J. T. (2014). Predictors of motivation to change in mandated college students following a referral incident. *Psychology of Addictive Behaviors*, 28(2), 524.
- Quinn, P. D., & Fromme, K. (2011). Alcohol use and related problems among college students and their non-college peers: The competing roles of personality and peer influence. *Journal of Studies on Alcohol and Drugs*, 72(4), 622-632.
- Sudhinaraset, M., Wigglesworth, C., & Takeuchi, D. T. (2016). Social and cultural contexts of alcohol use: Influences in a social–ecological framework. *Alcohol Research: Current Reviews*.

Perception on the Various Components of Semester System by Higher Education Teachers of Mizoram

Rosy Lalrinsangi*
H. Malsawmi**
Lalmuanzuali***

Abstract

The present study intends to find out the viewpoints of college teachers on the different components of semester system in undergraduate institutions of Mizoram with reference to stream of course. For this, perception scale for teachers developed by the investigators was utilized to collect data. 221 college teachers were chosen as samples. It was revealed that most of college teachers had neutral perception on the semester system, yet there were more teachers who had satisfying perception than those who had unsatisfactory perception. Findings also showed that science teachers and arts teachers had more satisfactory perception than commerce teachers in overall perception of semester system. In most of the components of semester system, science teachers and arts teachers generally had a more positive perception on semester system than the commerce teachers.

Keywords: Perception, Semester system, Teachers, Components, Colleges

Introduction

The semester system is a new system programme that is gradually replacing the previous annual system programme. It has been implemented in progressive nations for decades. In 1959, it was first introduced at the Agricultural University of Assam in India. As a result of its effectiveness, it is implemented in IITs and other academic institutions and professional courses. The semester system is a Western import to Indian universities. The concept of the semester system originated in western German universities. According to its etymology, the word semester comes from the German language, where it denotes half a year (Patil, 1984). Literally, semester denotes a period of six months. This six-month schedule is commonly used in India.

*Rosy Lalrinsangi, Associate Professor, Govt.T.Romana College, Ph.9862363086, Email:rosy.lalrinsangi@gmail.com

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

***Dr. Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Ph.8014336220, Email:lalnui_f@rediffmail.com

Semester system is a term used in academia. It is the division of an academic year into two parts or terms, with courses designed separately for each semester and exams administered at the conclusion of each course. In the semester system, there are two final semester examinations per academic year, as opposed to annual examinations in the annual system. According to the Dictionary of Education edited by Carter V. Good, a semester is typically between 16 and 18 weeks long.

In addition to dividing the academic year, the semester system is an innovation in teaching-learning, educational culture, and a student-friendly system. The semester system provides students and teachers with a great deal of innovation and flexibility. According to their needs, interests, and abilities, students choose courses from the interdisciplinary, intra-disciplinary, and skill-based categories. Semester system is a learner-centered education in which students are engaged in a variety of activities throughout the year, resulting in a high level of motivation. According to Arbo (2014), the semester system provides students with opportunities to learn more through presentations, midterm examinations, group discussions, and assignment submissions, etc. In the semester system, teachers serve as facilitators rather than instructors in the strictest sense. The semester system is a self-contained unit with a clearly defined function. The main objective of the semester system is to emphasize continuous, comprehensive, and in-depth learning with the goal of developing the students' knowledge, skills, and attitudes so they can become efficient and effective citizens.

The semester system has been implemented to provide students with opportunities for continuous learning, assessment, and feedback. It engages students throughout the year and instils in them the habits of regular study, punctuality, and work ethic. Despite the fact that educationists disagree about the advantages of the semester system over the annual system, it is difficult to implement the scheme in an environment with limited physical and informational resources.

In India, the University Grants Commission announced in the eleventh five-year plan for 2007-2012 that universities would implement the semester system at the undergraduate level by 2012. In response to a mandate from the University Grants Commission, Mizoram University implemented the semester system for all its affiliated colleges beginning with the 2011-2012 academic year.

Review of Related Literature

Meher (2018) investigated the perspectives of undergraduate and postgraduate students at GangadharMeher University (GMU) Sambalpur on the semester system. The findings demonstrated that all students expressed satisfaction with the semester system's examinations and that the semester system proved more effective than the traditional system.

Singh (2015) conducted a study of university students' attitudes toward the semester system and discovered that there was no difference in students' attitudes toward the semester system based on gender, location, or field of study.

Garcha (2016) investigated how pre-service teacher trainees viewed the semester system and the function of streams. The attitudes of pre-service teacher trainees toward the semester system were found to be average. It was also discovered that the type of study had no effect on the attitudes of teacher candidates.

Chaliha and Gogoi (2019) conducted a study on the attitudes of undergraduate general degree students toward the semester system. The data revealed that scientific students had a more positive attitude than commerce and arts students, whereas arts students were more positive than commerce students.

Subedi (2019) investigated the perspectives of students and teachers at Tribhuvan University regarding the semester system. The findings of the study demonstrated that both teachers and students had a favourable view of the semester system curriculum. The perception of the teaching and learning environment was likewise positive. Students had a favourable impression of the teachers and their teaching methods.

Need of the study

Mizoram University, founded in 2001, is one of the youngest universities in India. Prior to the introduction of the semester system of examination in 2011, the annual examination system was adopted in line with the rest of the country. Since the introduction of the semester system in undergraduate colleges of Mizoram, there are gaps in the education system. Not only the students, but also a significant number of teachers lacked adequate knowledge of this new educational system. Therefore, it is essential to comprehend the extent to which the system became effective, as perceived by the teachers. However, there has not been any research conducted on this topic in Mizoram. Therefore, the purpose of this research is to shed light on how teachers at undergraduate colleges in Mizoram perceive and understand the semester system.

Objectives of the Study

1. To find out teachers' overall level of perception on semester system in colleges of Mizoram
2. To compare teachers' overall perception on semester system in colleges of Mizoram with reference to stream of course.
3. To compare teachers' perception on the different components of semester system with reference to Stream of course.

Hypothesis of the study

1. There is no significant difference between science teachers and commerce teachers' overall perception on semester system.
2. There is no significant difference between science teachers and arts teachers' overall perception on semester system.

3. There is no significant difference between commerce teachers and arts teachers' overall perception on semester system.
4. There is no significant difference between science teachers and commerce teachers' perception in the general observation component of semester system.
5. There is no significant difference between science teachers and arts teachers' perception in the general observation component of semester system.
6. There is no significant difference between commerce teachers and arts teachers' perception in the general observation component of semester system.
7. There is no significant difference between science teachers and commerce teachers' perception in the course of study component of semester system.
8. There is no significant difference between science teachers and arts teachers' perception in the course of study component of semester system.
9. There is no significant difference between commerce teachers and arts teachers' perception in the course of study component of semester system.
10. There is no significant difference between science teachers and commerce teachers' perception in the evaluation component of semester system.
11. There is no significant difference between science teachers and arts teachers' perception in the evaluation component of semester system.
12. There is no significant difference between commerce teachers and arts teachers' perception in the evaluation component of semester system.
13. There is no significant difference between science teachers and commerce teachers' perception in the method of teaching component of semester system.
14. There is no significant difference between science teachers and arts teachers' perception in the method of teaching component of semester system.
15. There is no significant difference between commerce teachers and arts teachers' perception in the method of teaching component of semester system.
16. There is no significant difference between science teachers and commerce teachers' perception in the choice based credit system component of semester system.
17. There is no significant difference between science teachers and arts teachers' perception in the choice based credit system component of semester system.
18. There is no significant difference between commerce teachers and arts teachers' perception in the choice based credit system component of semester system.

Methodology

The goal of a descriptive study design is to gather data that may be used to systematically describe a phenomena, circumstance, or population. For the present study, descriptive survey method was used.

Population and sample: All college teachers of Mizoram consists of the population. Out of this, 221 college teachers were selected as sample for the study.

Tools used: Perception scale developed and standardized by the investigators was used to collect data

Analysis and Interpretation of Data

Analysis and interpretation of data were done in accordance with the objectives:

Objective No1: To find out teachers' overall level of perception on semester system in colleges of Mizoram.

In order to classify teachers, scores obtained through perception scale was converted into z-score and based on this, teachers were classified into 5 levels and they are presented in table -1

Table – 1

Teachers' overall level of perception on semester system in colleges of Mizoram (N=221)

Extremely high perception	Satisfactory perception	Neutral perception	Unsatisfactory perception	Extremely low perception
2(.90%)	72(32.58%)	85(38.46%)	55(24.89%)	7(3.17%)

From the above table – 1, it can be seen that majority (38.46%) of teachers had neutral perception on the semester system. However, there were more teachers who had satisfactory perception on semester system than those who had unsatisfactory perception.

Objective No.2: To compare teachers' overall perception on semester system in colleges of Mizoram with reference to stream of course

Three streams of courses namely Science, Commerce and Arts are most commonly offered in colleges in Mizoram. The differences in the teachers' overall perception on semester system in colleges were compared with reference to teachers taking the three streams of course. For this, the mean and standard deviation of the perception scores of all the three streams were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following table.

Table 2 shows the comparison of science teachers & commerce teachers, science teachers & arts teachers and commerce teachers & arts teachers' overall perception of semester system

Table 2

Comparison of science & commerce, science & arts and commerce & arts teachers' overall perception of Semester System

Groups	Number	Mean	SD	MD	SEMD	t- Value	Sig level
Science teachers	76	198.86	21.117	7.699	3.829	2.011	*
Commerce teachers	32	191.16	16.776				
Science teachers	76	198.86	21.117	2.074	3.004	0.69	NS
Arts teachers	113	200.93	18.885				
Commerce teachers	32	191.16	16.776	9.773	3.457	2.827	**
Arts teachers	113	200.93	18.885				

NS=Not significant

**=Significant at .05 level*

***=Significant at .01 level*

Analysis of the result vide Table No - 2 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is significant. Therefore, the null hypothesis (No. 1) is rejected. The result indicates that science teachers had a more favourable overall perception of semester system than the commerce teachers.

Further examination of the result vide Table No 2 reveals that the 't' value for the significance of difference in the overall perception on semester system between science teachers and arts teachers is not significant. Therefore, the null hypothesis (No.2) is accepted

Continuing with the analysis of the result vide Table No - 2 reveals that the 't' value for the significance of difference between commerce teachers and arts teachers is significant. Therefore, the null hypothesis (No. 3) is rejected. The result indicates that arts teachers have a more favourable overall perception on semester system than the commerce teachers.

Objective No.3: To compare teachers' perception on the different components of semester system with reference to Stream of course.

The differences in the teachers' perception on the different components of semester system in colleges were compared with reference to teachers taking the three streams of course. For this, the mean and standard deviation of the perception scores of all the three streams were calculated. The mean differences were then tested by applying 't' test and the details are presented in the following tables.

(i) Teachers' perception on general observation component of semester system with reference to stream of course:

Table 3 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception on general observation component of semester system.

Table 3

Comparison of science & commerce, science & arts and commerce & arts teachers' perception on general observation component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	59.99	7.98	1.49	1.49	0.997	NS
Commerce teachers	32	58.5	6.66				
Science teachers	76	59.99	7.98	1.43	1.14	1.255	NS
Arts teachers	113	61.42	7.2				
Commerce teachers	32	58.5	6.66	2.92	1.36	2.147	*
Arts teachers	113	61.42	7.2				

NS= Not significant

*= Significant at .05 level

Enquiry of the result vide Table No - 3 reveals that the 't' value for the significance of difference between science teachers and commerce teachers' perception on general observation component of semester system is not significant. Therefore, the null hypothesis (No.4) is accepted

Further investigation of the result of Table No. 3 discloses that the 't' value for the significance of difference between science teachers and arts teachers' perception on general observation component of semester system is also not significant. Therefore, the null hypothesis (No.5) is accepted

Analysis of the result vide Table No - 3 reveals that the 't' value for the significance of difference between commerce teachers and arts teachers is significant. Therefore, the null hypothesis (No.6) is rejected. The result indicates that arts teachers have a more favourable perception on the general observation component of semester system than the commerce teachers.

