

**COMMUNITISATION OF ELEMENTARY EDUCATION IN NAGALAND WITH SPECIAL
REFERENCE TO PHEK DISTRICT**

A Thesis submitted to
Nagaland University for the Degree
of Doctor of Philosophy in Education

Submitted by
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Declaration

I hereby certify that this thesis titled “**Communitisation of Elementary Education in Nagaland with Special Reference to Phek District**” for the award of the degree of Doctor of Philosophy is original. This work was conducted by me under the supervision of **Prof. Imtisungba**, Department of Education, Nagaland University. To the best of my knowledge, no part of this thesis has been submitted to any other university, for the award of any degree or diploma.

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Phek District” To the best of our knowledge the data collected and facts reported
in this research had been original. This Thesis is ready and fit for submission for
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ACRONYMS

ADC	Additional Deputy Commissioner
BDO	Block Development Officer
CEC	Common Education Committee
DEO	District Education Officer
DIET	District Institute of Education And Training
DCC	District Co-ordination Committee
DIS	District Inspector of School
DMA	District Mission Authority
DPEP	District Primary Education Programme
EAC	Extra Assistant Commissioner
ECCE	Early Childhood Care and Development
EFA	Education for All
GMS	Government Middle School
GPS	Government Primary School
HSLC	High School Leaving Certificate
ICSEI	International Congress School Effectiveness and Improvement
MDGs	Millennium Development Goals
MDM	Mid-Day Meal
NBSE	Nagaland Board of School Education
NEIEPA	National institute of Education planning and administration
NGO	Non Governmental Organization
NLA	Nagaland Legislative Assembly
NPE	National Policy of Education
NU	Nagaland University
POA	Programme of Action
PTA	Parents Teacher Association
PRIs	Panchayati Raj Institutions
RD	Rural Development
RTE	Right to Education

SC	Schedule Caste
SCERT	State Council of Educational Research and Training
SDO	Sub Divisional Officer
SEC	School Education Committee
SED	School Education Board
SIS	Sub-Inspector of School
ST	Schedule Tribes
SSA	Sarva Shiksha Abhiyan
SUPW	Socially Useful Productive Work
TEC	Town Education Committee
TI	Teacher In-charge
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
VC	Village Council
VDB	Village Development Board
VEC	Village Education Committee
WEC	Ward Education Committee

CHAPTER 1

INTRODUCTION

The constitutional commitment of ensuring free and compulsory education for all children up to the age of 14 years is one of the salient features of Indian Constitution. The basic education is a basic need for survival, living in dignity and development not only for every citizen of the nation but for every human. International recognition of the importance of basic education could be understood from the following:

“The basic learning needs comprise both essential learning tools (such as literary, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development to improve the quality of their lives, to make informed decisions, and to continue learning”

India, with a vision of achieving this’ spelt out in the National Policy of Education, 1986 and converted the mission into functional goals in the Programme of Action, 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in NPE and POA. Since the elementary stage of education is very crucial for further academic, the Central and State governments have over a period of time evolved strategies to have universal access, check drop-out rates and improve levels of achievement in the schools; the element of which include: creating parental awareness and community mobilization; involvement of communities and Panchayati Raj Institutions (PRIs) (73rd and 74th Constitutional Amendments 1992); economic incentives and improvement in infrastructure facility in schools. But, the nation’s efforts to achieve “Basic Education for all” could not be a success till today but efforts are not given up. One such effort is the accommodation of “Basic Education” as a constitutional right of every citizen and changing the obligation of the government into a binding law to ensure provision, access and conditions for success.

The government of Nagaland had also taken up various measures for the quantitative improvement of education and made considerable achievement in the elementary education sector but the functioning of the schools had been far from satisfaction. The system of educational administration in Nagaland was an extreme example of centralization where all powers and responsibilities with regard to appointments and finance were centralized at the state level. The state level machinery was enabling to cope with the heavy workload while there was no clear responsibility and accountability at the lower level. This excessive centralization was also coupled with hardly any transparency and what actually goes on was that the style of educational administration was not known to many. This became a breeding ground for leakage and corruption and created apathy and inertia. The community and NGO's were cut off from the people for whom they exist. This realization brought the conception of "Communitization"

Therefore, in order to improve the access to and quality of education, the government had envisaged the concept of COMMUNITISATION with an effort to transfer certain management responsibilities to the community and to involve them in the educational system management. The aim was to provide quality education and improve human capabilities of the children through a sense of belonging and sharing amongst the community members and to utilize the material and human resources for betterment of the schools. This conception resulted in the enactment of "The Nagaland Communitisation of Public Institution and Services Act", in 2002. Communitisation of an institution of the government means transferring the ownership to and sharing responsibilities of its management with the community. It thus includes decentralisation of authority, delegation of responsibility, empowerment of the community and building up of a synergistic relationship between the government and the community to spur growth and development of institutions. In a school under communitisation system, the management function would substantially vest in the community. Salary of the government teachers would be disbursed through the village education committee which will be empowered to control teacher in a variety of ways, including the operation of "No Work; No Pay" principle. The community would get funds for key purposes, such as purchase of text books,

furniture, repair of school building, etc. and treat the school as its own, thereby, contributing to their best in cash and kind. The government would continue to supervise, support and supplement the activities. Communitisation thus ensures investment of community's social capital for betterment of the school and improvement of education. The concept is to inculcate a sense of ownership of public institution for ensuring better management. The latent resources of the community are enormous and the sense of ownership utilizes the resources for the progress of the institution towards excellence.

In the light of the above fact, in the light of communitisation, it is important to examine the effectiveness of elementary educational system in Nagaland. To address this issue, it is endeavoured to examine the role of the community in the improvement of the education system. An attempt is also made to study the attitude of teachers regarding communitisation and also analyze the progress of quality education after the implementation of communitisation.

Before trying to address the above mentioned issues, it will not be out of place here to have a quick general overview of the land and people of Nagaland, the history and ecological habitat as a backdrop to our further discussion.

1.1. NAGALAND AT A GLANCE

The State of Nagaland became the 16th state of the Indian Union on 1st December 1963. It is bounded by Assam in the West, Myanmar (Burma) in the East, Arunachal Pradesh and part of Assam in the North and Manipur in the South. The State consists of eleven Administrative Districts, inhabited by different tribes along with others. Each tribe is distinct in character from the other in terms of customs, language and dress.



Fig 1: District Map of Nagaland

The state of Nagaland is physically triangular in shape having an area of 16,579 Sq. Km, lies between $25^{\circ} 60' N$ and $27^{\circ} 40' N$ latitude and between $93^{\circ} 20' E$ longitudes and $95^{\circ} 15' E$ longitudes. Nagaland is a hilly mountainous state with its peaks, such as Saramati (3840 metres) in Tuensang district, Japfü (3014 metres) in Kohima district, Zunubou (2750 metres) and Kupamedzü (2620 metres) both in Phek district. The Nagas live in different micro-environments from foot hills to high hills. They built their villages at altitudes of between 1,000 and 2,000 meter, perched like fortresses on the highest points of hill-ranges and spurs from which the land drops down into the surrounding valleys. The choice of such strategically advantageous sites dates from the days of head-hunting, when settlements had to be easily defensible against raiders. It has a pleasant climate. The annual rainfall averages around 70–100 inches (1,800–2,500 mm), concentrated in the months of May to September. In

winter, temperatures do not generally drop below 4°C (39°F), but frost is common at high elevations. The maximum average temperature recorded in the winter season is 24°C (75°F). Summer is the shortest season in the state that lasts for only a few months. The temperature during the summer season remains between 16°C (61°F) to 31°C (88°F). Winter makes an early arrival and bitter cold and dry weather strikes certain regions of the state. Strong north-west winds blow across the state during the months of February and March. However, the state enjoys a salubrious climate.

1.1.1. The term Naga and its derivation

The present state Nagaland is named after the term “Naga” although all the Nagas are not inhabited in Nagaland. In the past, the Nagas did not called themselves by the name Naga. However it is now widely accepted that the term was coined by outsiders (Neli, 2009). Anthropologists and historians have made several attempts to trace the origin of this word. Yet, the derivation of the word is still obscure. Many writers have attempted to sort out the derivation of the term and there have been many theories and suggestions. However, the origin of the term is shrouded in mystery and has always led to controversies. Some scholars linked the origin of the term to the ancient Sanskrit literature ‘Naga’ which means serpent/snake. However, this theory is not accepted because there is no snake worship cult or any other connection that support this theory by the Naga society. Some have connected the term “Naga” with Hindustani Sanskrit word “Nag” meaning mountains/hills, thus implying ‘hill men’. However, this does not concretely prove the origin of the term ‘Naga’ because all the hill peoples are not Nagas. Robert Reid and L.W. Shakespeare think that the word ‘Naga’ is deformed Hindu word of ‘Nanga’ meaning ‘naked’. A Greek scholar of the 2nd century A.D, Ptolemy holds the same view. He has referred to the Nagas as ‘Nanglong’ which means ‘naked people’ (Ashiko Daili Mao, 1992:10). According to SE Peal, a British explorer and tea cultivator, the word is probably derived from ‘Nok’ which means ‘man or folk’ as used in some of the Tibeto-Burman languages like that of Ao, Nocte, Garo, etc. (ibid 1992”10). This theory became very popular and was supported by scholars like Holcombe, E.A. Gait, Vriier Elwin, M. Horam,

etc. Whatever may be the truth, the origin of the term ‘Naga’ has been a source of debate among different scholars and there is no consensus on it.

The most commonly accepted theories about the origin of the term ‘Naga’ are taken from the etymology of the word ‘Naga’ and its connotations in the Burmese language. ‘Naga’ is derived from the Burmese word ‘Naka’ meaning ‘people or folk with perforated ears’. It is observed that traditionally, the Nagas pierced their ears to accommodate big wooden plugs or other ornaments, and thus, they were given this name while passing through the Burmese territory during their migratory stage and thus the name Naga or Naka was used even before the Nagas reached India. Moreover, it was from the Burmese that the British first came to know about the Nagas (Neli, 2009).

Gradually, the term ‘Naga’ became a generic name for many tribes and it came to signify the distinct identity of these people who differ much from each other and yet have similarities in many aspects. In the course of time, the Nagas simply accept the fact that they belong to one race called the Nagas without question and the name is also recognized by the Government of India as a Unique Entity today. It may be noted that at present the word Naga is suffixed to every name of the Naga tribes inhabiting Nagaland, Assam, Manipur, Arunachal Pradesh and Burma.

1.1.2. Cultural Life and Practices

Nagaland, the land of enchanting beauty and charm with its rich diverse cultures, festivities of its various tribes and Sub-tribes is one of the tourist attractions. The different tribes of Nagaland are distinct from each other in term of custom, language and dresses. Looking at the designs and colours of the shawls, Naga people can easily identify their respective ethnic group.