(ii) Teachers' perception on course of study component of semester system with reference to stream of course:

The difference in the teachers' perception in the course of study component of semester system was compared with reference to stream of course. Table 4 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the course of study component of semester system.

Table 4

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the course of study component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	33.89	4.73	2.05	0.861	2.381	*
Commerce teachers	32	31.84	3.79				
Science teachers	76	33.89	4.73	0.47	0.678	0.693	NS
Arts teachers	113	33.42	4.33				
Commerce teachers	32	31.84	3.79	1.58	0.783	2.018	*
Arts teachers	113	33.42	4.33				

NS= Not significant *= Significant at .05 level

Examination of the result vide Table No - 4 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is significant. Therefore, the null hypothesis (No.7) is rejected. The result indicates that science teachers have a more favourable perception in the course of study component of semester system than the commerce teachers.

Further examination of the result vide Table No - 4 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the course of study component of semester system is not significant. Therefore, the null hypothesis (No.8) is accepted

Examination of the result of Table No. 4 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers' perception in the course of study component of semester system is significant. Therefore, the null hypothesis (No.9) is rejected. The result indicates that arts teachers have a more favourable perception in the course of study component of semester system than the commerce teachers.

(iii) Teachers' perception on evaluation component of semester system with reference to stream of course:

The difference in the teachers' perception in the evaluation component of semester system was compared with reference to stream of course. Table 5 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the evaluation component of semester system.

Table 5

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the evaluation component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	27.71	3.513	1.648	0.757	2.176	*
Commerce teachers	32	26.06	3.627				
Science teachers	76	27.71	3.513	0.272	0.518	0.525	NS
Arts teachers	113	27.98	3.454				
Commerce teachers	32	26.06	3.627	1.92	0.719	2.671	**
Arts teachers	113	27.98	3.454				

NS= Not significant *= Significant at .05 level **=Significant at .01 level

Investigation of the result vide Table No - 5 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is significant. Therefore, the null hypothesis (No.10) is rejected. The result indicates that science teachers have a more favourable perception in the evaluation component of semester system than the commerce teachers.

Further investigation of the result vide Table No - 5 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the evaluation component of semester system is not significant. Therefore, the null hypothesis (No.11) accepted

Continuing with the investigation of the result of Table No. 5 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers is significant. Consequently, the null hypothesis (No.12) is rejected. The result indicates that arts teachers have a more favourable perception in the evaluation component of semester system than the commerce teachers.

(iv) Teachers' perception on method of teaching component of semester system with reference to stream of course:

The difference in the teachers' perception in the method of teaching component of semester system was compared with reference to stream of course. Table 6 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the method of teaching component of semester system.

Table 6

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the method of teaching component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	47.34	5.52	1.53	1.071	1.428	NS
Commerce teachers	32	45.81	4.89				
Science teachers	76	47.34	5.52	0.96	0.772	1.242	NS
Arts teachers	113	48.3	4.71				
Commerce teachers	32	45.81	4.89	2.49	0.971	2.563	0.05
Arts teachers	113	48.3	4.71				

NS= Not significant *= Significant at .05 level

Investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is not significant. Therefore, the null hypothesis (No.13) is accepted.

Further investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the method of teaching component of semester system is not significant. Therefore, the null hypothesis (No.14) is accepted.

Investigation of the result of Table No. 6 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers is significant at .05 level of confidence. Consequently, the null hypothesis (No.15) is rejected. The result indicates that arts teachers have a more favourable perception in the method of teaching component of semester system than the commerce teachers.

(v) Teachers' perception on choice based credit system component of semester system with reference to stream of course:

The difference in the teachers' perception in the choice based credit system component of semester system was compared with reference to stream of course. Table 7 shows the comparison of science & commerce teachers, science & arts teachers and commerce & arts teachers' perception in the choice based credit system component of semester system.

Table 7

Comparison of science & commerce, science & arts and commerce & arts teachers' perception in the choice based credit system component of semester system

Groups	Number	Mean	SD	MD	SE _{MD}	t- Value	Sig level
Science teachers	76	29.92	3.65	0.98	0.808	1.217	NS
Commerce teachers	32	28.94	3.91				
Science teachers	76	29.92	3.65	0.12	0.546	0.212	NS
Arts teachers	113	29.81	3.72				
Commerce teachers	32	28.94	3.91	0.87	0.775	1.12	NS
Arts teachers	113	29.81	3.72				

NS= Not significant

Investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and commerce teachers is not significant. Therefore, the null hypothesis (No.16) is accepted.

Further investigation of the result vide Table No - 6 reveals that the 't' value for the significance of difference between science teachers and arts teachers' perception in the choice based credit system component of semester system is not significant. Therefore, the null hypothesis (No.17) is accepted.

Continuing with the investigation of the result of Table No. 6 discloses that the 't' value for the significance of difference between commerce teachers and arts teachers is not significant. Consequently, the null hypothesis (No.18) is accepted.

Conclusion

According to the findings of the present study, science and art teachers have a more favourable view of the semester system than commerce teachers. In terms of broad observation components, arts teachers are superior to commerce teachers. Regarding course study components, the perception of science teachers is higher to that of commerce teachers, and the perception of arts teachers is likewise better to that of commerce teachers. In evaluation components, science teachers outperform commerce teachers, while arts teachers also outperform commerce teachers. Even when it comes to teaching components, arts teachers are superior to commerce teachers. Consequently, it may be argued that science teachers and art teachers had a more satisfactory perception of the semester system than commerce teachers.

References:

- Abro, S. G. (2014). *Critical analysis of semester and annual system*.
<https://sheerazgul.wordpress.com/2014/01/27/research-critical-analysis-of-semester-and-annual-system>
- Chaliha, M., & Gogoi, P. K. (2019). A study on attitude towards semester system of students at the undergraduate level of general degree course. *Online Journal of Multidisciplinary Subjects*, 12(4), 479-484. <http://www.researchguru.net/volume/Volume%2012/Issue%204/RG63.pdf>
- Garcha, P. S. (2016). Attitude of pre service teacher trainees toward semester system: Role of stream. *GHG Journal of Sixth Thought*, 3(2), 54-57. http://www.ghgcollegesadhar.org/files/education/journal/j_12_9_2016.pdf
- Meher, D. (2018). Opinion of undergraduate and postgraduate students of Gangadhar Meher University (GMU) Sambalpur regarding semester system in relation to gender and stream. *International Journal of Research and Analytical Reviews*, 5(3), 171z-174z. http://ijrar.com/upload_issue/ijrar_issue_1840.pdf
- Pabla, M. (2014). A Paradigm shift from semester system to annual system. *Indian Journal of Research*, 3(4), 173-174. https://www.worldwidejournals.com/paripex/recent_issues_pdf/2014/April/April_2014_1_397566957_01068_56.pdf
- Pathak, T., & Rahman, M.A. (2013). Perception of students and teachers towards semester system: A study in some selected degree colleges of Nagaon town of Nagaon District of Assam. *Journal of Education and Practice*, 4(1), 84-91. <https://core.ac.uk/download/pdf/234633876.pdf>
- Patil, V.T. (1984). *The semester system substance and problems*. Sterling Publishers.
- Singh J. (2015). A study of attitude of university students towards semester system. *International Multidisciplinary Research Journal - Golden Research Thoughts*. (4)10.
- Subedi, A. (2019). Perceptions of students and teachers towards the semester system of Tribhuvan University. *Interdisciplinary Research in Education*, 4(1), 19-34.
<https://www.nepjol.info/index.php/ire/article/download/25707/21469/77501>.

Educationally Backward Block (EBB) Schools of Mizoram: Observation

TBC Lalramnghaka*
Prateek Chaurasia**

Abstract

The present study is an observation of schools of Educationally Backward Block (EBB) in Mizoram. These schools were situated in Lunglei District under Tlabung Sub-division in Southern part of Mizoram closed to the Bangladesh border. Secondary schools were the main target for observation and four schools were randomly selected for the study. The researchers went to the field for better understanding and experience for exact situation and observation of the schools was done in the light of selected parameters. The teaching learning process in Educationally Backward Block (EBB) schools in Mizoram was basically child centric. Teachers and students were working hard to catch up other students in different parts of the state.

Keywords: *Observation, Educationally backward block, Schools*

Introduction

Mizoram ranks third in the country in terms of literacy, with a rate of 91.3 percent (Business Standard, 2019). Nonetheless, Mizoram has one Educationally Backward Block, which is not ideal for the state, which is the most literate in the country next to Kerala. The only Educationally Backward Block (EBB) in Mizoram is situated in Lunglei District under Tlabung Sub-division in Lungsan Rural Development Block in the southern part of the state, close to Bangladesh border. Though there is little information, it appears that no research has ever been conducted in the field of Educationally Backward Block (EBB). Thus, a study of the schools in the Educationally Backward Block (EBB) is necessary and important.

Tlabung Sub-division in Lungsan Rural Development Block is Mizoram's only Educationally Backward Block and Mizo people alone do not inhabit that area or block; other community such as Chakma and Bru are also living there. One could say that it is a very mixed area where people use their own mother tongue for communication. For instance,

*TBC Lalramnghaka, Research Scholar, Department of Education, Mizoram University, Mizoram, - 796004

**Dr. Prateek Chaurasia, Assistant Professor, Department of Education, Mizoram University, Mizoram- 796004, Email: prateek.chaurasia100@gmail.com

Chakma people do not know Mizo language and vice versa. Communicating with one another seems really difficult and can be thought that because of language barrier, most students drop out which increases to low literacy rate and that might be the factor of becoming the only Educationally Backward Block (EBB) in Mizoram. Having Research in Educationally Backward Block (EBB) is very important because it will be able to notify their weaknesses and difficulties and once those are identified, steps can be taken to eliminate their backwardness. Research might help and develop their living and that can be a good benefit for the local people and for the nation as well. People living in that area are having a very low income in average and they really need a help from the Government. Even today, some villages are not having link road and instead they use boat for transportation and one can imagine that if there are no roads for transportation and to communicate; how will they receive adequate education. Research should be done so that the State Government will know their difficulties and can take some measures to improve and solve problems in that area so that one day the local people and Mizoram might earn emancipation from Educationally Backward Block (EBB). It is very clear that it cannot be done in a very short time like two to three years, but at least the State Government needs to know the exact situation and the very least, it needs to make some procedure, and start working on that. If not, it will remain as it is always and will still be deformed of Mizoram.

India has a total of 6701 blocks of which 3453 are educationally backward blocks as per the Department of School Education and Literacy under the Ministry of Education. While the elementary education is taken care of by the RTE Act in all the blocks including Educationally Backward Blocks (EBBs), secondary and higher secondary education needs special focus. The educationally backward blocks constitute 51.5 percent (Sanghi & Sinha, 2014) of the total blocks in the country and 74 percent (MHRD, 2016) of such blocks are concentrated in the eight states viz. Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan, and Uttar Pradesh.

Lungsen Rural Development Block is one of the numerous Educationally Backward Blocks (EBBs) in India. Because of the importance placed on the Block, the State government opened a new Education Sub Division at Lungsen on November 3, 2008 (School Education: Mizoram, 2016) which is an important step toward educational improvement. Furthermore, when the mid-day meal programme was made available to the Middle School Sections, Lungsen Block was the first to benefit from it. During the tenth Plan, a programme called the Scheme for Upgrading Female Student Residential and Hostel Infrastructure was in place. Lungsen Village was chosen for the establishment of a Model School and Girls Hostel under the Scheme.

Education is the only way for human beings to do more than forage or hunt. Education is the only way civilization survives more than one generation. People living in Educationally Backward Block really need much better education than they have right now in order to improve their backwardness and that can be done best effectively by the state Government.

In the present observational study, four different schools of Educationally Backward Block (EBB) were selected randomly as a sample. They are as follows:

1. RMSA Secondary School, Tuichawng.
2. Baptist Mission School, Tuichawng.
3. Government high school, Tlabung.
4. Mahabodhi Residential School, Tuichawng.

Observation I: Challenges of schools in Educationally Backward Block (EBB) of Mizoram with respect to the teachers and students.

a) Observation of RMSA Secondary School, Tuichawng.

This school is located in the Tuichawng village. It faces lots of problems in communication with the students since almost all the students are Chakma and out of six teachers, only one teacher is from the local and the rest are non Chakma teachers who cannot speak Chakma language and students on the other hand do not understand Mizo and also students are very weak in English as well, so learning the local language is a great challenge for the teachers and vice versa. Also the students' lack of previous knowledge was also an issue during the teaching learning process.

b) Observation of Baptist Mission School, Tuichawng

This school is also situated in Tuichawng Village. In this school, language and communication among the students and teachers are a problem similar to the RMSA School. Without proper communication, teaching and learning are adversely affected. Learning the local language for the teachers and learning Mizo language for the students still remain a great challenge. In this school the teachers are well qualified and they try to provide the appropriate learning experiences but still the lack of students' previous knowledge and communication seems to be challenge for the teachers for teaching and students to learn effectively.

c) Observation of Government High School, Tlabung

This school is one of the oldest High schools in the state located in Tlabung Village and the teachers - students interactions are found satisfactorily throughout the teaching learning process. In this school, teachers are found to have enough experience as well as they do not face communication problems. The main challenge of this school is non-availability of regular teachers as well as lack of proper academic and infrastructural facilities. The teaching learning process in the school does not suffer severely due to the availability of guest teachers.

d) Observation of Mahabodhi Residential School

This school is purely private school run by people following Buddhist religion and is located in Tuichawng Village. This school is in the local village and is a good residential school and all the students and teachers used to be Chakma and communication is not the problem. The major challenges in this school are related to the teaching learning process. In this school, teaching and learning process needs to be shifted from memorizing to understanding especially in Mathematics and Science subjects. Since it is a private school, teachers are not properly qualified and also untrained (some of the teachers do not have their

B.Ed degree) and if this aspect can be improved, then ultimately teaching learning process will be enhanced. Apart from this, teaching learning process in this school needs to be more child centered and activity based as compared to others schools. The schools follow the CCE pattern to promote the students in the class and their overall learning. Lack of teaching learning materials during the classroom teaching seems to be one of the barriers in the learning process of the students. Therefore, these issues are troublesome for the teachers and students to overcome the challenges of schools in EBB.

Observation II: Teaching leaning practices in the schools of EBB of Mizoram

Students are at the centre of the educational learning process in Educationally Backward Blocks schools, and teachers have a thorough comprehension of the kids. They are also given full attention, and students receive assistance and support from all sides. The teaching learning process is same as others in the state but the difference is the students. Lack of previous knowledge is immense issue for the teachers. Teachers are also highly qualified and have great experience as well but problem arises because of inadequacy of basic knowledge especially in the field of science and mathematics.

Observation III: Infrastructural challenges of schools in the EBB of Mizoram

a) Observation related to RMSA Secondary School Infrastructure

The school have nice infrastructure facilities in order to enhance the teaching learning process and provide the support to the overall teaching learning process. This school can improve some of the infrastructural facilities like creating learner corners and developing the garden within the school premises in order to improve the overall infrastructural facilities. The overall existing infrastructural facilities in the school are listed in the following table.

Table: 1

RMSA Secondary School Infrastructure

S.No.	Infrastructure	Numbers
1	Class-Rooms	2
2	Library	1(well functional)
3	Learning corners	0
4	Laboratory	1
5	Play Ground	1(volley ball court)
6	Toilet	8
7	Drinking water availability	1 (filter)
8	Garden	0
9	Electricity	Good Electricity connection

b) Observation related to Baptist Mission School Infrastructure

Baptist mission school has good infrastructure facilities in order to improve the teaching learning process and teachers and learners are making full use of the infrastructure. The school has good class rooms but some of the facilities are missing like learning corner. This needs to be improved so that the learners will have much more interest in their learning. Following are the existing infrastructure facilities of the school:

Table: 2**Baptist Mission School Infrastructure**

S.No	Infrastructure	Numbers
1	Class-Rooms	3
2	Library	1(well functional)
3	Learning corners	0
4	Laboratory	1
5	Play Ground	1(Badminton court) & (1)Table Tennis
6	Toilet	4
7	Drinking water availability	1 water cooler
8	Garden	School surroundings
9	Electricity	Good electricity collection

c) Observation related to Government High School, Tlabung Infrastructure

The school has a good infrastructure which is utilised very well by the teachers and the learners. Also, the location of the school is perfect i.e. it is situated in a place near the main road. If the school can improve some of its infrastructural facilities then they can enhance their teaching learning process and learning. Government High School, Tlabung has the following infrastructural facilities:

Table: 3**Government High School, Tlabung Infrastructure**

S.No	Infrastructure	Numbers
1	Class-Rooms	6
2	Library	1 (well functional)
3	Learning corners	0
4	Laboratory	1
5	Play Ground	2 (Volleyball courts)
6	Toilet	5
7	Drinking water availability	1 water cooler

8	Garden	School surroundings
9	Electricity	Good electricity collection

d) Observation related to Mahabodhi Residential School Infrastructure

The school has a good infrastructure and a good study environment which supports the overall teaching learning process to be satisfactory as compared to other EBB schools of Mizoram. Mahabodhi Residential School has the following infrastructure facilities:

Table: 4

Mahabodhi Residential School Infrastructure

S.No	Infrastructure	Numbers
1	Class-Rooms	4
2	Library	1(well functional)
3	Learning corners	0
4	Laboratory	1
5	Play Ground	1 (volley Ball court)
6	Toilet	8
7	Drinking water availability	3 filter
8	Garden	School surroundings
9	Electricity	Good electricity collection

The schools in Educationally Backward Block also have good infrastructure like the class room condition are really good and some schools are using green/white board instead of black so that the students can have a clear sight and all the schools are having good electricity connection, proper drinking water, library, laboratory, toilets, etc. It is pretty fair to say that they got what they need in term of infrastructure.

Observation IV: Observation of the school in the EBB of Mizoram with respect to

• **Community Ownership**

Among the four schools, only Baptist Mission School is lack of SMDC and the other schools - RMSA Secondary School, Government High School, Tlabung and Mahabodhi Residential School have active SMDC and activities done by SMDC are as follows:

- Building construction
- Purchasing
- Policy making
- Repairing in needs

- **Innovative and best practices in schools.**

RMSA Secondary School has a ramp for disabled person and also has special toilet for them. This clearly reflects the inclusiveness set up of the school which is quite unique and appreciable.

Baptist Mission School also conducts remedial classes for weaker students to improve their achievements. In this school unique provisions are there for hosteller students in terms of their study in the night.

Government High School, Tlabung is a school in which teachers adopt and practice modern technique of teaching like collaborative learning and brainstorming learning for better understanding of the students. Teachers seem to be highly motivated in terms of teaching the various concepts with the help of specific teaching materials.

Mahabodhi Residential School is a residential school; here disciplines among the students in the school premises are excellent. The school administration is very effective in order to maintain learning and overall discipline.

Some of the key practices of the schools are as follow:

- a) Extra classes in the subjects where students are weak.
- b) Conduct of weekend test/exam regularly
- c) Conduct of morning assembly
- d) Provision of awareness regarding cleanliness, fire prevention and care taking of environment.
- e) Effective use of TLMs for teachings.
- f) Interactive classroom teaching.
- g) Night study for all hostellers.

Conclusion:

As can be seen from the preceding few paragraphs, teachers and students in Mizoram's Educationally Backward Block are working hard to catch up with pupils in other regions of the state. Students at the EBB School in Mizoram attend remedial sessions to improve their academic performance. Despite the fact that some schools have obstacles in terms of communication between students and teachers owing to language barriers, others face infrastructure issues as well as a lack of ICT assistance for teaching and learning. One school in EBB of Mizoram is also suffering from the lack of SMDC, which appears to be one of the reasons affecting school operation. With the exception of a few schools, all schools in Mizoram's EBB have enough certified instructors. In addition, teaching learning processes in EBB Mizoram schools must be enhanced and new and relevant teaching approaches must be used. The learning atmosphere in schools is well-disciplined and welcoming.

Reference

- Bassey, M. (1999). *Case study research in educational settings*. Buckingham, Open University Press.
- Business Standard (2019). *Press trust of India*. https://www.business-standard.com/article/pti-stories/mizoram-ranks-third-in-literacy-rate-in-india-minister-119091100923_1.html#:~:text=With%20a%20literacy%20rate%20of,ahead%20of%20Mizoram%20in%20literacy
- Das, T., & Halder, T. (2018). *Causes of educational backwardness of scheduled caste women students at higher education level in West Bengal*, 6(1), 1523–1530. www.ijcrt.org
- Government of India. (1981). *Progress of education of scheduled caste and scheduled tribes, 1977-78*, New Delhi: Ministry of Education and Culture (Department of Education)
- Kalia, M. and R. Singh. (2017). Educational policies and educationally backward blocks in Punjab. *IOSR Journal of Humanities and Social Sciences*, 22 (8), Ver. 12 (August, 2017): 34-39.
- Mission, S. S. A. R. (2015). *Status of educationally backward blocks as on 30th September 2015*, (September).
- MHRD (2016). available at <http://ssamis.nic.in/dashBoard.do>
- Personal, M., & Archive, R. (2013). *Munich personal repec archive child work and schooling in a backward region of Andhra Pradesh , India/ : Observations from the Field Child Work and Schooling in a backward region of Andhra Pradesh , India/ : Observations from the Field*, (48438).
- Ramanathan, P., Nithyanandan, D. V., & Ramasamy, R. (2020). Self-concept and self-esteem among educationally backward block students. *A Journal of Composition Theory*, XIII(Iii), 1–11. <http://www.jctjournal.com/gallery/1-mar2020.pdf>
- Sanghi, S., & Sinha, S. (2014). *Enhancing employability of youth in the educationally backward blocks (EBBs)*, 1–6.
- School Education. (2016). *Official website of Lunglei district, Mizoram*. <http://164.100.230.115/schooledu.htm>
- Sehgal, S. M. (2015). *Identifying backwardness of Mewat Region in Haryana: A block-level analysis*. Research Division, NITI Ayog, Government of India, (June), 100.
- Singh, R. (2019). *Education policies and educationally backward blocks in Punjab*, 22(August 2017), 34–39. <https://doi.org/10.9790/0837-2208123439>

Integrated Teacher Education Programme: An Analysis through Comparative Perspective

Nitu Kaur*

Abstract

Teacher education curriculum is perhaps the most experimented curriculum in the reform making process and this has led to rapid and vigorous changes in the past. The latest National Education Policy, 2020 in its spirit recommends a Teacher Education Program offering the highest quality training in content, pedagogy and practice by mandating interdisciplinary mode of teaching in integrated manner. Most of the developed countries of the world have witnessed the fruits of quality teacher education through successful implementation of the integrated model of teacher education. Countries like Finland and Singapore offer the best model of teacher education. The traditional integrated programme in India was based on international model of American Teachers' Training of that time and has been sustaining through present RIEs. In the present paper an attempt is made to compare the modalities of integrated mode of teacher education in Finland and Singapore with India. The choice of the two international countries has been done due to the unprecedented fact that both these two nations have been consistently performing well in the international student assessments such as PISA and TIMSS. The comparative analysis shall support to understand the modalities of implementation of four-year Integrated Teacher Education Program (ITEP) which is the mandate of present governance of the country.

Keywords: *Integrated Teacher Education Program (ITEP), Finland, Singapore, Comparative perspective.*

A Brief History of India's Teacher Education Program

The most important resource owned by a country is perhaps its' human resource and education plays a significant role in its making. Further, the faith of the education rests on the quality of its teachers and no individual can rise above the level of the teaching of his/her teachers. Finally, teacher is the key person to start with for introducing any reform process in the society. The teacher education program in India is the most experimented program yet it awaits quality changes. As cited in doctoral research of Pathak (1969), according to Mukherji

*Dr.Nitu Kaur, Assistant Professor, Department of Education, Mizoram University, Aizawl, Mizoram - 796 004, India; email: nitukaurmzu@mzu.edu.in

(1960) teacher education in the country has developed through three distinct stages viz. a) Pupil-teacher system, b) Teacher training and c) Teacher education.