The Naga society is a non-class, non-caste with autonomous cultures. From time immemorial, the Nagas are democratic in nature and the final political authority rests in the hands of the people in the village, with the exception of the Konyak Nagas.

In the past, there were no formal institutions existed among the Nagas society. It was a village youth dormitory known as ‘Morung’ where all boys and girls were trained and socialised. After attainment of puberty, the young boys and girls lived in their respective youth dormitory (Morung) till they were married. The nearest equivalence of “Morung” would be educational institution. Certainly, Morung is more than that of an educational institution, young boys are trained of the art of warfare and code of conduct, traditional values etc in the ‘Morung’ till they get married. The girls are given training such institution ranging from moral codes to handicraft and to their roles for the welfare of the village. The male youth in the Morung are not only provided knowledge and physical training but they were also deployed for various assignments by the village authorities when need arise, especially for general welfare of the village and security purposes. Morung play a very important role for guarding the village from enemies. The boys guard the village, keeping alert round the clock, especially when they sense eminent danger of attack from the foes. However, this practice is non-existent today; it was replaced by formal educational system.

Head hunting for the Nagas was connected with religious rites and ceremonies. It was believed that taking enemies head brings good-luck or omens of energy, stimulation of crops and fertility. The winners were highly valuable for social prestige. It was a great honour for a man who conferred on him the right to wear certain dresses and ornament not entitled to others. However, head hunting became a history for the Nagas because this practice was abandoned at the end of the nineteenth century.

Rice is the principle food for all the Nagas. They take food at least three times a day. The Nagas eat meat without any restriction, which contain nutritious food values and give them strength to do heavy work. They rear domestic animals and birds for their consumption. The favourite drink of the Naga people is the rice beer, which is nourishes and strengthens the body. Drinking rice-beer is also served as an entertainment during the traditional festivals. Ceremonies can never be complete without rice-beer.

The traditional dress and ornaments of the Nagas varies from place to place and tribe to tribe, suiting the climate of a particular place. The men wear a hand woven cloth tied around their waist which hardly covered their legs and some tribes use a small square piece of woven cloth which falls down in front only. Naga women use *Mekhala* (piece of clothe) which is wrapped around their waist. They also use shawls to cover their body, which is the most prominent item of Nagas dress. The design and colour also differ from tribe to tribe, besides a warriors shawl is different from that of an ordinary villager and are decorated with figures and images which are strikingly picturesque and symbolic. Nagas are adorned by different kinds of ornaments. Woman with her basket and man with Spear and Dao as part of their dresses. Their social status determines the use of some special dress, ornaments and art on their houses. The main ornament of the men folk of Nagaland are stings of beads, board tusks, horns and shields cornelian stones which are mostly made of bones, canes, leathers, metals and orchids. The women folk wear ornament like bracelets, earring, necklace, wristlets which are made of brass, copper, lead, silver and orchids.

The Naga Arts and crafts are used; their locally available materials such as wool, clay, stone, bamboo, cane etc. to make their domestic needy articles as well as to decorate their houses, gates and dormitories. Basket making, pottery, black smithy etc are done by men, whereas weaving, knitting, spinning are done by women. Most of the Nagas produce great works of beauty by their own innovative ideas and talents. The state museum of Kohima is the repository and symbol of their rich culture depicting all the tribes of Nagaland in traditional fineries. The rich heritage of arts and crafts of the Nagas is sure to add colours to the cultural heritage of the state.

The Nagas generally follow two methods of cultivations. They are shifting cultivation or slash-and-burn cultivation and the terrace cultivation. For shifting cultivation, a patch of forest in the hill slopes is cleared from the weeds, reeds, trees, etc. to cultivate crops. After few years of cultivation, they shift to another place and same process is continued. A terrace cultivation method is mainly practiced by the souther Nagas like the Angami, Chakhesangs, Rengmas, Maos, etc. The terraces are

cut on the hills slope and irrigated canals are connected for the cultivation. In this method the same plot of terraced land is permanently cultivated.

One finds thousands of menhirs/megaliths and forked wooden posts beside the paddy fields and in the villages as reminiscent of those happy days when the rich men threw “Feast of Merit” in order to enhance their social status as well as for acquiring blissful life. The Nagas megaliths have a wide range of importance both commemorative and funeral. Not everyone can erect megalith, since erection of megaliths requires a huge amount of wealth and energy.

Besides these, there are several festivals which the Nagas celebrate and most of these are related to season or stage of agriculture operation, the predominate theme of every festival is to propitiate the Gods for general well being and bountiful harvest, observe before the seed sowing or after the harvest. During festivals, dances and music take main part. The important festivals of Nagaland are Sekrenyi celebrated by the Angami tribe, Tsukrenyie by the Chakhesang, Aoleng by Konyak, Mongu by Phom, Moatsu and Tsungremong by the Ao, Mia and Tsokum by the Khamniungan tribe, Naknylum by the Chang Tribe, Tuluni by the Sema, Metemneo by Yimchunger, Amongmong by the Sangtam tribe, Tokhu Emong by the Lotha tribe, Ngada by the Rengma tribe, Nga-Ngai by the Zeliang tribe, etc. Nagas also prepares a beer out of the rice or millets which is widely used during these festivals.

1.1.3. Religious Belief and Practices

Before the advent of Christianity in the Nagas community, they were basically animists; the concept and belief in the existence of Supernatural Beings at the back of mountains, flooded rivers, big trees, stones and epidemics. Animism is the belief that there is some mysterious, unknown power in the natural objects that the souls are supposed to be dwelling in them. The Nagas believed both malevolent and benevolent spirits. The benevolent spirit is worshipped for his blessings of the prosperity and posterity, of humans, animals and crops. However, the malevolent spirits are never worshiped but the offerings are made to appease the evil spirits to keep them away

from harming the villagers, cattle, crops, etc. The malevolent spirits are always thought to be dangerous and destructive to all human affairs. These are the spirits which cause deaths of women at times of childbirth or pregnancy and of infants who die in mothers' womb, also deaths of people in accidents such as drowning, falling from tree, and killing by wild beasts, etc. These spirits or ghosts are believed to be dwelling in some unusual places of the road side, rocky lands, brine springs, streams, rivers, lakes, thick forests, trees and stones. All forms of human sufferings such as damage of properties, failure of harvest or crops, diseases, accidents of various kinds, madness, etc., are attributed to these spirits. Because of these negative elements associated with the malevolent spirits, their daily life revolves around appeasement rituals and sacrifices meant for these spirits. If this is not done, it is believed that the spirit is liable to do all sorts of harm.

However, at present the Nagas have embraced to Christianity as a result of which traditional religious rites are being gradually replaced by Christian rites. Besides, it may be noted that the non-Christian priests are gradually replaced by Christian priests and pastors, who perform similar activities like blessing the new house, blessing the new born baby, praying for the sick people, solemnize marriage, and pray for the welfare of the society etc. in the church. Prayer becomes an important part of the Naga Christian life. They pray before every important task in their daily lives. Therefore, religion is the centre of the Nagas social life since all the activities are linked with it. It is now hundred years since the Nagas accepted Christianity as their religion and it has exerted tremendous influence on their lives. Christianity uplifted the mental, spiritual and physical lifestyle of the Naga people.

1.1.4. Economy

Nagaland is governed by an agricultural economy. The Nagas practiced two forms of cultivation - Terrace and Shifting cultivation. About 90% of the population depends on the produce of their fields for their livelihood. The luxuriant evergreen

forest with eatable roots, leaves, tubers, honey, etc. are nature precious gift to Nagaland.

Rice is the stable food of the Nagas. About one-third of the land area is cultivated by shifting cultivation. Besides rice, other important crops are maize, millets, potato, sugarcane, cabbage, mustard leaves, chillies, onion, ginger and so on.

In addition to this, Nagas have the different cottage industries such as blacksmith, pottery, weaving, basket making, wood work and stone carving etc. It has a remarkable progress in small-scale and medium-sized industries.

A sugar mill at Dimapur, a paper mill at Tuli, and a plywood factory at Tizit are some of the major industries. The Nagaland Industries Development Corporation is the premier promotional organisation in providing guidance and capital assistance to entrepreneurs.

The economy of the Nagas is rapidly growing today. The traditional economy is being replaced by the modern technological based economy. A large number of horticulture farm growing apples, pineapples, orange, banana, plum, passion fruits, gooseberry etc, have come up in some parts of the states for commercial production. But for most of the Nagas, their economy is not sufficient for their livelihood. Nagaland still depends on the import of food supplies from other states. The widespread of shifting cultivation has led to soil erosion and loss of fertility.

1.1.5. Demographic Profile

The total population of Nagaland according to 2011 census was 19,80,602, out of which 10,25,707 are males and 9,54,895 are females.

Table 1.1: District Wise Population of Nagaland as of 2011 Census.

Sl No.	District	Population 2011		
		Person	Males	Females
1.	Mon	250671	132062	118609
2.	Tuensang	196801	101977	94824
3.	Mokokchung	193171	100229	92942
4.	Zunheboto	141014	71169	69845
5.	Wokha	166239	84429	81810
6.	Dimapur	379769	198163	181606
7.	Kohima	270063	140118	129945
8.	Phek	163294	83684	79610
9.	Peren	94954	49530	45424
10.	Kephire	74033	37758	36275
11.	Longleng	50593	26588	24005
	Total	1980602	1025707	954895

Source: <http://updateox.com/india/district-wise-population-india-as-of-2011-census/>

As per details from census 2011, Nagaland has a population of 1,980,602 of which male and female are 1,025,707 and 954,895 respectively. Dimapur concentrate the most populous district which consists of 379,769 populations. The least populated district in Nagaland is Lonleng district with only 50,593 persons.

1.1.6. State Literacy Rate

Literacy is defined as ability on the part of a person to read and write with understanding in any language. Nagaland has one of the highest literacy rates among

all the Indian states. According to 2011 Census, Nagaland literacy rate is 79.11%. Table No. 1.2. shows the state and district-wise literacy rate of Nagaland.

Table 1.2: State and District-Wise Literacy Rate of Nagaland

Sl. No.	District	Literacy Rate		
		Persons %	Male %	Female %
1	Mon	56.60	60.38	52.39
2	Tuensang	73.70	76.76	70.40
3	Mokokchung	92.68	93.55	91.74
4	Zunheboto	86.26	88.86	83.61
5	Wokha	87.60	90.53	84.58
6	Dimapur	85.44	88.07	82.54
7	Kohima	85.58	89.28	81.56
8	Phek	79.02	84.53	73.50
9	Peren	79.00	83.96	73.57
10	Kephire	71.10	76.54	65.44
11	Longleng	73.10	75.60	70.35
Total		79.11	82.55	75.43

Source: <http://censusindia.gov.in>

The above table 1.2 shows that the Nagaland state literacy rate of 2011 census is 79.11%, where 82.55% are male and 75.43% are female. Mokokchung district has the highest literacy rate in Nagaland district whereas Mon district has the lowest.