In the beginning of 19th century, a system called monitorial system was devised to meet the requirement of expansion of primary education with minimum of inputs to the advance pupil for monitoring the progress. This system was gradually replaced by the teacher training program mainly through the interventions of educational societies in the main provinces of the country namely, the Bombay, Madras and Calcutta. Normal schools were established aiming to provide adequate teacher training for preparing primary school teachers. As cited in doctoral research of Pathak (1969), S.N. Mukherji (1960) mentioned the new grant-in-aid rules framed after Stanley Dispatch of 1859 provided a salary grant to schools only for those teachers who obtained a certificate of teacher training. However, the training program primarily focused on the subject matter knowledge and less on professional knowledge. The courses included what the teacher had to teach, and practically nothing about pedagogy. Hence there were some gaps between the content and pedagogy of teaching in this very initial format of training. Government Normal School, Madras (1866) and Lahore Training School (1881) were the only two training colleges which were dedicated to training of secondary teachers, admitting both graduates and under-graduates in the same class.

The Indian Education Commission (1882) and Government of India's Resolution on Educational Policy (1904) were significant with regard to training of teachers in subsequent times. It was upon the recommendation by the commission that separate training for graduate and post graduate teachers was initiated leading to increase in the number of training institutions with the provision of separate training for graduate, under-graduate and primary teachers. Also, a special provision of attaching a practicing school to the training institutions was made. The Hartog Committee (1929) recommended the strengthening of the teacher training both through the in-service and pre-service mode. The post-independent period witnessed the third stage of development in the history of teacher education which was called teacher education. The first commission of independent India, University Education Commission (1948) critically evaluated the then existing teacher education programmes and recommended for the development and improvement of the programme through its remodelling and highlighted the importance of attached schools for practical training and especially recommended on increasing the time for school practice. The free Republic of India expected a much-needed change in the education system which in turn effected the teacher training program. The new nomenclature of teacher education encompassed various issues pertaining to education system such as issues of universalization of elementary education, demand and supply of trained teachers and role of teachers in nation building.

The University Education Commission remarked that the secondary stage of education is the weakest link in our educational machinery and it needed urgent reforms. This remark came way ahead immediately after independence but its significance holds validity even today. Subsequently secondary training schools and teacher training colleges were opened across nations under the departments of education. The different states department of education offered curricula with slight variation but more or less uniform structure of teacher training.

The secondary training schools offered lower secondary or higher primary classes generally for under-graduates. The teacher training colleges offered B.Ed., Dip. in Education, or L.T. degree certificate in different universities with a one-year course of theory and practical. Further newer development happened in the form of post graduate course of M.Ed. and research in the field.

The four-year integrated model of teacher's training for secondary level was adopted for the first time in the country following the pattern of American Teacher's college for training of teachers. It was institutionalized for the first time in Kurukshetra University in July 1960 on the recommendation the then Vice Chancellor of Punjab University. The four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar, and Mysore, and the Central Institute of Education at New Delhi then decided to organize training courses for teachers and administrators who wish to improve their qualifications. The new inter-disciplinary approach to teacher training is the most remarkable feature of the work of these Regional Colleges now known as Regional Institutes of Education (RIEs). The four-year integrated course which emphasizes all the three aspects of teacher training, the basic notions, professional specialization, and practical experience was introduced after trying it out in the Kurukshetra University. In RIEs the traditionally both B.A. B.Ed. and B.Sc. B.Ed. programmes of four-year duration were started at the entry point of +2. In these four-year programmes, teacher-trainees study few papers on Education in every year along with their core subjects. They specialize in the core subject of either science or arts discipline and it is only in the fourth year that they undergo internship in the attached schools of RIEs. The whole last year is devoted to teachers' training in the schools with one to two theoretical courses.

The policy framing with regard to Teacher Education Program had been always of national relevance and it gained momentum perhaps more precisely in past two decades after the NCTE (National Council for Teacher Education) gained a statutory body status in 1993. At present Indian system offers the teacher education at three levels: the pre primary, elementary and secondary level. The pre-service, in-service and distance education model are offered by both governmental and private bodies approved through NCTE, RCI (Rehabilitation Council of India), DEC-IGNOU Distance Education Council, Indira Gandhi National Open University). Very recent development in the year 2019 states Government has introduced four-year Integrated Teacher Education Programme (ITEP) to boost the teaching profession in the country. This program is exclusively targeting the quality enhancement. Further this format is being thought to be implemented across nation and the draft National Education Policy (NEP) 2019 in its spirit recommended it for the betterment of the teacher education programme (Chapter 15, NEP 2019).

Problem Behind India's Education System: The Misalignment of Content, Pedagogy and Practice

India is home to most complex network of school education system of the world and the backdrop of this system is not very pleasing in the light of Millennium Development Goals. The elementary, secondary and higher secondary levels of education cannot be

strengthened in lack of reliable teacher training for each level. The outcome of national education goals is assessed at international platforms to have an understanding of real growth and development in the field of education. Both PISA and TIMSS have been used by many countries for benchmarking this growth in education (Yee, Lange & Schmidt, 2000). TIMSS (Trends in International Mathematics and Science Study) established by IEA (International Association for the Evaluation of Educational Achievement) was first conducted in 1995 and performed every four years assessing 4th and 8th graders in mathematical and scientific literacy. It is longest running assessment programme of its kind. PISA (The Programme for International Student Assessment) first conducted in 2000 is organized by OECD (Organization for Economic Co-operation and Development) and it conducts 15-years-old school pupils' scholastic performance on science, mathematics and reading after every three years. For more than a decade, Finnish students have been reported world best performers in international assessment of PISA. They are equally doing good in TIMSS. More than 6 million students participated in TIMSS 2015 and Singapore ranked first in TIMSS scores for both 10 and 14-year group and that too both in Math and Science. Singapore students are best in both the international benchmarking assessments. Sadly, India's performance has been very disheartening at international platform. If the performance of Indian students in the two international studies, TIMSS and PISA is analyzed, it is found that they have no recognition. Recently OECD released the results of 2015 global ranking and Singapore is the proud country to top the charts in all three areas of mathematics, reading and science. Asian countries, namely, China, Korea, Japan, and Singapore are some of the high performing countries in TIMSS. In both these world ranking studies we stand nowhere (Kaur, 2018). Only in PISA 2009, India was a participating nation only for two states of the country namely Tamil Nadu and Himachal Pradesh. For PISA, 2009 India was hardly recognized for her performance, ranking 71 out of 73 participating nations. India has not participated so far in TIMSS (Deccan Herald, Jan-28, 2019). The Government of India declared that India will be participating in PISA 2021 which was consequently post-poned to 2022 due to post-Covid disturbances in education.

The NEP, 2020 recommends heavily in alignment with Indian dream of enabling Indian school students to participate in international assessment by indirectly targeting the quality enhancement of ongoing teacher education programs. Unfortunately, India is not a participating nation in 2022 as well and many factors of hurdles needs recognition in the light of latest promising national policy. The National Education Policy (NEP), 2020 has focused on revamping the teacher education program in the country in order to ensure that teachers are given the highest quality training in content, pedagogy and practice by mandating interdisciplinary mode of teaching in integrated manner. Both elementary and secondary teacher training programs needs to be aligned to integrated format as specified in NPE, 2020. The spirit of patronizing the teaching profession has been envisaged in all major national policies and commissions of education. The teacher education functions on the demand and supply of trained teachers in the schools where there is a problem of mismatch. This drop-out in school goers has a heavy bearing on kind of teachers produced by existing teacher education system of the country. Lack of teachers and absentia of teachers have been found to be important factors for drop out of students especially at middle and secondary school levels.

A good teacher is by product of both the intrinsic and extrinsic factors acting upon him or her in the process of making. On the one hand where the self-determination and inner urge to become a good teacher is must for a prospective teacher, on the other hand the outside the teacher many factors decide the possibility of becoming a good teacher. The present seminar aims to hold deliberate and extensive discussions on different issues, challenges, prospect within Indian teacher education system and analysis into intrinsic and extrinsic level factors that are involved in making of best teachers. Draft NEP, 2019 states, “Teacher preparation requires sufficient time and space to develop educational perspectives, and understanding of subject and pedagogy, along with developing an identity as a teacher-for this, theory must be integrated with continuous graded practice. This is best done in a true multidisciplinary knowledge environment.” The solution to prevailing problems of educational system of India states that integrated model of teacher education is a better alternative over the traditional model. The NEP, 2020 greatly emphasizes on the alignment of content, pedagogy and practice as represented in all the successful integrative models of teacher education.

Teacher Education Model of Finland

The Finnish education system consists of pre-primary and basic education, general and vocational education and higher education, comprising of comprehensive schooling (nine years for the whole age cohort starting at the age of 7), secondary education (three years of general education in an upper secondary school or two to six years of vocational education), higher education, and adult education. Elective pre-school education is offered to 5-to-6-year-old children. The compulsory schooling consists of one-year pre-primary education for six-year-olds and nine-year basic education for children aged 7-16. Post-compulsory education consists of general and vocational upper secondary education that leads to the national matriculation. There are two pathways of education for the students to opt after these compulsory years of schooling, first is the general academic pathway to higher studies and second is the vocational education pathway. They may choose between two pathways depending on their interests and preferences. Again, the students have freedom to change their pathway at higher level as both the path way lead to equivalent levels of qualifications. So, the pathway is quite flexible to accommodate the interest of learners at any point of time of their education.

The Finnish model of teacher education is perhaps the world’s best model that prepares teachers meant to be teachers only. The comprehensive teacher education program which spans five years is tailored to prepare efficient and effective teachers for each level of education viz. pre-primary, primary, lower secondary, upper secondary, vocational levels. Finnish teacher education has two traditional lines of development, firstly the older line concerns the education of teachers for secondary education, and the second line refers to the education of teachers for elementary schools and pre-primary education has a close association with the later line (Kansanen, 2003). Before 1970s the primary school teachers received a three-year education in teacher–training colleges unlike the secondary school teachers who were expected to receive academic discipline education for five years and then directly receiving practical training in

schools attached to the universities and teacher training colleges. But following the recommendations of Committee report 1975, there was a inbuilt requirement of unifications of different teacher education programme with a common core but facilitated with flexibility and a strong research orientated training. The teacher education program thus moved one step ahead to a two-tier degree system where all teachers need to have a three years Bachelor's degree and a two years masters degree, except for the kindergarten teachers who need a bachelors degree only, however they undergo professional development through their career.

There are two main type of teachers who are prepared by these training program, class teachers who can teach lower grade (1-6) of comprehensive schools and are trained to teach all subjects and are responsible for the whole personal development of children. The second category is that of the subject teachers who teach the upper levels of the comprehensive schools (7-9) and the upper secondary schools (10-12). They specialize in one or two subjects (one major and one minor) and teach only those subjects. The teacher education common core curriculum meant to be covered by all kinds of teachers, generally comprises of pedagogical Studies; communication, languages and ICT studies; personal study plan. The curriculum for classroom teachers separately comprises of educational studies split into general, intermediate and advance studies. The curriculum follows European Credit Transfer System (ECTS) where in a candidate have to complete 180 credits at bachelors' level and 120 credits at master's level i.e., 60 credit a year (1 credit= 26 hours of work). Every classroom teacher has to undertake a study project compulsorily with two seminar and a masters degree thesis. There is a special component of practice studies deeply embedded throughout the five years of training. Thus, the teachers while preparation benefit from the close tie-up of pedagogical studies while studying for their bachelor's degree.

Further the curriculum of subject teachers is differentiated with the provision of their specialization in a subject such as geography major, maths major. Here student can apply to the subject departments of universities and during the second year if they meet the stipulated criteria of being a subject teacher, they opt for it and begin their studies in education from the third year. Thus, along with their 120 ECTS in the major subjects the subject teachers have to complete one another 60 ECTS in any other school subject and 60 ECTS in pedagogical studies which is part of their common core. A similar preparation goes into preparing different vocations, music, arts and sports. Everyone has to comprehensively undergo the compulsorily credits of common core curriculum.