1.2. BRIEF PROFILE OF PHEK DISTRICT

1.2.1. A brief history

Phek district occupies a special place in the history of Nagaland. The people of Phek district are Chakhesang and Pochury. When they came in contact with the outside world, they were then referred to as Eastern Angami's. However, with the passage of time they asserted their identity and came to be popularly known as Chakhesang. The word Chakhesang is acronym of the three kindred sub-tribe; Cha for Chokri, Khe for Kheza and Sang for Sangtam. The Sangtam later asserted their difference with the Chokri and Kheza's and came to call themselves as Pochury. Thus, Pochury was recognized as 16th tribe in Nagaland, Prior to 1973, Phek district was a sub-division within Kohima district with the re-organization of the district in Nagaland. It was granted a full-fledged district on 19th December 1973.

Phek district is located in the south east of Nagaland and shares a porous boundary with Myanmar. It lies between 94° E and 96° E longitudes and 25° N and 26° N latitudes and is bounded by Myanmar and Tuensang in the East, Tuensang and Zunheboto district in the North, Kohima district in the West and Manipur state in the South. The total area of the district is 2,026 Sq/kms. Phek, the headquarter of the district administration is located at a distance of about 196.0 Kms from the nearest railway head and the only airport in the state and also 190.5 kms from the state capital, Kohima. As per details from Census 2001, the total population of Phek District is 1, 46,483 and the sex ratio is 926 female per 1000 male. The density of the district is 73 persons per sq. Km (2001 Census). There are five Rural Development (RD) blocks; they are:

- a) KIKRUMA,
- b) PFUTSERO,
- c) SEKRUZU,
- d) PHEK and
- e) MELURI

Source: <http://phek.nic.in/phekgance.htm>

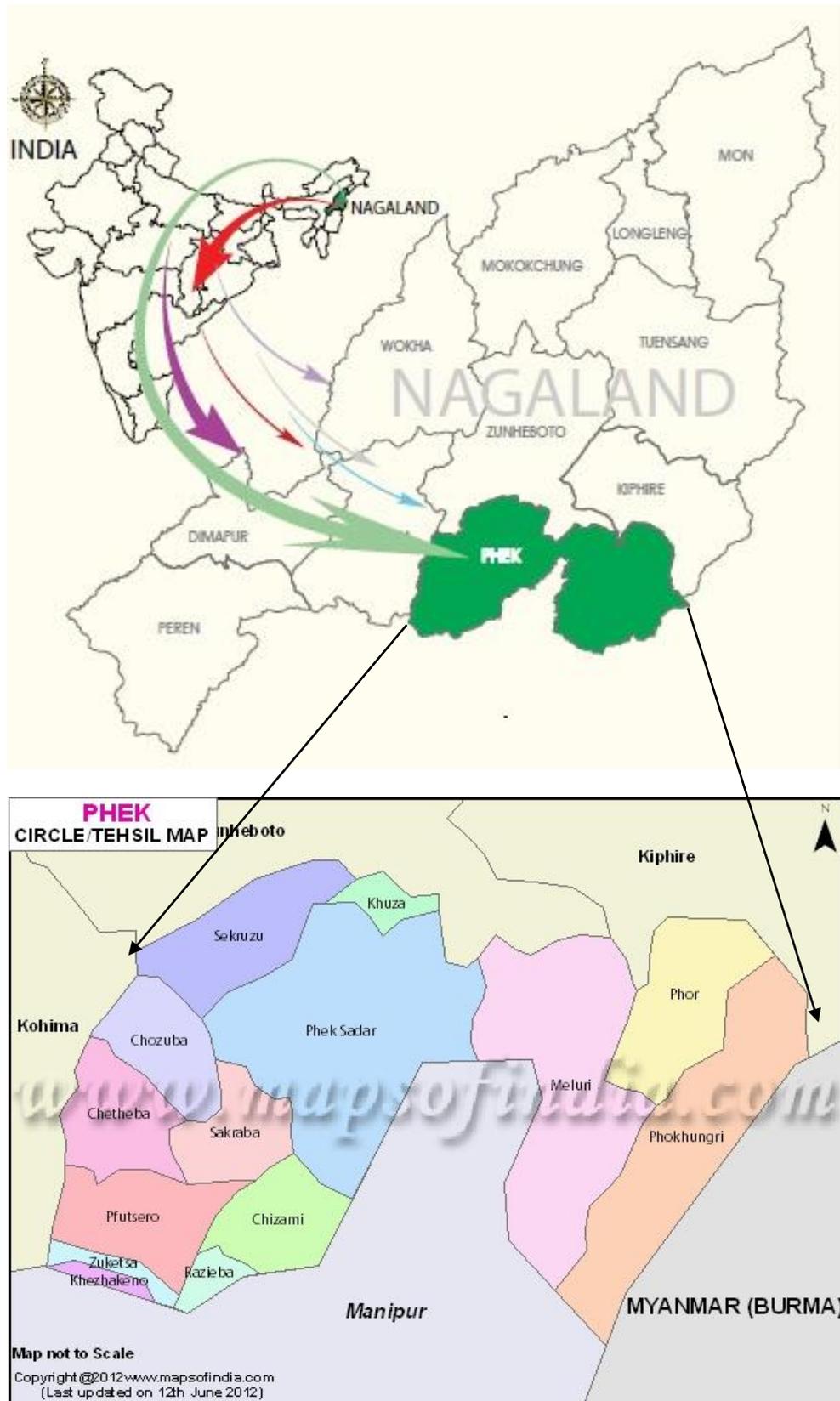


Fig 2: Map of Phek District

1.2.2. People and Culture

The people of Phek district belong to Indo-Mongoloid stock. People are yellowish red blood face, straight hair, and medium size stature, temperament of the people are sociable, friendly, cheerful, self confident, active, brave, courageous and health, with high sense of humour, with joy and laughter at work and gathering.

However, the district has tribe and sub-tribes with distinct culture and traditions and different dialects as follows:-

Table 1.3: Sub-tribe and Spoken Language

	Sub-tribe	Spoken Language
1	Chokri	Chokri
2	Khezha	Khezha and Poumai
3	Pochury	Pochury

Before the advent of Christianity, social recognition earned by a deed or by hosting of a feast for the community by an individual was considered the highest lifetime achievement in the district. Physical strength and wealth were considered most important in the society.

Traditional music of the Chakhesang's has close affinity with that of the Angami's (Kohima district). However, there are distinct features of their own music. People of Phek have inborn talent for carrying a tune. In recent years, fusion of traditional music with contemporary western music is being experimented. The traditional houses of Phek decorated with motifs and designs signify the traditional social stature of the families that live there. People are artistic and are gifted in handicrafts.

Some of the significant festivals of the district include Ebuchuketonye, Enonye, Erünye, Kaputenye, Nazhu, Satakhu, Sükrünye, Tsükhenye, Yemshe and Yikhenye. It is interesting to know that the Government has in the past decade done much to uphold, preserve and promote these traditional festivals with the dual purpose of preserving the rich culture and to promote eco-tourism.

1.2.3. Occupation and economic status of the district.

By tradition, the main occupation of the people is agriculture and still about 80% of its population engages in cultivation. The main crops of the district are rice, maize, millet and other crops such as Naga dal, Soya beans, Mustard, ginger and varieties of fruits and green vegetable are grown in abundance. This has become the main stay of the people economy, but it is to mention here that the wealth accumulated through cultivation could not last for 5-6 months for majority of the people in the district uses primitive methods and other reasons. The people in the district engage mainly in agricultural activities for which the parents need extra hands of the children most of the times to help them in their economic pursuit. However, their production and income cannot meet the needs of the people, which hinder the progress of education. Besides, they are ignorant of converting their product into monetary benefits by which they can support their children to go to school in other village and town where elementary education is available after completion of primary education.

1.2.4. Natural Resources of the District:

The district, like other districts of Nagaland, is said to be richly endowed with natural resources which are yet to be explored. The rainy and long monsoon sustains vertical flora and fauna. The district is also well known for lime stone deposits, decorative stones and other minerals. A cement factory is also located at Weziho under Meluri block. The topography of the district added with the prolonged and heavy rain provide good scope of hydroelectric power potential.

Mountains and peaks in the district are:-

1. Zanubu
2. Kupamedzu
3. Zephu
1. Terapimithu and
5. Nazüpfü

Lakes and ponds in the district are:-

1. Shilloi
2. Dzudu and
3. Merozhi at Pfutsero town

1.2.5. Rivers of the district

Major rivers of the district are Tizu Lanye, and Tusuru which are also tributaries of the mighty river Irrawaddy. Sezu and its tributaries start from Phek district and flow towards north and join Tapu/doyang and enter into the Brahmaputra. Whereas Tusuru-lanye and Thutsuru are originated in Phek district and flows to Tizu and then to Tiho and join Chindwind and ultimately enter to the river Irrawaddy which is the biggest and navigable river in Myanmar. The above Mention Rivers are lifeline of the district because these rivers provide abundant water which enables area to remain green. Various flora plants scattered on the hills and valleys blooming in their gorgeous colours round the seasons of the year.

1.2.6. Culture of Phek District

The Chakhesang and Pochury are known for their rich culture and traditions. There are varieties of traditional attires and ornaments. The melodious folk songs and the lively folk dances are feast for the ears and eyes. The people are expert craftsmen and excel in making pots, baskets, sculptures and furniture. The societies are patrimonial but women enjoy a high status in their families. The customary laws are unwritten but practice by all villages. These laws are binding to members of the society and were passed on from generation to generation orally. The elderly people of the village decide and passed judgment on disputes and matters concerning the village.

1.2.7. Educational Facilities

Education is the key to development and has become the most important thrust of the government, it is essential to have proper educational facilities in the district. Education is considered to be the universal instrument which could win the confidence of the people for complete change of life style. Looking at the educational facilities in Phek district, there are lots to improve in order to come up to the level of the state education standard. The table 1.4 shows the total number of the government schools and colleges in Phek district in category-wise and block-wise.

Table 1.4: Category of government school and college

Division	College	GHSS	GHS	GMS	GPS	TOTAL
Phek	1	1	8	13	33	56
Pfutsero	1	0	12	15	36	64
Chozuba	0	1	7	15	34	57
Meluri	0	0	8	15	35	58
Total	2	2	35	58	138	235

(Source: Directorate of School Education Office Record 2011)

1.2.8. Literacy in Phek District

The literacy rate of the district as per 2011 census is 79.02 % compared to 70.32 % of 2001. The male literacy rate is 84.53 % and the female literacy rate stands 73.50 % only. The members of literate and illiterate are shown in the table 1.5.