The Singapore Model of Teacher Education

The National Institute of Education (NIE), Singapore is the national teacher education institute in Singapore that has defined the benchmark of excellence in providing world class quality program for teachers' professional education. NIE is an autonomous institute of the Nanyang Technological University (NTU) and is the only institute offering this program pertaining to small size and population of the country. However, within its small span of existence, the institute has emerged out to be one of the best systems offering quality teacher education. NIE, Singapore has a teacher Education for 21st Century Model where a firm believe

is laid into the value driven and student centric paradigm both in education and teacher education. Historically the education of Singapore underwent through three phases in post independent period. The initial period of 1965-1979 was mainly a Survival Driven Education System where emphasis was given on imparting basic literacy and numeracy skills to the students, the second period was based on the demand of technical skills and high drop out rate of students wherein 18-20% dropped after completing compulsory schooling. This leads to shift in the emphasis on Efficiency Driven Education System where different tracks were laid out for different students. Towards the post 90s when the world moved from industry-based to knowledge-based society, the emphasis shifted to an Ability Driven Education System. Singaporean Education system is a compact tripartite model where there is a close alignment between Ministry of Education (MOE) Policies, School Practices and Teacher Preparation Institutions all of which revolve around the fundamental goals of education. Each component of this tri-partite system is very conscious of of desired goals of education. This is also otherwise referred as the PPP Model. The model emphasizes that a policy will not be a policy unless it is coherently implemented to achieve its outcome in tandem and alignment with the the teacher preparation. It is crucially the teacher preparation institutions that are helping in achieving the desired educational outcomes by translating policies into practices.

NIE has laid out three career tracks for teachers, one for teaching, second for leadership and the third for specialist education. The NIE provide different types of pre-service teacher education programs for entering at different points as prospective teacher. The fresh school leavers with GCE they will be enrolled in a 4-year Bachelor of Arts (Ed.) or Bachelor of Science (Ed.) program. For individuals who have already had their university degrees, they will be enrolled in the 16-month Post-graduate Diploma in Education (PGDE) program. After completion of these course these prospective teachers will be posted to schools across Singapore by the MOE serving a service bond between three to four years (Tan, 2018). The NIE provides all levels of teacher education, from initial teacher education programmes to professional development programmes for in-service and executive leadership programmes for Principals, Departmental Heads and other school leaders (Lim, 2013). The Initial Teacher Education Programme (ITEP) prepare teachers for all government schools ranging from primary schools to Junior Colleges in Singapore. There are various pathways for qualified candidates to complete initial teacher education at NIE viz. Diploma in Education for primary or secondary level (2 years), Bachelor of Arts (Education) / Bachelor of Science (Education) for primary and Secondary level (4 years), Bachelor of Education for Primary level (3 years part time +0.5 years full time), Post Graduate Diploma in Education (PGDE) for primary, secondary and junior college (1 year/ 2 year for physical education) and Diploma in Special Education for Special and allied education (1 year). The NIE ongoing professional development programme is one of the key factors in Singapore's Educational success by holding exchange of ideas with many schools from professional learning community, learning from best practices of the world and implementing it in contextualised fashions.

Missing links and Gaps Identified

After reviewing the integrated model of teacher education in Finland and Singapore and its comparison with India's Integrated Model i.e., the ongoing 4-year B.Sc. B.Ed. in RIEs, many differences and gaps emerge out to the surface.

The main differences between Indian Integrated Teacher Education Program and Finnish Teacher Education Program are as following:

- The Finnish teacher education is the tight integration of theoretical aspects with practice during studies.
- In India there is no exposure to 'pedagogical studies' while doing bachelor's degree rather teachers are trained in isolation to their subject mastery whereas in the Finnish system this is not the case.
- The biggest difference emerges out to be the academic requirement of the teachers to be a teacher of different levels.
- The Finnish system of teacher education focuses on research work wherein students have to come with their Master's thesis and doctoral work whereas in India no such condition is placed before students.
- Teacher's autonomy is a key striking difference which makes the Finnish Education system superior.
- A very tough screening multi layered examination goes into the selection process of teachers where the best talent is screened with the acceptance rate of the top 15% of applicants thus attracting the best talent into the teaching profession.
- A very competitive compensatory package of salary is provided to the teachers offering them a life -long professional growth in their career.
- Teaching profession is a serious profession where experience is the key input, hence teachers cannot leave their responsibilities in-between.

The main differences between Indian Integrated Teacher Education Program and Singapore Teacher Education Program are as following

- The Singaporean System of Education is a very tight tri-partite realisation where there is a systemic coherence between government policy, school practices and teacher preparations.
- The system enables learning from the best practices of the world through multiple collaborative and exchange programmes.
- It attracts the best people for the teaching profession through a two-stage admission process where shortlisting is based on NIE'S criteria and interviewing is itself done through MOE (Ministry of Education).

- The 21st century teacher education programme heavily relies on values, skill and knowledge known as V³SK (Learner centred values, teacher identity values and professional values; Skills and Knowledge). NIE's Graduate Teacher Competency framework represents a holistic integration of the V³SK Model and the MOE competencies framework for beginning teachers, using the three performance dimensions viz. professional practices, leadership and management and personal effectiveness.
- Integration of pedagogical practices with the content knowledge is an inbuilt component of the programme wherein students are asked to have some assistance experience in local schools before they apply for the programme in order to see their interest in teaching profession.
- There is a strict adherence to value of being in a teaching profession and MOE take the undertaking from the prospective teachers to abide by values of the profession. Basically, everything revolves around the value system and is self automated.

Concluding Remark

A very heavy machinery of time, space, energy and money has been pumped into the weakest links of education ladder since independence, mainly the government targeted to raise the quality of both primary and secondary education. In spite of planned efforts, the system has suffered full blown crises which need to be put in order through much needed reforms in teacher education program especially for secondary level of school education. For that matter teacher education program in the country has been witnessed to see changes right into the planning stage through transaction and the evaluative stages of teacher education curriculum. Curriculum and syllabus in order to match the requirement of national mandate needs constant accommodation and assimilation of much needed changes but not at the cost of dismantling the existing structure and modalities. Every national policy has been followed by appropriation of an action plan to reform educational system of the country and this in turn has its heavy bearing and implication on teacher education program of the country. It is felt seriously that integration of content, pedagogy and practices in Indian teacher education system had never been in to-to alignment within the teacher training institution and outside institution it did not respond well with the national policies and school practices. It seems that policies, training and practices are not thoroughly communicating with each other, thus resulting into situations where national goals are left unachieved. The present RIE model however provides a sound solution for quality enhancement of the programme but still very few researches have focussed on minutely analysing the missing links in integration of content, pedagogy and practice. Hence there is a serious need to align the missing links and improvise on the existing ITEP modules of the country. However, the two comparative examples presented here i.e., the Finnish and Singaporean Model have been only chosen on the basis of consistent high-quality performance of school students of different age groups in the recent decade but as far as terms of size, population, diversity of all possible types, socio-economic status are concerned, there are huge differences where these countries have no match. Hence the problems of India are very different but there is always an opportunity to learn from the

best practices of the world and it is a high time for nation to trigger this start having the youngest population of the world.

References

- Deccan Herald (Jan-28, 2019). *India to participate in PISA after a gap of 12 years*. <https://www.deccanherald.com/national/india-participate-pisa-after-715382.html>
- Hartog, P. J., Auxiliary Committee, & Indian Statutory Commission. (1929). *Interim report of the Indian statutory commission: Review of the growth of education in British India by the auxiliary committee appointed by the commission*, Sept., 1929.
- Hytönen, J. (1995). *The role of school practice in teacher education: Discussions on some educational issues* VI, 77-83.
- Kansanen, P. (2003). Teacher education in Finland: Current models and new developments. *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*, 85-108.
- Kapoor, R. (2018). Teacher education in India. https://www.researchgate.net/publication/329528233_Teacher_Education_in_Pre-Independence_India
- Kaur, N. (2018). *Impact of selected affective variables on achievement in science of secondary school students in Aizawl District of Mizoram* (Doctoral dissertation, Mizoram University)
- Lim, K.M. (2013 September). *Teacher education in Singapore*. Paper presented at the SEAMEO RIHED Regional Seminar on Teacher Education, Singapore.
- MHRD (2019) *Draft National Education Policy 2019*, New Delhi.
- Ministry of Human Resource Development, (2020). *National Education Policy*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- NCERT. *Position Paper: National Focus Group Teacher Education for Curriculum Renewal*, New Delhi.
- Pathak, M.B. (1969). *Trained and untrained personnel on job success*, Chapter III. History of Teacher Training in India. https://shodhganga.inflibnet.ac.in/bitstream/10603/46691/8/08_chapter%203.pdf
- Tan, A. L. (2018). Journey of science teacher education in Singapore: past, present and future. *Asia-Pacific Science Education*, 4(1), 1.
- University Education Commission.(1949). *Report of the University Education Commission* (December 1948-August 1949). Vol. I.

Mass Media and its Impact on Mizo Society

H. Lalzuithangi*

Abstract

In today's world social media has become so popular that it is not possible to live without it. The virtual world exists and many people spend time in this world through their devices. This paper looks into the impact that social media brings about in the society. Is social media helping today's youth in Education, does the use of social media deteriorates social benchmarks, does social media act negatively in the Education of youth? Social media often promotes unethical pictures, video clips and images among youth, anti-religious post and links creates hatred among peoples of different communities, Negative use of social media is deteriorating the relationship among the countries, social media is playing a key role to create political awareness among youth. This paper looks into its impact amongst the Mizo people.

Keywords: Culture, Media, Sports, Lifestyle, Role model

Introduction

Media in Mizoram had taken a very long and winding road to reach to the state of today. Print media is very much linked with the political situation of Mizoram. Where growth of political awareness can be seen, there is a parallel growth of newspaper. The newspaper is always the medium of spreading political awareness, whether it is questioning the ruling government or is being used as a tool to spread government policies. Print media has played a very important role initially as this was the only means of spreading ideologies, news, medium of entertainment and creating awareness.

From the time the missionaries came to Mizoram, they were aware that with growth of greater number of educated and literate Mizos, a medium of information would make more impact in the mind of the people and the society. However, real initiatives were taken by few church elders like R. Dala, Zakunga, Lianhmingthanga, Dohnuna, Suaka, Thangrual, Dala and Zotawka. This group of elders came to a decision that the most effective means of spreading the gospel was by writing about it. At first, since they did not have a means to publish newsletter,

*Dr. H. Lalzuithangi, Associate Professor; Department of Political Science, Govt. Hrangbana College.
Email: hlalzuithangi@gmail.com; Phone: 8415970630

they were reluctant and discouraged, but fortunately, one of the Missionaries Dr. Fraser had a hand press with him and this was used to print the first issue of the Kristian Tlangau (Christian Herald). In 1911 the first issue of Kristian Tlangau was printed. Unfortunately, the following year in 1912 Dr. Fraser was transferred to Lakhipur and since he took his hand press with him, it created a problem for the printing of the Kristian Tlangau. The superintendent of that time Col. C.E. Locke presented the church with a Treadle Machine which was worth 4500 rupees at the time. From 1916 onwards this machine printed the issues of the Kristian Tlangau. Initially, 500 copies were printed but now the number has gone up to 25,500 (Lalrambuatsaiha, 2012). From then on, in Mizoram with high rate of literacy, literature and Print Media in all fields prosper. The growth of media can be seen in every decade as it rode the wave of development.

Objectives

Considering the growth of usage of social media, the objectives of this article are:

- To learn the impact of the mass media on the various areas of the society
- To explore the area of influence of mass media on the youth culture

Methodology

The present paper is a qualitative research article; therefore, the sources are primary and secondary. The data were collected through observation, available literature and intensive interviews with journalists and political leaders.

Social Media and the Mizo Social Culture

The internet has brought in what is known as the social network. There are many social networking sites, the Mizo people being very sociable by nature are well acquainted with it. Sites such as Facebook, Instagram, Tumblr are all social network sites and apps can be accessed through computers and through smart phones. There are many applications in the smart phones such as WhatsApp, We-chat, Telegram etc., which are social networking applications. These sites and applications allow the users to communicate and interact using these devices. Because of all this virtual socializing and its popularity, the traditional mode of socializing has taken a back seat. Before such cable networks and social networks came to be known, the youths did not have many means of entertainment. Usually, they would gather at a friend's house and sing songs playing guitar or a young man would visit his girlfriend at her home a tradition called 'Nula Rim'. Though this culture is still prevalent, it is not so popular anymore. It is true that the Mizo people by nature like to sing and play guitar for instance, a young man was assumed to know how to play a guitar by nature. Gathering at a friend's house and singing was the favourite pastime of the youths. Now, it is observed that the favourite pastime of the youth is to play video game from the computer or in groups (Interview with Vannihtluanga, 2010, September 3). Video games are networked which makes it easier for socialising through the game using their devices. socializing virtually and keeping oneself busy watching TV

and going online is the trend today. The Virtual world provides a space for socialising, an additional realm for the Mizo people. This can have a negative impact where it leads one to 'social withdrawal'. There is a lack of physical connection, trust and devaluing of friendship is a possibility. However, it cannot be denied that the social media has united a larger number of people on a broad platform where they can participate and engage in a discourse with various issues concerning the Society (Vanneihluanga, 2010).

Impact on Lifestyle and Fashion Trend

Lifestyle is affected in a lot of ways; the people of Mizoram are inspired by what they see on media. Architecture and the interior designs of many houses in Mizoram are very modern and stylish as influenced by the lifestyle and even homes of people from a more developed place. When there is a demand, supply has to follow and therefore, we see mushrooming of business houses which sell modern furniture and household goods. All this is definitely media effect. E-commerce has grown tremendously. The physical footfall in a shop is not as important as it used to be. The media provides a limit space in the virtual world for business to grow. For instance, pages are being made in the Instagram where anyone can sell their products and market them. This has lessened the need for physical shop. This new mode of marketing has led to the rise of the delivery system of goods. It can be said that due to pandemic the delivering of goods and other items at the doorstep has boomed yet, the system has not slowed down. With all these, there is a fear that this impact will bring with it materialism, greed, laziness which may lead to a negative impact on the society as a whole. Another area of influence is the taste buds of the Mizo youth. In the place of '*Chhangban*' (sicky rice), '*Sawhchiar*' (a food item made of rice), '*Chow Satuileih*' (a soupy noodle) which were traditionally the Mizo food items, burgers, pizzas and French fries have taken over the taste buds of the young Mizo. Many Cafes and Restaurants have come up, this is also another impact of media, learning to take up new ventures in businesses.

Another important area of influence is the fashion trend. The Mizo people by nature are stylish and fashion conscious. They were highly influenced by the western culture in the 50s and 60s. But with the influx of media, the influence of the South East Asian culture and predominantly South Korea is very strong. Even internationally, there is a strong Korean wave or rather what is known as the K-pop has taken the world over. The Mizo Youth clad themselves in such as trendy fashion as if they were to walk down the streets of New-York and they look like they belong there (Renthlei, 2012). Since the Mizos have peeked through the window of media to the world, they have more knowledge about the world outside so much that there is fear of not being aware of the reality of the Mizo society, that one may be filled with much envy and longing for another kind of culture. There can exist the '*Inti-changkang*' (elites mentality) which may keep one far away from reality that may even result in depression. Depression is another word which is made familiar via the media.

A Change in Role Models

The youth are easily influenced by what they see and hear from the media. When chieftainship was abolished because it imposed a kind of slavery on the people it was in

correspondence to abolition of slavery in the west. Today, because the world is obsessed with the ideology of capitalism, the mindset of the youth leans towards a more liberal social and political setting.¹ The media has made the youth aware of the development of the world and made them covet the modern world. It has given them new role models and made them more interested in the international scenario. There is a shift of role models from the sons of our soil; pass the national heroes to international celebrities, which resulted in the existence of youths who do not even know the names of their own traditional Heroes, Mizo Civil Servants, Great Politicians and people who have achieved so much in different fields (Lalruatkimi, 2012). There is a lack of appreciation shown towards the hard works of our past leaders in all fields. The influencers that's the social media make known have inspired the youth today. This leads to growth of admiration for media celebrity and sportsman. Adolescents said that they admired role models' skill, physical appearance and achievement, the effect of role model not only the imitation stage but also in transformation stage. Therefore, the role models are more on the globalised scale.

Impact on Sports

One of the very important impacts of media is in the field of sports and how sports have impacted the social and political policies is an interesting fact. The cable networks now air many channels. There are numbers of news channels, music channels, movie channels, sports channels etc. For a long time now, while cricket has been the game that was obsessed by the people of mainland, football in spite of the absence of football grounds, is the one sport which interests Mizos the most. In the past, the football world cup tournaments were very popular, even when there were not many television sets to watch, people would gather in the houses of those who own television and even if they were aired at odd hours (since most matches were played in Europe, there was a big-time difference) this would not stop them from watching it. Time has changed with the cable network, everyone interested in football even from the remotest village in Mizoram can watch the football match from the comfort of his own house. Not only the World Cup which comes around once in four years but also of the European Cup called the 'Euro', the UEFA Champions' League or the English Premier league can be watched for those interested in the game. The power of the media is such that, the person in the remotest corner of Mizoram can now share the same interest and be a fan of a European football team along with the person in the most urban part of Mizoram or Europe for that matter (Vanlalmuana, 2012). Such impact on the sports has motivated the young men of different part of the state to pursue a career in this field. This has also made an impact on the policy makers to take steps in building facilities which would be more helpful to those who aspire to become sportsman be it in the field of football or judo. It cannot be denied that it is all an impact of the media.

Impact on NEWS

Journalism is now a social responsibility. The public news environment and new media technologies have enabled a participation in the news process. There is a new term which

defines this new phenomenon of participation called the user-generated content or, citizen journalism and community media to name a few. It is not the citizens who report the news and event and Facebook provides a platform for such participation. This is a very important forum for the users to voice their opinion on latest issues which is discussed within the State. The responsibility of the people has also become bigger in the field of reporting an incident or talking about an issue or even commenting on an issue (Lalruatkimi, 2012). The media ethics are also important to know for the user. 'What? When? Where? Whom? How?' should be reported. In spite of the growth of information technologies, the press still remains the fourth estate but it has to work harder in maintaining its status quo. Facebook has now become the main link between major institutions and the mass. It is a platform for anyone to voice their opinion and therefore, the social media power now rests in the hands of every user, it is now evident that it can be used to change the society in many ways (Lalthantluanga, 2013).

Way Forward

It is not possible to live in this era without the knowledge of social media. It has touched every sphere of our lives. This study investigates the effects of social media on youth. Social media has contributed to positive impact of lives in various ways, for instance they provide leaning and job opportunities. It is used for communicating with friends and families. Sometimes, there is a fear that it will affect physical health and cultures. Social media and networking are now mis-used by many and have become necessary evils in a number of ways. In this context, some recommendations for improvement in the use of social media can be made as follows:

- Social media should be encouraged for positive purposes only
- They should be used for informative way to enhance skills and abilities
- To minimize its negative effects, Government has to take strict actions.
- Government should keep a check with its policies and cyber policing should be mandatory.
- Government should make a policy to check out unfair reporting of media which ruin the society.
- Everyone should be cautious on how they use their time; they should not waste their time on social media networks like WhatsApp, Twitter, Facebook and YouTube.
- To secure the future of children, teachers and parents should check out what they are actually doing on social media (Jeesmitha, 2019).

Nonetheless, in today's world social media are used to document memories, learn about and explore things, advertise one-self and form friendships. For instance, they claim that the communication through Internet based services can be done more privately than in real life (Harchekar, 2017).

References

- Bennett, W. Lance, Robert, M. Entman. (Eds) (2001). *Communication in the future of democracy and mediated politics*. Cambridge University Press, Cambridge UK,.
- Burton, Graeme. (2005). *Media and society: Critical perspectives*, Rawat Publications.
- Chaltuahkhuma, (2001). *Political history of Mizoram* (2nd Ed.). David Memorial Press.
- Harchekar, J.S. (2017). Impact of social media on society. *International Journal of Engineering Research & Technology (IJERT)* 6(07). <https://www.ijert.org/research/impact-of-social-media-on-society-IJERTV6IS070249.pdf>
- Jacobsen, W. C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 275-280.
- Jeesmitha, P.S. (2019). The impact of social media. *International Journal of Scientific Research and Engineering Development*. 2(1), <http://www.ijered.com/volume2/issue1/IJSRED-V2I1P26.pdf>
- Lalmuansangkimi, C. (2015). A reflection on the emergence of print and electronic media in Mizoram. *Global Media Journal – Indian Edition*, 6(1 & 2). www.caluniv.ac.in
- Lalrambuatsaiha, C. (2012). Development of print media in Mizoram. *MJA Ruby Jubilee Souvenir*, pp. 66-67.
- Lalruatkimi, I. (2012, August 18). Interview in All India Radio (AIR), Aizawl.
- Lalthantluanga. (2013, July 22). Interview in Zonet Cable Networks
- Vanamamalai, R. & Vanlalruata, *Culture of daily newspaper in Mizoram*. <https://doi.org/10.24321/2395.3810.201824>

The Etymology and Origin of the Ullambana

Yin Zhao*

Abstract

Buddhism was disseminated from India to China during the Han Dynasty (202 B.C.-220 C.E.) and incorporated local Chinese local cultures. It emerged gradually as a specific cultural phenomenon with Chinese features. According to Li Li'an, such a phenomenon could be considered a miniature of all the foreign cultures' destiny in China, too (Li 2006, Huang 2021). The Ullambana Festival of Buddhism experienced a long process of change within Buddhism itself. The Ullambana Service of Chinese Buddhism is a glittering example of this historically peerless amalgamation of two of the world's most remarkable ancient civilizations. Thus, this paper attempts to investigate the etymology and origin of the Ullambana Festival during the process of its transmission in China to explore the localization of Buddhism in China further.

Keywords: *Ullambana festival, Etymology, Origin, Localization*

Introduction

Ullambana Festival (Buddha's joyful day), known as Sangha Day, is the last day (15th of July, Chinese lunar calendar) of the SaCgha community's three-month Vārsika (summer retreat or rainy season). Literary evidence proves that the Ullambana Festival has a close relationship with three Buddhist canons: Fo-shuo Yu-lan-pen Jing (The Buddha Bhāsita Ullambana Sūtra in English), Bao-enfeng-pen Jing (The Sūtra on Offering Bowls to Repay Kindness in English) and "Jing-du Yu-lan-pen Jing (The Pure Land of Ullambana Sūtra in English)". It is an activity with great merits that allows the SaCgha community to perform ritual practices without obstructions, rescuing the spirits of the deceased ancestors, parents and relatives from suffering. The distinctive features of Buddhism in China result from a process of absorption and assimilation between Buddhism and China's hitherto existing cultural peculiarities. The Ullambana Service of Chinese Buddhism is a glittering example of this historically peerless amalgamation of two of the world's most remarkable ancient civilizations. It is observed that from time to time, scholars have busied themselves with the study of the

*Yin Zhao, Center for Sino-India Comparative Study; Jinan University, China; Email: macthine@gmail.com

Ullambana Festival or 盂兰盆节/*Yu-lan-pen Jie* (in Chinese) since the *Ullambana Sūtra* was introduced from India into China.

Most scholars like Fan Jun, Xie Wanruo, Makita Tairyo and Akamatsu Kosyo (Chisong Xiaozhang in Chinese) advocate that it is Chinese culture that has been instrumental to the origin of the *Ullambana* Festival, for there is no precedent of observing *Ullambana* in Indian Buddhism. Makita Tairyo holds that *Ullambana Sūtra* is an apocryphal text (known as “*Wei-jing*” or “*Yi-jing*” in Chinese) and was created by local ancient Chinese (Makita Tairyo, 1976: 84). The clinching factor, these scholars argue, is the concept of filial piety prevalent in the Chinese thought (Fan 2006, Xie 2004, Akamatsu 2000). However, there has been limited research until now that has systematically studied the root of the *Ullambana* Festival. Hence, this paper attempts to investigate the etymology and origin of the *Ullambana* Festival, including the different names of the *Ullambana* Festival and the similarities and differences between the *Ullambana* Festival and the Zhong-yuan Festival of Chinese Taoism.