Table 1.5: Literacy rate of Phek District

Gender	2011 %	2001 %
Male	84.53 %	78.37 %
Female	73.50 %	62.26 %
Total	79.02 %	70.32 %

(Source: Census 2011)

Women are still lacking behind in the field of education. Emancipate of women is an essential prerequisite for economic development and social progress of the society. Women also take care of the family welfare like promoting education and providing better guidance to their children particularly the girl child. Education is the only weapon which can emancipate and empower them.

1.2.9. General Administration, Education Sector

(a) General Administration

Deputy Commissioner is the administrative head of the district headquarter. There are one ADC HQ, three SDO HQ and seven EAC HQ in the district and 104 recognized villages. Every village has a separate administrative institution called village council headed by an elected chairman. Christianity being the major religion, every village has church. It is one of the institutions which play vital role in the life of the society. It has various subordinated departments like women department, Youth department and children department that work separately but all these departments co-ordinate with each other.

(b) Rural development block

The district is also divided into five R.D block namely Phek, Meluri, Pfutsero, Kikruma and Sekruzu covering hundred and four villages and towns.

(c) Education sector

Though few primary schools were opened before the Second World War, not much progress has been achieved. The government established gradually more schools after the Second World War under the care of the Assam government. But it was only when Nagaland attained statehood in 1963, tremendous improvement took place in the field of school education in the entire district in Nagaland by opening a primary school in each recognized village.

In the administration of education department the district education officer is the head of the district who is assisted by four Deputy Inspector of schools (block education officer) namely Phek, Pfutsero, Meluri and Chazouba District Education Officer (DEO) is the supervising head of high school, Deputy Inspector of school (DIS) for middle school and Sub-Inspector of School (SIS) for primary school.

1.3. HISTORY AND EDUCATION SYSTEM IN NAGALAND

1.3.1. Education in Pre-Literacy Stage

Earlier there were no formal and systematic ways of imparting education in the Naga Society. However, the existence of the indigenous “Morung” fulfils the needs of the youths. Both boys and girls have their own separate dormitories or Morung where they were being taught informally by the village elders or some elderly people. They were being taught in matters relating to war tactics, ancestral folksongs, folktales, weaving, carving, diplomacy, religious rites, customary laws, skill of conduct, social ethics, duties, responsibilities etc.

1.3.2. Education in the modern period

E.W. Clark of the American Baptist Mission came to Nagaland in 1872 in Mulongyimchen as an evangelist and motivated the people to go to school. In 1876, the Naga Hills, the present Nagaland, came under the British administration and so was open to modern civilization. Mary Mead Clark started the first school for women in Molungyimsen in 1878, later in 1894; they came to Impur and started a school the following year.

After 1947, much attention was paid for the spread of education. Since then, more and more schools were opened in Nagaland state. Henceforth, the existing primary schools and high schools under the Government of Nagaland have continued and established a number of new schools all over the state ensuring each village with a school.

1.3.3. Education Structure in Nagaland

In Nagaland state, there is uniform pattern of education in all the district of Nagaland. The Educational pattern is divided into pre-school, primary, elementary, high school or higher secondary and higher education.

1.3.3.1. Pre-School Education

The Pre-School education is the education of the children below the age of five, which is the age group of 3-4 years.

The need and importance of early childhood education is now being recognized all over the world. The child acquires most of its personal and social habits before the age of six.

1.3.3.2. Elementary Education

Elementary education refers to the first eight years of the public school course of study. It is applied to all of the different grades above the kindergarten and below the high school. Elementary education in Nagaland is consists of primary stage and middle stage education:

- i. Primary stage comprises of five or six classes i.e. class A, B/KG pre – primary level and class I to class IV.
- ii. Middle stage comprises of four classes i.e. class V to class VIII.

Children are assigned to a given class on age-wise and at the end of the academic year in December, they are qualified to go to the next higher class as per the RTEA.)

There is no fixed time given for the admission in the Primary school but generally at the age of four or five the child gets admitted in the primary school. The age group of this stage is 4-9 years. This stage is generally confined to instruction of fundamental skills and the development of social habits necessary for democratic living.

Elementary education includes primary and middle school education. Primary school education in Nagaland covers class A, B/KG pre – primary level and class I to class IV and middle School education cover class V-VIII.

1.3.3.3. High School/Secondary School

The fourth stage is the high school stage and this is at the age of 14-15 years. The students enter high school and the medium of instruction is in English. The classes are IX-X. At the end of Class-X, a public examination is held that is HSLC which the High School Leaving Certificate and it is conducted by the Nagaland Board of School Education (NBSE).

1.3.3.4. Higher Secondary Stage/College education

Higher Secondary stage means the stage of schooling from Class XI-XII. This stage has got three streams that are Arts, Science and Commerce.

College education include pre-university and degree course. A student enters college around the age of 15 or 16 year. The state has accepted the pattern of school and college education as 10+2+2 graduation. This system has come into force from 1976. But this pattern has been changed into a new pattern of 10+2+3 which is accepted all over India. The examination of this degree level is done under the supervision of Nagaland University (N.U) and even declaring of the result. At present, the colleges of Nagaland are under Nagaland University which has its campus at Kohima and Lumami.

1.3.3.5. Higher Education

Higher Education includes all education above the level of Higher Secondary School available through colleges, universities, professional colleges and technical institutes etc.

The following are the Number of government educational institutes in the State.

Table 1.6: Government educational institutes in the state

1	Government Higher Secondary Schools	16
2	Government High Schools	109
3	Government Middle Schools	340
4	Government Primary Schools	1459
Total		1924

Source: Directorate of school Education (GON)

1.4. UNIVERSALIZATION OF ELEMENTARY EDUCATION

Universalisation of elementary education has been one of the most important goals of educational development in Indian since independent. It found its expression in Article 45 of the Indian Constitution as a Directive Principle of State Policy.

Universalisation of elementary education means to provide education to all children between the age group of 6-14 or from class-1 –class-VIII with equal opportunity to be given to all these children without any distinction. These include all children those who are living in rural and urban, rich and poor, able to disable bodies because equal provision is given to all. Everyone should have an access to this education.

Universalisation of elementary education involves three stages steps:

- **Universalisation of provision:** It means that children between the age group of 6-14 years in the country. The school should be at a walk able distance for the children.
- **Universalisation of enrolment:** All children between the age group of children between the age group of 6-14 years must be enrolled and this should be made compulsory.

- **Universalisation of retention:** This means that if a child joins a primary school he/she should remain till he/she completes his class-VIII and equal importance should be enforcing to retain these children.

The following provisions had been made for the constitutional, legal and national policies and statement.

Constitutional mandate 1950: “The state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education to all children until they complete the age of 14 years”.

Unnikrishnan judgment 1993: “Every child/citizen of this country has right to free education until he completes the age of fourteen years”.

Education ministers resolve 1998: “Universal elementary education should be pursued in a mission mode. It emphasised the need to pursue a holistic and convergent approach towards UEE”

Most of the state government and union territory administration have created legislations relating to compulsory primary education to fulfil the provision of Article 45 of the constitution of India, for free and compulsory education for all children until they complete the age of 14 years. The act empowers the concerned government and administration to introduced compulsory education in particular areas.

1.5 UNIVERSALISATION OF ELEMENTARY EDUCATION, NAGALAND

Regarding the trend of education, we have to know how much the various attempts have been made in order to achieve the Universalisation of elementary education in Nagaland as well as other parts of the world. In a country like India, the democratization of education is very essential in order to achieve the welfare for the country. Unlike other programmes for retaining Universalisation of elementary education, as a comprehensive approach, Sarva Shiksha Abhiyan has made an attempt that covers all the aspects of school functioning and has tried to provide education for

all, irrespective of caste, sex, creed and religion etc. It is comprehensive because it is implemented in all districts of India. For protecting, promoting and fulfilling the basic rights of education so as to realize the 86th amendment of the Indian constitution (which made education a fundamental right), SSA has aimed at achieving the universal retention in a holistic and convergent way within the mission period.

Education is considered as the bedrock of all socio-economic development of the country. In order to promote education to all children irrespective of caste, creed, religion, sex and others and also realising democratization of education as a birth right to all, the government of India has made several attempt from time to time to achieve the universalisation of education to all. In the important of universalization of elementary education, J. P. Naik, an eminent educator of our country, has observed and commented as “the progress of primary education is an index of the general, social and economic development of the country as a whole” because, primary education plays an important role in bringing the proper foundation of child’s cultural, emotional, intellectual, moral, physical, social and spiritual development.

Universalisation of primary or elementary education basically involves three things i.e. Universalisation of provision, Universalisation of enrolment and Universalisation of retention.

Along with other states of the country, Nagaland government is also committed towards Universalisation of elementary education and to improve the quality of education the department is providing teaching and learning equipment’s to all primary and middle schools, in the district level education set up, the district education officers have been given more responsibilities as a part of de-centralized management of education system. They have been delegated with the power of inter district transfer of teachers and other staff in consultation with district planning board.

Nagaland, through its state mission authority - Sarva Shiksha Abhiyan has a massive programme of Universalisation of elementary education in Nagaland, covering all the eleven districts and remote of the remotest area in the state to ensure no child is left without schooling. It seems Sarva Siksha Abhiyan in Nagaland has

made a good beginning for 100% enrolment of children and also their retention in the school.

Communitisation of education is to enhance the process of universalisation of elementary education and quality upgradation. The government of Nagaland introduced the Nagaland communitisation of Public Institution and Service Act in 2002 under the act, responsibility of managing the school both administrative and financial were given to the village committees through the village education committee (VECs)

The VEC has the power to deduct the salaries of teacher in case of long absenteeism. The VEC was also responsible for universal enrolment and retention of children upto the age of 14 years. Since the communitisation in September 2002, there has been an increase in the enrolment rate, for example the enrolment in government primary school at Thephezou from 20 in 2002 to 52 in 2003 and at Ruso Bawe from 37 in 2002 to 73 in 2003.

1.6 SARVA SHIKSHA ABHIYAN AND ITS ATTEMPT

After acquainted with this concept of universalisation of elementary education, we are now going to focus on the government's efforts to achieve the universal retention. Sarva Shiksha Abhiyan is one of the comprehensive approaches or missions of the government which was introduced in India 2001. As a holistic and convergent, approach SSA covers all states and district of our country, where the main attempt is to provide an opportunity to all children in the age group of 6-14 irrespective of caste, creed, sex and religion by 2010, for improving their capabilities through the provision of community-owned quality education. The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them in to respectable citizens, capable of constructive contribution towards a better society in the field of science, technology, literature, administration and so on. It has also some efforts to decentralize the whole process of

curriculum development from grass root level to the district and the state level. Child-centred and activity based learning has been attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education has been an integral part of learning process. Appropriate changes have been made in the evaluation system, where the performance of children has constantly monitored in consultation with parents.