The Etymology of the term *Ullambana*

On the issue of the etymology of *Ullambana*, there has been a lot of research by scholars from different countries such as China, Japan, the United Kingdom, the United States, Denmark, France and Germany (Ashikaga 1951, Kenneth 1973, Duyvendak 1926, Ernest 1904). The different views can be broadly grouped into three categories, which are enumerated as follows. “The first type of view postulates that *Yu-lan-pen* (*Ullambana* in Chinese) is derived from the Indo-European languages. According to these theories, the Chinese word is assumed to be a phonetic derivation of the Sanskrit word *Avalambana*, the Buddhist Hybrid Sanskrit equivalent of which is *Ullambana*, meaning ‘hanging down or depending on’; the *Pāli* word is *Ullambana*, meaning ‘salvation, rescue, full of mercy’; and the Iranian word is *Urvan*, meaning ‘soul’. It has been carried to China in Sogdian form *rw’n* or ‘*rw’n*.” (Teiser, 1988: 21)

Hui-lin (737-820 C.E.) thinks that the name “*Yu-lan-pen*” is incorrect and that the correct name vis-à-vis the festival ought to be denoted by the term “*wu-lan-po-nu*”, meaning “hanging upside-down”. There is a custom in the Western country (India), he said, that if someone’s male line came to an end, then when he (or she) died, nobody would sacrifice for him (or her). He (she) would then be fated to go down in hell, hanging upside-down, because he (or she) would be accounted as a criminal. Thus, the Buddha ordered that the kinsfolk of the dead should make offerings to the *Triratna* with the goods of the living so that the dead may be rescued from an existence of suffering on the day of *PravāraGā*. Therefore, the former explanation that “*Yu-lan-pen*” is aware of saving food is wrong (T 54: 535b).

In *Yu-lan-pen-jingshuxiao-heng-chao* (Sub-commentary of the *Ullambana Sūtra*) from the Song dynasty (960-1279 C.E.), Yu-rong (not in detail) deems that “*Yu-lan-pen*” is a combination of two Sanskrit words; “*Yu-lan*” is short for “*wu-lan-po-nu*”, meaning “filial piety, offering, kindness, hanging down”, while “*pen*” is a truncation of the old pronunciation “*Bhājana*”, and the new pronunciation “*Men-zuo-nang*” or “*men-zuo-luo*”, meaning “saving ware”. The literal meaning of the word “*Yu-lan-pen*”, thus, is “saving ware for hanging upside-

down” (T 10: 519 b-c). The explanation of Hui-lin (737-820 C.E.) and Yu-rong (not in detail) were the first in this respect.

The second view follows the standard Chinese understanding that while “*pen*” in Chinese means “bowl”, “*Yu-lan*” is a transliteration of a foreign term for “upside down”. On this basis, “*Yu-lan-pen*” refers to the bowl, into which offerings are placed to save the forefathers from the destiny of hanging upside down in the underworld or to the manner in which offerings are sometimes made by inverting the bowl of offerings intended for wandering spirits. In the ancient Chinese explanations, Tang Hui-jing (578-?C.E.) and Zong-mi (780 -841 C.E.) acknowledged this viewpoint (Teiser, 1988: 22)

In *Yu-lan-pen-jingzan-shu* (Commentary Praising the *Ullambana Sūtra*), Hui-jing wrote: “There is a lot of delicious food in the *pen* (bowl), which is offered to the Buddha and the monks to save the pitiable fate of those hanging upside-down in the subterranean prisons of hell. Hereupon, it is titled ‘*pen*’.” (T 85: 540 a) Zong-mi had a similar description in his work (T 39: 507 a). “*Yu-lan*” is a Western term¹, (meaning that it came from India; since India lies to the West of China, most Chinese called India the Western Country) the meaning of which, in Chinese, is hanging upside-down; “*pen*” is a Chinese word that means a ware to be used for saving. Thus, according to Chinese convention, “*Yu-lan-pen*” should be called “*jiu-dao-xuan-qi*”² (which indicates a ware used on the *Ullambana* Festival to save hungry ghosts). They both consider “*pen*” as a kind of ware like “a bowl”.

The third idea states that the meaning of “*Yu-lan-pen*” draws from spoken Chinese. Some scholars have suggested that the sound “*Yu-lan-pen*” represents is a variation of the commonly accepted orthography, namely “*Yu-lan-pen*”, which means “tray-shaped bamboo basket”. Others suggest that the shortened sound “*Yu-lan*” represents either “*Yu-lan*”, meaning “fish basket”, or “*Yu-lan*”, referring to a cup of nectar and a basket of seedcakes. The shortened sound “*Lan-pen*” has also been interpreted as “magnolia bowl” (Teiser, 1988: 23).

Among these three explanations, the third one is so biased that no more than a few people have accepted it; the second one has had a broad mass base and even enjoys acceptance from some scholars in the contemporary era. The author, however, prefers the first explanation.

The Sanskrit word “*Ullambana*” has very ancient origins, as similar words are found in the great Indian epic “*Mahābhārata*”. For example, a story described “*The Mahābhārata*” suggests that the original meaning of “hanging...down” and “suspended” is denoted in this quotation precisely by the Sanskrit words “*Lambamānān*”, “*Valambante*” and “*Lambāmahe*” (Sukthankar, 1993: 113). All these three Sanskrit words share the root “*lamba*” with the word “*Ullambana*”. The “*Mahābhārata*” appeared between the 4th century B.C. and 4th century C.E. and is considered ancient literature. This shows that the Sanskrit word “*Ullambana*” has some deep historicity.

Buddhism employed this word in the *Ullambana Sūtra* to elaborate upon the meaning of salvation. Later, when the *Sūtra* was introduced into China, the concepts of “*Ullambana Service*” and the “*Ullambana Festival*” were developed in accordance with the features of the canon. Like so, the word “*Ullambana*” has come to be well known in China.” *Ullambana*

Service” is an annual celebration in Han-Chinese monasteries held on the fifteenth day of the seventh month of the traditional Chinese calendar, which is referred to “*Yu-lan-pen-hui*” or “*Lan-pen-hui*”. After it appeared, more and more people, comprising both the upper classes and common society, started taking part in the activities. The purely religious celebrations were also interspersed with a variety of recreational and commercial activities, leading to the “*Ullambana Festival*” in its popular avatar.

The Chinese version of the word “*Ullambana*” had quite a few different abbreviations and synonyms; we will frequently see these names in quotations in this paper. The different names of “*Ullambana Service*” are “*Yu-lan-pen fa-hui*”, “*Yu-lan-pen sheng-hui*”, “*Lan-pen sheng-hui*”, “*Lan-pen-hui*”, “*Yu-lan-hui*” and “*Pen-hui*” etc. There is no doubt that the “*Ullambana Festival*” has also had a lot of names in folk China culture, such as “*Gui-jie* (Ghost Festival)”, “*Lan-pen-jie* (*Ullambana Festival*)”, “*Yu-lan-jie* (*Ullambana Festival*)”, “*Zhong-yuan* (*Middle Primordial in English*)”, “*Zhong-yuan-jie* (*Middle Primordial Festival in English*)” and “*Zhong-yuan-ri* (*Middle Primordial Day in English*)”, in which the best-known name was “*Zhong-yuan-jie*”, the usage of which might have been more popular than that of all other names combined.

The *Ullambana Festival* and the *Zhong-yuan Festival*

It is not just the Buddhist monasteries that utilized religion to sponsor a festival of ancestral offerings on the first full moon of autumn. Taoists also held a celebration on this day called “*Zhong-yuan-jie*”, namely the *Zhong-yuan Festival*.

The *Zhong-yuan Festival* is closely associated with the belief of the *San-yuan* (The *Three Primordial* in English) thoughts that indicate “*tian*” (the “heaven” in English), “*di*” (the “earth” in English) and “*shui*” (the “water” in English). The *Three Primordial* has a long and varied history in Taoism. Taoism states that Heaven, Earth and Water are the three basic elements which take the shape of all things, as recorded in the Taoist literature of “*Yun-ji-qi-qian* (*The Classified Collection of Taoist Scriptures in English*)”: “After “*Hun-dun*” (the “universe” in English) separated, there were three *Qi* (the “gas” in English) of the heaven, the earth and the water, in which formed human beings and bred everything” (Zhang, 2003: 1224)³ Afterward, the Three Primordial were personified as God who won the forces to govern the world—*San-guan* (*The Three Officers in the World in English*), i.e., Official of Heaven, Official of Earth and Official of Water. They oversaw the human world and granted blessings for good deeds or rendered punishment for evil acts. The belief in the “Trinity of the Three Officials for Ruling and Offering” started gaining currency in the second century when Wu-dou-mi Taoism (Five pecks of rice Taoism) appeared. Thereafter, it has never been suspended. At that time, the celebration was on the fifteenth day of the seventh lunar month (Maspero 1981: 34, T 6: 879).

For instance, a Taoist scripture *Tai-shang-dong-xuan ling-bao-san-yuan pin-jie-gong-de qing-zhongjing* (*The Scripture of the Exalted One of the Sacred Jewel of Penetrating Mystery on the Prohibitions and Judgment of Merit of the Three Primordials in English*)

states, “Placed three palaces, three mansions and thirty-six bureaus administered by the Upper Primordial, Official of Heaven; set three palaces, three mansions and forty-two bureaus administered by the Middle Primordial, Official of Earth; and located three palaces, three mansions and forty-two bureaus administered by the Lower Primordial, Official of Water. Altogether, there were nine palaces, nine official residences and one hundred and twenty bureaus from the Three Primordial. The Three Primordial complement each other to judge people’s merits and misdeeds, whether they should get life or death, blessings or sins, then order the public office runners to investigate execution in due time without any error. The meritorious works of learning immortal and the criminal offence of doing evil would be recorded in detail and in charge by the officer branching.” (T6: 879)

Since the thought of the “Three Officers” arose, it was merged with the “Three Primordial” by degrees. In Northern and Southern dynasties (420-589 C.E., *Nan-bei Chao* in Chinese), Taoism established the date of the fifteenth days in each lunar January, July and October as the birthdays of Officers of Heaven, Earth and Water, respectively. It is said that the “Three Officers” would descend to the earth on their respective birthdays to judge people’s actions. Therefore, Taoist rituals of confession and promotion of good conduct are practised on this day, and thus formed the “*San-yuan Festival*”, including *Shang-yuan*, *Zhong-yuan* and *Xia-yuan Festival*.

In the “*Tai-shang dong-xuan ling-bao ye-yin-yuan jing (The Cause Scripture on Supreme Mysterious Practices)*”, it says, “The day on the fifteenth of the first month, The Lord of Shang-yuan palace, The First Official, The *Qi(Nine Prana)*, The Heaven Official who brings fortune, the *Zi-wei Great (the Emperor of Purple Forbidden Enclosure* in English) descends to the earth to judge people’s action; the day on the fifteenth of seventh month, the Lord of *Zhong-yuan Palace*, the Second Official, the Earth Officer of Remitting Crime, the *Qing-xu Great (the Emperor of Pure Emptiness)* drops off the world to determine conduct of human beings; the day on the fifteenth of tenth month, the Lord of *Xia-yuan Palace*, the Third Officer, the Water Officer of releasing doom, The *Fu-sang Great (the Emperor of East)* arrives for the land of humankind to inspect behavior of humanity.” (T 6: 100 a-c)

Setting offerings as sacrifices for ancestry was a historical custom in China. In the “*Li-ji (Book of Rites)*”, there is a record relating the *Qiu-chang (Autumn Taste* in English)⁴, one of the four routine royal sacrifices for the four seasons. These folk customs came into being before the beginning of the Han dynasty (202 B.C. – 220 C.E.) and subsequently were absorbed by Taoism, taking the shape of the *Zhong-yuan Festival*. According to the record of “*Zhai-jie-lu (Records of Fasting* in English)”, some actions of fasting and praying on *Zhong-yuan* day on the fifteenth of the seventh month took place at the time of Taoism’s origin in the second century (T 6: 1008).