1.7 IMPORTANCE OF ELEMENTARY EDUCATION

By studying the history of the primitive people, we find that formal education is unknown to them. At that time, learning was informal. Evidently, at this stage, people did not have any idea of school where children go only for learning something. But as civilization advances and the life of the community become more complex, children could not longer rely on informal education. Learning has become so complex that no one could contain more than a tiny fraction of the entire store of knowledge.

As time passed, the informal agencies of the society were found inadequate to give necessary knowledge to the next generation in terms of existence, as an institution but learning was imparted to the young in a systematic manner. The child, when he first comes to the school, he is just like animal because he does not know anything about books or how to read and write properly. It is in the elementary or primary education forms the root of education. Hence, it forms a very important stage of education in an individual life.

Elementary education is usually thought of as the first section of compulsory education that children undergo. The school is considered as the children's second home and their teachers are secondary parents. When children start school, it is usually the first time that adults they are not related to supervise them. The school becomes the agency that first organizes social relationships, and the classroom becomes the place where children learn to socialize with peers without the presence of their parents. It is very vital to acknowledge the importance of elementary. This time children start to learn about the basic ideas that initially come out their mind.

There is a great necessity for universal elementary education. Though parents did not give much importance in the earlier period, now there is a great change in their attitudes. We are living in a world of competition. To give better opportunities for everybody, illiteracy should be eradicated in the society. The challenge for the government today is to make the need reforms and promote local planning as regards the strategies of motivating the leaders on how to expound and improve elementary education in particular. The children need a thorough instruction about the things around them. The only solution for the problem is for them to undergo elementary education. This is what can make them somebody in the future. This could even be their way towards achieving success elementary education is also a prerequisite for entering high school, you cannot be admitted to the next degree if you are not able to finish elementary this is where teacher will teach you about the basic things.

Elementary education should be given the highest priority because elementary education is the basic foundation stage which prepares an individual to go for higher formal stages of education. It is the beginning of the formal schooling. Thus, elementary education stage is crucial and plays the most vital role as it imparts the basic three R's of education i.e. reading, writing and arithmetic. The knowledge and skills can not be imparted at one stage it needs to go according to the needs of the stages and this elementary stage is one of the most important to start the learning process of an individual. So, it should be well-developed and well founded with a view to insure strength and stability of the whole system of education. This is the stepping-stone for children's to pursue higher goals if they are able to undergo their elementary education, there is a great probability that they will continue up to high school or even a higher degree. All wonderful opportunities are possible if education will not be taken for granted remember that your journey to a thousand miles can begin with your first step.

Thus, the elementary education lays the ground work for future learning and future success. The skills and values that primary education instils are no less than foundational, and serve as bases for all future learning-whether formal or informal. Sending a child in their elementary education is a sole responsibility of their parents;

if they care about the future of the children then they have to make all the means just to provide their children with this right. Elementary education will serve as their primary weapon against illiteracy. Elementary education is no doubt of extreme importance, as everything a child learns in these early days is built on as they get older. It is therefore, of great importance to choose the best way for your child to get this education.

1.8 SCOPE OF THE STUDY

Schools are located in communities, but are often “islands” with no bridges to the mainland. Families live in neighbourhoods, often with little connection to each other or to the schools where their children attend. Nevertheless, all these entities affect each other, for good or ill. Because of this and because they share goal related to education and socialization of the young, schools and communities must share the responsibility of management with each other if they are to minimize problems and maximize results. Dealing with multiple, interrelated concerns, such as poverty, child development, education, violence, crime, safety, housing, and employment require multiple and interrelated solutions. Promoting well-being, resilience, and protective factors and empowering families, communities, and schools also require the concerted effort of all stakeholders. Schools are more effective and caring places when they are an integral and positive part of the community. This plays out as enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems, and strengthen the fabric of family and community life by working collaboratively with schools.

1.9. CONCEPTUAL FRAMEWORK OF COMMUNITISATION OF ELEMENTARY EDUCATION

The concept of communitisation is about substantially improving the quality and delivery of public services such as the elementary school at the grass roots by

harnessing the age-old social capital availability in the community. A system of communitisation as it were thus represents a paradigm shift from the model of government where authority lies wholly in the hands of the government. Its defining characteristic is a unique partnership involving sharing of ownership between government and the user community in the management of public institutions and delivering of their services, empowerment, decentralization, and delegation and building capacity all with the aim of improving the delivery of public utility system.

The word “Communitisation” was coined and conceptualized by Shri. R.S Pandey, the then Chief Secretary to the Government of Nagaland in 2001 to articulate the concept of the government sharing with the community, the management and operational control of government institute in various social sectors, like education, health and electricity in order to improve their functioning. Pandey then circulated a concept paper on communitisation in the year 2001 and it received a strong political-will and support for its implementation. This innovative concept of “communitisation” was institutionalized and materialised through legislation of “the Nagaland Communitisation of Public Institutions and Services Act 2002”, passed the Nagaland State Legislative Assembly.

The Act was passed with the aims to provide for empowerment of the community and delegation of powers and functions of the government to the local authorities by way of participation of the community in matters connected with the management of elementary educational institutions and also to enable promotion of community-based management of elementary institutions. The achievement of universalisation of elementary education depends on the quality and extent of community participation in planning, implementation and monitoring its various aspects. The government of Nagaland, with the aim of providing quality education through the participation of the community passed an Act called the “Nagaland communitisation of public institutions and services Act, 2002” and education is one sector covered by the Act.

To ensure success of the communitisation programme, the Village Education Committee (VEC) was initially formed and strengthened in all the village level

schools. Similarly, the common Education Committee (CEC) was formed where more than one village shared a communitised middle schools are shared by more than one community. Further Ward/Town/Urban station education committee was formed in the urban areas. A District Co-ordination Committee (DCC) headed by the Deputy Commissioner of the district concerned was formed with the education field officers at the district level like District Education Officers, Deputy Inspector of schools and Sub-Inspector of Schools as members of the committee. Coinciding with this programmed, the Sarva Shiksha Abhiyan (SSA) project for Universalisation of Elementary Education launched in the state has greatly reinforced the process of communitisation programme in the forms of financial, manpower and material support extended to schools.

The system of communitisation has created local education authority called Village Education Committee (VEC) which represents the community and has legal sanction. To the VEC are delegated the responsibility to run elementary schools with accountability and transparency. Thus, SSA and the system of Communitisation are both means of strengthening and enriching the department in discharge of its responsibilities of elementary education. Communitisation has become an intrinsic vehicle of SSA. (Government of Nagaland, Department of Education, Kohima, 2001).

Communitisation, therefore involves transfer of government assets to the community, empowerment of the community through delegation of government powers of management and supervision of day-to-day functioning of employers to village committees. It also demands ensuring accountability of government employees posted at the service delivery level to local communities and control of government assets by village committees including the responsibility for maintenance, amelioration and augmentation of assets. As such communitisation is based on triple 'T' approach

- Trust the user community
- Train them to discharge their new found responsibility and
- Transfer government powers and resources in respect of day-to-day management to the user community

There are overwhelming reasons for the government to trust the community and to let it act on the government's behalf in administering the institution by exercising governmental powers.

Being consumers and beneficiaries, the user community has intent, the desire and the intrinsic motivation to see the institution performing well. They are expected to be least inclined to indulge in rent seeking behaviour as the employee managers might do. No arrangement will score more than the user organization in terms of reliability and commitment and hence it can be safely trusted to run the institutions.

With the freedom provided by trust, the community would think for itself, speak up its idea through action unhindered by bureaucratic shackles. But, competence is another important component of a trust relationship which determines the ability of meeting the expectations of the trust. The community, therefore, has to be imparted with the required knowledge and know-how of discharging the new found responsibilities. They have to be trained for building their capacities. They have to be guided to know of the best practices and the possibilities which their newly owned institutions are capable of performing.

Along with the trust and training, however, the most important part of communitisation is to transfer requisite power and resources from the government to the community so that it can discharge the expectation of day to day management of the institutions. Such transfer is the true test of empowerment; the more the shift of power and financial resources from the government to the user community, the more is the empowerment. (R.S. Pandey, 2010).

In the education sector, the department of education in 2002 framed the "Nagaland Communitisation of elementary education institute and service rules". The rules declared all government run primary and middle schools in the state to be communitized. This in essence, communitisation empowers the village community to own and to develop the government primary and middle school. To operationalize the rules, every village with a (communitised) government school(s) set up a village education committee (VEC), which was the legal authority to manage education within its jurisdiction. Salary amount for government employed in the school is

deposited in advance into the VEC account and the VEC disburses the salary. The VEC is required to ensure disciplines and regularity of teachers with power to enforce ‘no work, no pay’ principles, the community would get fund for key purposes such as purchase of text books, furniture, construction and repair of building etc. they would treat the school as their own, thereby contributing their best to the school. The government would continue to supervise, support and supplement the activities. Communitisation thus ensures investment of a community’s social capitals for betterment of the schools and improvement of quality education.

Initially, the Department of School Education implemented the programme of communitisation through selected schools which were termed “communitised schools”. At first, 205 schools were selected and communitised in the year 2002. Seeing the achievement and performances of those communitised schools, other schools/villages voluntarily requested the government to communities their schools too. Recognizing the needs and desires of the people through observation in the first one year of communitisation programme, the state government decided to communities all the elementary educational institutions in the state from 1st January 2004 onwards. Since then, all the elementary schools in the state have formally been communitised through official notification.

1.10 ELEMENTARY EDUCATION STRUCTURES, SSA AND COMMUNITISATION

With the introduction of new pattern, new systems and new terminologies, initial confusions and communication gap are bound to arise. However, some basic point outlines below will help avoid ambiguities.

The overall charge of elementary education shall continue with the government, department of school education, SCERT and the NBSE.

The Sarva Shiksha Abhiyan (SSA) state mission authority of Nagaland is a state level autonomous society registered under No. H/RS-668 dated 5th June, 2000 sponsored by the government in conformity with National policy with articulated

frameworks and programmes towards fulfilment of the constitutional obligation of Universalisation of Elementary Education (UEE) by 2010 with quality improvement. Under it are the district mission authorities with respective Deputy Commissioner as the chairman and the district education officer as the District project officer and member secretary.

Communitisation is not a structure but a system, a process by which involvement and participation of communities are facilitated by an act creating village level authorities (VEC) and by empowering them to manage the elementary education institution under respective jurisdictions.