Early Taoism also had the custom of *Fan-xian (Worthy of Entertainment* in English), in which delicious food was offered to people of virtue in order to keep all evils away and eliminate one’s own crimes. As the following segment of the “*History of Three Kingdoms*” below records:

“(Zhang-lu’s disciples) were to be the wizard, praying for people’s illness. The method of prayer was to write down the name of the patient (on papers or clothes) to acknowledge a fault. After three times, the first paper or cloth with the sick person’s name is hidden in the mountains so that it may reach the heavens; another paper or cloth with the sick person’s name is buried in the earth, and the last paper or cloth with the sick person’s name is sunk in water known as “*San-guan shou-shu* (hand-writing of Three Officer)”. The invalid family must pay with rice worth Wu-dou (five pecks) as his repayment, which was called “Wu-dou-mi-shi (Master of Five pecks Rice)”...when (Zhang-)lu⁵ stayed in Han-zhong, the payment increased as the believers grew in number. (He) let relievers build free houses and kept rice and meat inside for feeding the travelers; and taught followers to cloister; (taught) that people should clean up the roads for a hundred steps to eliminate the faults of small mistakes; (he) also (ordered disciples to) suspend from killing within spring and summer on the basis of the Yue-ling (Affairs in Twelve Months), to refrain from drinking as well. The adherents could not violate (his teaching) even if they moved to other places.” (Luo, 1971: 2641)

The records of “entertaining the worthy” are also found in the literature of subsequent dynasties, such as *Lao-jun-yin song-jiejing* (*Oral Commandment of the Aged Worthy of the Heaven in Dream* in English) by Kou Qian-zhi (365-448 C.E.) in the Northern Wei dynasty (386-535 C.E.), and *Yao-xiuke-yijie-lü-chao* (*Selection of Commandment of Taoist Rituals* in English) edited by Zhu Fa-man (not in detail) in the Tang dynasty (618-907 C.E.). In the first work, some rituals are drawn up, such as gathering for those worthy of regaling, confessing, the dispelling of sickness, praying, getting illness and so on (Qing, 1994: 143).

In the second work, the related description goes as follows:

“(If there happens to be) sickness or misfortune in a family, (they should) personally organize a feast in public, called “entertaining the worthy”. (In the feast, the host family should) invite holy and virtuous Taoist masters, including upper, middle and lower with ten, twenty-four, thirty, fifty or a hundred people; they cannot be less than ten people to invite; otherwise, they will not get the blessing. The Taoist priests are holy people who perhaps do not eat food or only eat little so that the food offered to them need not be much. It must just show the follower’s reverence for Taoists because people respect and adore them (the Taoists).” (T6: 978 b)

When Buddhist monasteries began holding the *Ullambana* Festival, Taoist monks started to follow them too. Along with the Taoist rituals that appeared in *Zhong-yuan*, the Taoists also developed a set of legends that justified and explained the celebrations. As seen in such sixth-century texts as *Tai-shang dong-xuan ling-bao san-yuan yü-jingxuan-du da-xian-jing* (*The Scripture on the Ultimate Nobility of Accessible Mystery of Unmeasurable Treasure of Great Offerings to the Three Primordial of Jade Capital Mountain in the Dark Metropolis*), the Taoist legends drew extensively on the Buddhist mythology of the ghost festival. While on the one hand, the sacrificing customs have been preserved, on the other, “entertaining the worthy” came into being to make offerings to Taoist monks. With the association of the

autumn harvest celebrations, the sacrifices for forefathers and the Buddhist ritual of the *Ullambana* Festival, the Taoist “*Zhong-yuan* Festival” finally emerged.

At any rate, by the time of the Tang dynasty, there was already a coexistence of two festivals of Buddhism and Taoism on the fifteenth day of the seventh month, as described by two famous poets, Ling Hu-chu (765 -837 C.E.) and Lu-gong (770-845 C.E.), regarding the Taoist *Zhong-yuan* Festival in their poetries in the Tang dynasty:

“Presented to Honored Master Zhang in *Zhong-yuan*:

(You) accidentally visit the human world to participate *Zhong-yuan*;

Without offering (on the festival),

You would be forever leisurely in the wonderland.

(I) burning incense lonely in the immortals’ monastery;

And (I) know that the master (at present) is taking rite in the Jade Capital Mountain from afar.

Appreciating Taoist Service in *Zhong-yuan*:

Seasons changes the start of autumn, the Three Primordials flow on middle;

Clouds pad the sky-blue paces, a memorial sent to the jade Emperor’s Palace;

Altar dotted dew from the locust flowers, fragrance of cypress seeds fills in the air;

Taoist robe looming through the mist, jade hub cutting through space;

I long to be an anchorite for long time, often pity the poor bugs of polygonum;

If I can present satchel (with official seal to else person), I am going to ramble in the free world since then.” (CTEXT 12: 3751)

As the two festivals paralleled in China, ordinary people could neither distinguish nor lucidly discern the differences between the two forms of celebrations due to the absence of apparent differences in their forms and characteristics. Buddhist and Taoist elements were freely mixed during the occasion, as they did with the terms “*Zhong-yuan*” and “*Yu-lan-pen*”, which were both used as generic appellations for the fifteenth day of the seventh month. More importantly, for most people, making offerings at a Taoist temple was not seen as contradictory to making offerings at Buddhist monasteries; both were deemed efficacious in bringing aid to the ancestors. Therefore, most people called the Buddhist ceremony “*Zhong-yuan*” instead of “*Yu-lan-pen*”. Gradually, “*Zhong-yuan*” also became one of the nicknames of the *Ullambana* Festival.

Conclusion

In brief, the Sanskrit word from which “*Yu-lan-pen*” is derived is “*Ullambana*”; thus, the Festival has its ancient roots in India. It basically denotes the pitiable fate of those hanging

upside-down in the subterranean prisons of hell; later, this Sanskrit word was absorbed into The *Ullambana Sūtra* by Buddhism. The *Ullambana* Festival is one of the most significant annual Buddhist celebrations in China and is held on the fifteenth of the seventh month of the lunar calendar to assuage the spirits of the dead, who were the believers' former enemies, friends, kinfolds and ancestors, and to make offerings to the *Triratana* at the same time.

The *Ullambana* Festival was founded directly at the beginning of the sixth century on the foundations of the *Ullambana Sūtra*, The *Sūtra on Offering Bowls to Repay Kindness* etc. The *Pure Land of Ullambana Sūtra* was not included in the official canon because it was deemed an apocryphal version. Emergence and dissemination of these three *Ullambana Sūtras* were the most important criterion for forming the *Ullambana* Festival in China so far as classical texts are concerned. After the *Sūtras* spread and the festival began to be celebrated, the *Ullambana* was quite a vogue in Chinese society. The *Zhong-yuan*, a similar festival, was also celebrated on the same day in the lunar July by Taoists under Buddhism's influence. Subsequently, the "*Zhong-yuan*" became an alias for the "*Ullambana* Festival" for ordinary Chinese people. The name and the idea of *Ullambana* were sourced from India, but the style of celebration developed in China. This fact is at the core of the question of the meaning and origins of the *Ullambana* Festival.

References

- Akamatsu, K. (2000). The Research on Ullambana. *Research Bulletin of Takamatsu University*, 33:1-11.
- AshikagaŷE. (1951). Notes on Urabon (Ullambana), *JAOS* (1): 71-75. CTEXT 12: 3751, <https://ctext.org/>
- Duyvendak, L. (1926). The Buddhistic festival of all-souls in China and Japan. *Acta Orientalia* 5(1): 39- 40.0
- FanŷJ. (2006). The religious origin and development of Ullambana. *Journal of Huaqiao University*, 3: 70-80.
- Huang, L. (2021). *From India to China: The gender transformation of Avalokitesvara*. New Delhi, India: Univision Books.
- Kenneth, K., S. Ch'en. (1973). *The Chinese transformation of Buddhism*. Princeton: Princeton University Press.
- Li, L. (2006). *The analysis of current situation of the study of the belief of Kuan-yin*. Beijing: Religious Culture Press.
- Luo.G. (1971). *History of Three Kingdoms*. Beijing, China: Chung Hwa Book Company.
- Makita, T. (1976). *Buddhist apocryphal literature*. The Kyoto University Research Centre for the Cultural Sciences.
- Maspero, H. (1981). *Tasoisism and Chinese religion*. Amherst, US: University of Massachusetts Press.
- Qing X. (1994). *Zhong-guo Dao-jiao (Chinese Taoism)*, Shanghai, China: Knowledge Publisher.

- Sukthankar, V. S. (ed.). (1993). *The Mahābhārata*. Poona, India: Ādiparvan.
- Taishō Tripimaka, <https://www.cbeta.org/>
- Teiser, F. S. (2016). *The ghost festival in medieval China*. Shanghai, China: Shanghai People's Publishing House.
- Xie, W. (2004). The secularization of Ullambana festival in China. *Journal of Zhuzhou Teachers College*, 6: 77-80.
- Zhang, J. (2003). *Zhu-jia-qi-fa (The Practices of Qi of different Schools in Taoism)* collected in *Yun-ji-qi-qian (The Classified Collection of Taoist Scriptures)*. Beijing, China: Chung Hwa Book Company.

End note

- ¹ “A Western term” means that it came from India since India lies to the West of China; most Chinese called India the Western Country.
- ² It indicates a ware used on the *Ullambana* Festival to save hungry ghosts.
- ³ See Zhang Jun-fang (?-C.E.1001-?), “*Zhu-jia-qi-fa (The Practices of Qi of different Schools in Taoism)*”, is collected in “*Yun-ji-qi-qian (The Classified Collection of Taoist Scriptures)*”, vol. 56, Beijing: Chung Hwa Book Company, 2003pp. 1224.
- ⁴ As a record in the chapter “*Wang-Zhi*” (Roles of Emperor) of “*Li-ji*” (Book of Rites): “Sacrificial roles of Emperor and Princes are as follows: Yue in spring, Di in summer, Chang in autumn and Zheng in winter.” It is collected in “*Li-jizheng-yi (Correct Explanation of Book of Rites)*”, Beijing: Peking University publisher, 1999, p. 385.
- ⁵ In original text, Zhang-lu's name is only written “lu”, which is not completed. For easy to absorbquotings, the author adds full term in parentheses (the same hereinafter).

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

Declaration

Name of the Journal : Mizoram Educational Journal
Nature of Journal : A National Refereed Journal
Periodicity : March, June, September & December
ISSN : 2395-731X
Publisher : Prof. Lalbiakdiki Hnamte
Chief Editor : Prof. Lalhmasai Chuaungo
Address for Communication : B-4/8, Upper Republic, Aizawl - 796-001, Mizoram
Or
Department of Education, Mizoram University, Aizawl,
Mizoram – 796 004 Email : mefjournal@yahoo.com

Guidelines for Contributors of Articles

1. Articles submitted for the journal should be original contribution and should not be under consideration for any other publication at the same time. A declaration is to be made by the author that the paper is original and has not been published or submitted for publication elsewhere.
2. Manuscript should be 3000 to 4500 words typed in A4 size paper with margins of 1 inch on all sides.
3. Title of the paper should be in Ms Word, Times New Roman 14 point font, bold and small letters with beginning of major words in capital.
4. Ms Word, Times New Roman, 11 point font, justified and 1.15 line space should be used for main body of the paper. Abstract of not more than 200 words with 3 to 5 key words should be in italics. For references, Times New Roman, 10 point font should be used.
5. APA style of referencing should be followed. However, paper contributors from Humanities discipline may use MLA documentation format.
6. The paper must adhere to strict academic and research ethics and be free from plagiarism.
7. The cover page should contain title of the paper, author's name, designation, address for correspondence, phone number and email address.
8. Only articles reviewed and approved by the referees shall be published in the journal.
9. Articles are to be submitted by email to mefjournal@yahoo.com on or before 15th of February, May, August and November for March, June, September and December issues respectively.
10. There is no submission/publication charge. However, paper contributors have to pay the annual subscription fee of Rs. 500/- after successful review and acceptance of the article for publication in the Journal.
11. Subscription fee may be deposited to:
Account No : 97013786419
Account holder name : Mizoram Educational Foundation
IFSC : SBIN0RRMIGB
Bank & Branch Name : Mizoram Rural Bank, PUC Branch
Bank Code : PUC 66