The SSA does not create new structure but reinforces the existing ones in the government. It depends on the departments of the government for man power. Only in exceptional circumstances extra man power is recruited as per norms laid down by the national mission authority. The state government has to ensure that the educational mainstream has to be totally involved in the programme activities of SSA. SSA upgrades competence of staff. It is a funding of projects of elementary schools avoiding avoidable brakes and leakages in financial systems at all levels, government of India and government of Nagaland down to the village communities for whom the fund is meant. The system of communitisation has created local education authority (VEC) which represents the community, and has legal sanction. To the VEC are delegated the responsibility and the authority to run elementary school with accountability and transparency. Thus the SSA and the system of communitisation are both means of strengthening and enriching the department in discharge of its responsibility of elementary education. Communitisation has become an intrinsic vehicle of SSA.

Under the communitisation framework, a VEC constituted by the village council takes responsibility of the management and supervision of school(s) within its jurisdiction, including the implementation of a “No work, no pay” policy for errant teachers. The purpose and functions of the VEC range widely at the administrative, Academic and financial levels. More specifically, in human development content,

ensuring universal enrolment and retention in schools children up to 14 years or class VIII is one of its key functions.

Table 1.7: Power and function of the VEC

Administrative	Academic	Financial
Ensure regular and effective running of schools.	Ensure universal enrolment and retention in school children up to the age of 14 or class VIII	Receive grants from government generate resources and operate an education fund
Ensure discipline and regularity of teachers by withholding pay or enforcing 'No work, no pay'	Ensure daily running of classes and implementation of annual plans.	Disburse monthly salary of teachers and other staff, deduct salary not due, based on a 'no work, no pay' principle.
To grant casual leave to staff members and to recommend other forms of leave in respect of teachers and other staff members to appropriate authority.	Make available free school uniforms, free text books and other learning materials and free mid-day meals to students	Maintain proper accounts of income and expenditure, asserts of the school.
Recommendation in transfer and retention of teachers.	To arrange short duration courses for teachers in the school complex.	Get accounts audited and bring out authentic report of the same
Construct and maintain school buildings		The interest earned out of the savings bank account will form parts of the education fund.
Compile and furnish annual reports of schools		
To report to higher authorities on any administrative problem beyond solution of the VEC		
Appointment of substitute teachers, for period of three months to one year		

Source: Hand books on Communitisation of Elementary Education, Directorate of Schools Education, Government of Nagaland 2002.

1.11. STATEMENT OF THE PROBLEM

The study **undertaken** is being specially stated as, “Communitisation of elementary education in Nagaland with special reference to Phek district”.

1.12. NEEDS AND SIGNIFICANCE OF THE STUDY

Elementary education forms the roots of education. Hence, it forms a very importance stage of education in individual life. It is only during this phase that he starts thinking and grasping capability significantly increased. According to the constitution, elementary education is a fundamental right of children in the age group of 6-14 years. Reiterating its commitment to strengthen the base of the pyramid of education (primary education), the National policy of education 1986, has given top priority to universalisation of elementary education. According to statistic two third of school going children of India are enrolled is school but the figures are deceptive as many don't attend school regularly.

The constitutional provisions and the consequent legal and national policies and statement have time and again upheld the cause of universal elementary education. The government has rolled out many plans to increase the percentage of elementary education. A large number of project and programme have been launched in various parts of the country since the inception of the new policy. The success of these programmes will depend on the sound support system and well tested mechanism of evaluation evolved through search of good quality. This vision can be translated into action only when the functionaries working at the strategic position in the system are capable to undertake research studies, which have a direct practical bearing.

In India, the central government and state government, which have the joint responsibility to provide basic education service, are committed by the constitutional mandate to providing free education to all children upto the age of 14 years. However,

the state governments are the main envoys this is the reason why the quality of the schooling system varies a great deal in the country from state to state.

The Nagaland scenario shows that the state government has taken up various measures for qualitative improvement of education and has made considerable achievement in the elementary sector, but the functioning of the school is far from expectation. Day in and day out we hear, see and talk about decline in public delivery system. Although there are schools everywhere, many of them hardly teach. These are examples of the vast network of institution and services which exist but in moribund state, delivering being inefficient and ineffective. The basic reason for this state of affair lies in poor management. The word “Development” is today so much talked in Nagaland that it has become a part of every Naga language. But to Nagas of today, development would mean mainly material development. Human development is underestimated material development without human development brings more problem than prosperity. Human development is to ensure continued prosperity and progress. The government has therefore envisaged the system of communitisation in an effort to transfer certain management responsibilities to the community and to involve them in educational system management. The aim is to provide quality education and improve human capabilities of the children, through a sense of belonging and sharing amongst the community members and to utilize the material and human resource for betterment of the school.

Furthermore, this study of Communitisation of Elementary Education intends to get active involvement of community and play significant role in achieving the goal of Universalisation of Elementary Education. Community mobilization and participation is another component emphasizing the decentralization of planning management process. These arise a need to ensure, retention and quality education, joyful teaching and learning environment.

Therefore, there is an urgent need to undertake a research study so that required improvement could be made in the area of elementary schools and also to forge community to conscientious, to reaffirm themselves, to restructure and re-strengthen the elementary education at all stages of school, and make them to think

carefully about the importance of elementary school education and how they can be a backbone for the Elementary education in Nagaland. Keeping this in view the present study was undertaken.

1.13. OBJECTIVE OF THE STUDY

The following were the objective of the present study

- i) To study Elementary Education System in Nagaland.
- ii) To find out the number of Government Primary and Middle Schools Communitised in Nagaland by the Government of Nagaland.
- iii) To examine the various reforms taken under Communitisation of Government Elementary Schools.
- iv) To analyze the Communitisation of Elementary Education and the feedbacks of five RD block of Phek District.
- v) To study the role of various organs such as Government Department, Village Education Committee etc. of Communitisation and School Functioning.
- vi) Attempts will be made to study the attitude of the Teachers and Village Authority regarding Communitisation.
- vii) To study the impact of Communitisation of School functioning in relation to;
 - a) Management and Administration of Schools.
 - b) Parents/Teacher interaction and participation in quality improvement of Elementary Education.
 - c) Children's Educational Achievement and
 - d) Improvement of infrastructural facilities in the School and its maintenance.
- viii) To study the result before and after the Communitisation, to analyze the progress of quality education.
- ix) To find out the loopholes and try to find corrective measures.

1.14. DEFINITION OF THE TERMS USED

The key terms involved in the study are operationally defined as follows

- a. Communitisation:** Sharing responsibility of Government school management and administration with the community.
- b. Elementary Education:** The term Elementary education in the present study will be referred to communitized elementary education in Nagaland and it consists of primary stage (till Class IV) and middle stage (Class V to VIII).

1.15. DELIMITATION OF THE STUDY

According to Creswell (1994), “Delimitations suggest how the study will be narrowed in scope” (P.110). This research is bound by several delimitation factors.

The following are the delimitation of the present study:

- i) The present study is limited to Communitised Government Elementary Schools of Phek district.
- ii) Schools selected for the sample are restricted to five (5) R.D block of Phek district.
- iii) The sample of the study was restricted to ten (10) schools in each R.D block.
- iv) The study was confined to fifty (50) schools in the entire five (5) RD block of Phek district.
- v) During the visit at the schools in the villages, few women were present. The questionnaire and interview data collected from the parents and VEC is more to the male perspective.

1.16. ORGANISATION OF THE REPORT

The complete work of this present area of the study is classified and presented in six (6) separate chapters.

The first chapter gives an overview on the introduction to the area of study, which covers aspect such as Nagaland at a glance, brief profile of Phek district,

history and education system in Nagaland, universalisation of elementary education, Nagaland. It also includes the scope of the study, need and importance of the study, statement of the problem, objective of the study and definition of the term used. As the opening chapter, this chapter provides a general understanding to the background, purpose and concept of the study area.

Chapter two consist of the review of relevant related literature, on research conducted in the area. In this chapter, effort have been made to the review research work done by others in area of the elementary education in relation to administration, problems and also community participation in the elementary education and how to improve the quality of elementary school education.

The third chapter consist of the method and procedure of research. It provides a summarised account of the method and procedure use in conducting the study. This chapter includes information of the type of research method used, design of the study, tools used, and data collection.

The fourth chapter, a detailed analysis and interpretation of the communitisation of elementary education with Special reference to Phek district of Nagaland is made. This has been categories into four sections which include analysis and interpretation of data received from questionnaire of Head Teacher, Teacher, Village Education Committee (VEC), and Parents respondents, Data received through interview and observation. Data has been analysed by tabulating categorizing and application of relevant statistical techniques.

The fifth chapter includes the finding, discussion and conclusion and suggestions of the study. The chapter highlights and discusses the finding made through questionnaire, interview and observation. Along with conclusion of the study, this chapter also provides suggestion for improvement of communitisation and suggestion for further research in the area under study.

The sixth and final chapter is the summary of the study. This chapter highlights a precise account of all works done in the preceding chapters.

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CHAPTER 2

LITERATURE REVIEW

2.1. REVIEW OF RELATED LITERATURE

The literature available on education policy and practice is extensive in both developed and developing countries. That said, regarding developing countries, the literature primarily focuses on five areas: macro-structural forces nationally and globally, family factors in relation to demand for education, school factors affecting supply of education, educational outcomes, and economic outcomes (Buchmann & Hannum, 2001).

Data on a sixth area, the role of community factors in promoting education supply in developing countries – which would include the structures, responsibilities and resources of village education committees (VECs) – is limited. There is very little empirical evidence about the role of VECs, and the data that are available, both quantitative and qualitative, present contradictory evidence about their effectiveness in improving education inputs and outcomes. This study contributes to our knowledge in this neglected area of education scholarship, specifically by examining the relationship between VECs and schools.

To take up any meaningful research work, it is essential to review related literature as it will help paved the way for greater clarity and understanding towards one's study.

Review of the related literature enables the researcher to update the works done by the previous researchers and to highlights more positive changes. It helps the investigator to study and understand the works of the earlier researches. The present chapter deals with studies done in India as well as in Abroad.

2.2 Studies conducted in India:

Aditi Tandon (2010) pointed out that now for delay and poor quality problem of Mid-Day Meals scheme can be reported through a phone call or SMS to the district officer concerned and the authorities. In this major development, the state governments had to adopt zero tolerance towards delay and poor quality of mid-day meals, and required to set up grievance redresses mechanisms at the headquarters and deploy officers at district-level besides publicizing their contact numbers to ensure people could air views about the government's ongoing schemes. A call centre is to be established at the state headquarters to register and distribute complaints of people. In small states and districts, a toll free number attended full-time during working hours has been mandated. All grievances would have to be redressed within three days, and the grievance redresses cell of the state would be required to send the action taken report back to the call centre within two days. In five days, all MDM related grousers would have to be closed.

Anita Rastogi and Monica Mehta (2005) analysed various programmes and policies of government to provide free education to children and universalisation of education. The authors examined the close link of economic and education and study how free was in primary education in Delhi. The findings revealed that even though it reduced the financial burden, still then, the parents have to bear huge expenditure on various others essentials to complete primary education. Thus, it is felt to need to review the present schemes with new innovative schemes.

Anjan Saika and K.C. Kapoor (2006) analyzed that wastage among the elementary school stage learners in Arunachal Pradesh was lesser in gender wise, urban-rural, district level because of better equipped of school, qualified and sincere teachers, hostel facilities and financial assistance as compared to those in Assam. The authors feel that there is a need for improvement of quality and tackle various problems in both states but require more efforts in Assam. They suggested a careful development of curriculum, modern approach of teaching and learning, effective schemes affecting problem solving, quality education to improve for enhancement the goal of universalisation of elementary education

Ayerbiddin and Koet (1999) conducted a study on impact intervention of DPEP on community participation'. They found that

- (a) The overall average enrolment and attendance of pupil in class 1 to 4 increase by 1.9 percent and 2 percent during 1994 to 95, 1998 to 99 respectively i.e. After the initiation of district primary education programme-78% enrolment increase and also increase attendance.
- (b) Village development committee displayed eagerness to work for the educational environment component and nearly 90 to 95% of the VEC members were engaged in school related activities.

Balsara Maitrya (2002) advocates co-operative or participatory form of school administration to improve the effectiveness of teachers as in some developed countries where increasing recognition is being given to the creative potential of the teachers to make valuable contribution to the effective administration of the schools. This trend is one of the great significance in that it tends to give to teachers a sense of belonging to a democratic teach, trends to give them toward involving all the professional staff in policy making and policy decision, in running the total affairs of given school system, tends to remove one of the chief obstacles to the development of good staff morale – the discouraging feeling on the part of the teachers that they are but cogs in a complex machine, where they are not permitted to operate as true professionals but are permitted to do only as they are directed by higher authority.

Bhaskar Chatterjee and Qutub Khan (2004) in their paper examined the rural scenario and its challenges among the rural communities. It further discussed the trends in the rural areas, the role and bring out four strategies as a measures- planning, participation, parity and progress to break the problem barriers with active collaboration of the government and international agencies to built a quality educational system in the society to meet the basic learning needs for positive change which would able to close down the gap with the developed countries.

Brundaban Ch. Mishhra (1991) attempted to present the wide disparity of education development of Tribal literacy with other population among the various states and within the districts of Orissa and observed the differences may due to late

exposure to formal education, different approaches in different state, socio-economic and culture. Lack of adequate educational development with high drop-out rate and less rate of retention led the Tribal population continue to remain traditional and he feels a need of new approach for educational of Tribals by bringing overall change in our society as the earlier efforts progress are slow in Tribal education.

Buno Liegise (2009) studied the Experiment with Communitisation of Elementary Education in Angami Villages. The research focussed on making a general assessment of government schools in the Angami villages, changes observed after introduction of communitisation of education, problems faced and feasible suggestions that can be derived thereof. She examined the retention rate, Mid-day meals, textbooks and free schools bags distributions while also listing out major activities and problems of the village Education Committees. The research concluded that communitisation is a very good concept and some villages have taken full advantage of the communitisation process, thereby, benefiting the rural students much but also lamented that many Village Education Committees are in need of improvement. The government on its part should also provide trainings to its teachers as well support, encourage and play a proactive role for all stakeholders as Angami villages are at a crucial juncture as far as communitisation is concerned.

C. Janyanthi (2002) says that in India, large portion of the population living in the rural areas are denied of basic education due to lack of resources, infrastructure, with social inequality problems and create wide disparities within the nations even though the state had taken several steps to tackle it. So for rural reconstruction not only infrastructure and capital investment but education, central policy initiatives is needed as it helps in breaking the social injustice. With stepping into 21st century, the communication revolution, the author emphasizes the importance of communication technology which can play a vital role in enhancing human resources and quality of life with easy access of knowledge and awareness for rural development. It will be very beneficial if used properly as it does not require heavy infrastructure investment which is seen successful in some part of the country.

C. Thanganmuthu (2001) explained that even though the gross enrolment ratio was quite high in the primary education but still literacy rate in the later age shows variations because of the poor quality of primary education, lack of infrastructure, teachers, teaching-learning system, etc. The children forget everything in few years once they drop-out and join the category of illiteracy. The author discusses the experiences of the highest literate state Kerala which has the highest private primary schools of good quality which has helped in retention and resulting in higher literacy. Moreover the state government provides subsidies to the students studying in these schools which give citizens a wider choice in primary schools further that the income spend on the basic education was highest in the country. He then suggests the need of local community's involvement, structural changes and market dependent system for bringing competitive efficiency.

Das R.C. (1979), in a study titled "Administration of Elementary Education in Relation to the Programmes of Universalisation SIE Assam" studied the position of the administration of Elementary education in relation to the programmes of universalisation in Assam.

They study revealed that the area of administration of education at the education at the elementary level was full of problems. The Directorate of elementary education was a newly created department and was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education. The expansion of machinery relating to administration, inspection supervision and management was inadequate.

Recommendation indicate the study suggested additional machinery needed for achieving universalisation from all points of view new recruitment of administrative personal should be made from professional institution.

D. Pani Naidu (2004) observed various problems in Tribal areas due to lack of literacy which keep them as under developed areas. The author calls for awareness of programmes, imparting training, involvement of the communities to encourage the Tribal for education in order to improve their life economically and socially.

D. Pulla Rao (1998) studied the financial aspects of education in the state of Andhra Pradesh which discussed the growth and its determinants on primary education enrolment. The author traced out that expenditure on primary education around 95 per cent of it was devoted to the salaries of the teachers which left little for equipment and other essential needs for quality education. It also found out that the estimates of expenditure have been declining as compared to higher level of education. The author further examines that the actual expenditure was higher than that of the budget estimates and the programmes of wastage due to low rates of retention in which he suggested alternative policy to achieved universalisation of primary education.

Govinda (2003) studied the dynamic of decentralized management in primary education in Rajasthan and Madhya Pradesh. He tried to explain the dynamic involved in operationalising the two contrasting approaches for decentralization of primary education management. He pointed out that the models of decentralisation adopted by the two states are quite different Madhya Pradesh has followed a top-down approach of changing the legal provision and transferring responsibilities to locally elected bodies for primary education management. Where as in Rajasthan, under its major project of primary education known as Lok Jumbish, has apparently followed the principal of building from below. He identified both of critical concern the positive signals include in both state. The involvement of the village level community takes the decision making process nearer. To the field of action, public accountably is comparatively more, paradigm of school provision undergoes radical change on the negative side decentralization has led to the problem of entrenched hierarchy (2003:225-228).

H.S. Birdi (1989) studied the development of education in India reviewed by various commissions and committees since 1854 to till date particularly the educational policies on the development of primary, secondary and higher education, professional, vocational and technical education, women education, adult education and administration and supervision of education to find out the impact of qualitative and quantitative aspects of national education policies. The researcher concluded that the progress made in the elementary education was enormous and establishment of

Navodaya Vidyalaya has been a major step towards providing better modern education with awareness of the environment, adventure activities and physical education to the talented children for the rural areas as well.

Harbindar Kaur (1999) studied the different perceptions of parents of public and government primary schools with regard to problem of primary education and the difference on their children of different gender in the primary school. The researcher found as to what the levels of income and education of the parents affect on the perceptions about the primary education. It was found that parents respond differently on their perceptions to the problems in primary education on public and government schools, attitude of different genders with the difference on income and educational levels of the parents.

Jacob Aikara (2004) viewed education as a social institution in a society and discussed the function of education in the social institution such as in social stratification, economy, religion, political system, social change and civil society. He further discussed the inter-linkage among the different social institutions and interactions between educations with other social institutions. He further explained the important of the quality of education, basic education and adult literacy programmes.

J. Bapu Reddy (2003) discussed the need of children's literature of the present crises of values in the advanced world. He further stressed the wide impact on the life of child more than even the formal system of education where it can bring awareness among children for new and better with peace and harmony. He further emphasized the challenges, shortages and problems in India like lack of interest and motivation in literature pertaining to children, lack of quality, regional hindrances, etc. that are unable to bring in effectiveness. He suggests that more stories based on morals, songs, plays, should be made available which can generate the inner strength and happiness among children.

J.C. Aggarwal (2003) examined the development and planning of modern education in India for the 21st century. In his book, he presents comments on various commissions, committees, reports, Five-Year Plans and policies on education. He

further discussed the role by the Centre and State Government and different issues on education at different stages. Apart from formal education he also discussed the diverse issues on education. Then, he highlighted the achievement and failure of educational planning and present new initiatives undertaken for educational development.

J.P. Singh (2005) viewed the current scenario of Indian education on the problems, hindrance and challenges faced like low literacy, high drop-out rate, gender gap, variation among the states, inadequate expenditure on education and the role of adult education in promotion of universal education which due to various reason like rapid rise in population, poverty, lack of adequate infrastructure, bad governance etc. The author further discussed various plans and programmes laid by the Central and State Government and external aid programmes in promotion on universalisation of education and emphasized social involvement, sincerity, bureaucratic efficiency, empowerment of women, more incentives and expenditure as an important process for the success even though data says it is increasingly difficult.

J.S. Rajput (2003) discussed the need to strengthen the value education in the present complex realities facing the global influences. He emphasized on various school experiences, programmes and the role of parents, teachers, literatures, theatres, etc. in promoting value education in Indian schools and need of inter-faith and a secular approach in school setting.

J.S. Rajput (1997) pointed out that with information system like television, telephone and computers are changing every walk of life including education and feels that it would diminish the dependence on teacher by encouraging self learning. However, the examination system, authority retained with the teachers is archaic. He suggests that there is need of quality training to play a different complex role as an agent of change, promoting understanding, tolerance and moulding the character and mind of the new generation to face the challenges in 21st century.

Kantha and Narain (2003) studied the dynamics of community mobilization in the state of Bihar. The study noted that despite the restricting problems, village level dynamics play their role, influential person in the village secure a place for

themselves of their favourites, VEC's are not reconstituted according to the provision after two years, the frequency of the meeting decline after the initial period. Further, they pointed out that the training to the VEC members is quite insufficient as most of them are unaware why they have been given representation. There are also administrative lapses i.e. was on the request of the VEC, irregular teachers are not transferred and there is a problem of teacher inadequacy and administrative. They conclude in their study that as nothing can be changed in a areas where half of the population is living below the poverty line for which the prospect of mobilisation of donations is very weak (2003:135-136).

Kapadia, K.P. (1984) A study on the development of primary education conducted in the states of Gujarat after independence and found that:-

The position of primary education in Gujarat areas was admirable as the state ranked third in this respect among the other progressing states in India. There was a considerable increase in the number of schools during the last three decades. During the three decades around 1950-80 there was an enrolment explosion increase in number of trained teachers during the years between 1950-51 to 1960-61. The expenditure, kept on steadily increasing till it started doubling every five years. Efforts were made to overcome the two evils wastage and stagnation but not much progress was seen. The problem of single teacher also remained.

Kutubuddin Halder (1995) examines the effects of non-retention policy on drop-out in the primary schools and points out that mere introduction of the non-retention policy does not find the solution to reduce the root cause of wastage and stagnation. Then, the author suggested more effective ways in universalisation of the elementary education and calls for those teachers who are engaged in the primary stage to be well acquainted and trained on the nature and scope of the non-retention policy.

Leclerq (2003), in his field study of primary schools in Madhya Pradesh, India, found that although VECs and school management committees were supposed to meet monthly to check education inputs, set rules and monitor the school; in practice they rarely met.

The Government of India has recognized that education is a ‘critical input’ for the development of human capital, jobs and economic growth. It has launched a flagship elementary education program named *Sarva Shiksha Abhiyan* (SSA) or Education for All, which aims to enroll all 6-14 year olds in school, and for these children to complete eight years of schooling by 2010. Costing \$3.5 billion, it is one of the largest programs of its. The service economy grew by 14.5 percentage points between 1985 and 2005.

This is one percentage point higher than the South Asia’s average and one percentage point lower than the low-income country’s average. (World Bank, 2005). It includes a drive to improve access, to monitor the quality of education and to build capacity of village education committees (VECs) (World Bank, n.d.). According to the Indian Government’s plan for SSA, three of the central strategies are institutional reforms, sustainable financing and community ownership. For community ownership, the program aims for ‘school-based interventions through effective decentralization’, augmented by involvement of many groups, including women and VEC members (Indian Ministry of Human Resource Development, n.d.). Results from this program highlight both the success to date and the remaining challenges.

School enrollment at primary level has risen to 85 percent; yet, although the number of out-of-school children in India has been dramatically reduced from 25 million in 2003, there were still 9.6 million children out of school in 2005-6, primarily from marginalized social groups (World Bank, n.d.). One state particularly affected is West Bengal, where an estimated one million children do not attend school (UNICEF, 2005). VECs have responsibilities to promote enrollment and attendance as well as to focus on supply issues. This paper uses data from West Bengal to examine whether village education committees, a core platform of community ownership, are positively associated with increased numbers of teachers in primary schools. It is intended to provide empirical evidence to encourage India, a significant contributor to the collective MDGs and EFA targets, to focus efforts where there are likely to be tangible and positive results.

Majumdar Manabi (2006) evaluated to find various problems facing and factors for effective performing for spread quality in the primary education system in Andhra Pradesh and West Bengal. It further brings out various challenges and difficulties which need to be dealt properly such as the inequalities in public spending, need balancing of the locality, the student evaluation method and suggested the local decentralization in the education system. The local initiatives and innovative teaching by teachers play a creative role especially for underprivileged section of society but it is more important now, is how to put in real practice.

Manju Pandey (2003) had detailed discussion about the characteristics, causes and types of learning disabilities that affects the performances in all aspects of life. She was of the opinion that frustration and stagnation of the children in school, results in increasing the rate of drop outs from the school. She also identified the learning disability among the young children and the factors and further gave suggestion for future research in this field.

Nalini Juneja (1997) found out that the attitude and perception towards compulsory primary education is significantly different from those of educational administrators with the primary school age children of other levels. It is the educational administrators at the state and district level who formulates and implements policy, where they have no contact or experience of the poor masses which led to ineffectiveness of the policy. So, she calls for the educational administrators at primary level and parents should be involved in the policy making and implementation. This brings out the need to understand and identify the needs of poor which enable the child to get the right of education.

Neelam Sood (2002) analysed that due to scarcity of funds to appoint additional teachers needed especially in the third/developing nations is high and highlights the only way to improve the quality was to used the available resources more efficiently in other word, to enhance teacher effectively, but without increasing costs is the real challenge. For teacher effectiveness, she deals the concepts into two parts, one that concern with one self's included the background, training received and teachers' availability and punctuality. The second one was concerned with the

teacher-pupil interactions inside the classroom. Some suggestions and the measures are given by the author like the right person as a teacher; maximize time of effective teaching, right mix of formal schooling, pre-service and in-service training and better classroom organization use of support materials.

NIEPA (A report of review meeting of director of ASCs – July 23-24, 1992) planning and implementation of academic staff development programmes.

The schemes have been regularly monitored through a six-monthly/yearly meeting of directors of academic staff colleges organised by NIEPA. These meetings also focussed on the developing efficient planning and management techniques of implementation of the scheme. These meeting reviewed the progress of the programmes conducted by the ASCs and attended their problems and took spot decisions in the business session scheduled at the end of the meetings. The report covered programmes conducted by ASCs throughout India from April, 1988 to June, 1992.

The findings of the report were

1. The level of the programmes was fairly high.
2. The quality of the programmes was very positive.
3. The programmes were quite successful in makings contents, particularly its subject matter, more meaningful to the participants.
4. The participants rated communication as very high.
5. Regarding instructional methods, the majority tilted towards positive scale overwhelmingly
6. Reading material provided to the participants need to be enhanced further qualitatively and quantitatively.
7. The resource person could still require being of high grade.
8. Efforts should be made to enhance the quality of the literacy services by adequate provision of books, journals and documents/ reference materials.
9. Hostel services should be adequately provided for orientation programmes.

10. The extent of participation in the programme by the participants was quite satisfactory.
11. The four week duration of the programme was more or less acceptable to the participants.
12. The programmes helped them to broaden their approach a great deal.
13. The programmes were inspiring.
14. The programmes had a great deal success in helping the participants to develop their required career related fields.
15. The possibility of programme implementation was quite satisfactory.

Noronha (2003) in her work, 'Community in Charge: *Shades of Experiences*', in Madhya Pradesh pointed out that even after the devolution of powers of primary education to the Panchayati Raj Institutions (PRIs) in Madhya Pradesh, involvement in most formal schools across the state remains limited to primarily the recruitment and control over Shiksha Karmis, and some involvement in the disbursement of funds for construction and mid- day meals. Most Panchayats even after five years do not have much sense of ownership of the formal schools. VEC meetings are usually very irregular and ineffective. The village education register which was to be maintained in every primary school to monitor attendance be maintained in every primary school to monitor attendance of children is conspicuous by its absence in almost every school. However, in both formal primary schools and EGS centres, it is found that the involvement of PRIs in education is lending certain vibrancy to the system. More than anything else, a positive ambience towards education is being created and villagers have begun showing an interest in the village school. What she pointed out is that direct participation of parents/ guardians and concerned citizens have shown more positive results as in the case of EGS committees (2003:117).

O.P. Malhotra (1998) traced the historical life of Nicobarese Tribal population and presents the development of education by the Christian, Muslim and the Government. The study analyses the impact of modern education on various aspects of the Nicobarese life such as family, social, cultural, economic, religion and

political life. It reveals that the modern education has direct or indirect responsibility for bringing changes from traditional to modernize life with developing their economy, raising their standards of living, political consciousness but still found various traditional practices still prevailing. He further found the reason that huge educational wastage is due to their natural fascination for Tribal feasts and festivals.

Om Prakash (2004) had highlighted the weak foundation in primary education and neglect of pre-primary education stages by the state affects the quality of education in the latter years which cannot be imposed at once. It needs to develop step by step and feels that the impressive data figures are only a half story. So, he advocated a mass movement, i.e. role of society which will not be influenced by the state. He further suggested the expansion of private enterprises i.e. private school which the state had only role of direction and correction for social welfare and subsidies the needful resources.

Pathak (2007) in her study on “Administrative problems in the school community co-operation of rural elementary schools in Jammu” found that teachers were totally ignored by the policy planners. Most of the village education development committee members and head masters were ignored about decentralisation of powers. VEDCS were over enthusiastic head masters were quite positive but the higher authorities were quite indifferent. The members of VEDC were not elected as per rules regulations of VEDC 2007, (January) an international congress for school effectiveness and improvement (ICSEI) celebrated its twentieth years of bringing people together. It was suggested that there are four factors considered as legacy of school effectiveness and the two most fundamental among these four are “given appropriate conditions all children can leave” and secondly socio economic status was rejected as a measure of school effectiveness.

P.R. Dubhashi (2010) discussed two important measures for educational reforms. Firstly, he highlighted the Bansal Committee set up by Education Department of Maharashtra to suggest norms of fixing fees in unaided institutions which is becoming commercialization of education and for profit motive. The Committee recommended few suggestions and also blamed the parents for not

availing a free education offered by the government. Secondly, various development education reforms especially the Right to Education Bill, 2009 were discussed. He further highlighted the state of Maharashtra has no full time minister in charge of education which indicated the priority accorded to education. He also recommended opening of more schools by the State and persuade the parents to send their children to school. However, he concluded in a dilemma that development cannot take place without universalisation of education but universalisation is not possible without improvement of economics conditions.

Ram Chandra Gupta (1988) had highlighted that education in ancient India prepared a man for his self-fulfilment or self-realization with discipline, character of body and mind, and discharging his obligations towards the society in which he lives and bonding of teachers with pupils was found till the Muslim rule in India. However, with the coming of the British rule everything was put in dilemma. Even after the Independence in spite of various Committees and Commissions on educational reforms, India still continues to follow the pattern which the British left behind. He is of the view that educational institutions seem to have their own problems like political influence, indiscipline, corruption, without moral and character which prevail everywhere and there is an urgent need to rebuild in our society.

Rai, R.M (1987) in his study ‘Education in the rural areas of Ghazepur District’ tried to find the relationship between Elementary schools and the rural community, the financial position of primary schools and their sources of income, method of measurement and evaluation implemented.

The findings reveal that

- a. All primary schools worked under the administration of the basic educational council and thus were a village community for primary education in every village.
- b. Average strength of teacher per school was four.
- c. There was a primary school for every 20,000 population. Average strength of the students per school was 216:14.

- d. 87% of the schools located in buildings construct by the basic education committee.
- e. The greatest problem of teacher in the schools was economic resources.
- f. The main source of income of students was agriculture.
- g. 90% of the students used chalks for writing in primary schools.
- h. About 68% of the students sat on the floor during school hours.
- i. Average literacy percentage in the district was 25.96% in which male literacy was 39.82% and female literacy was 12.4%.

Rajvir Singh Tyagi (2008) discussed the issues of governance of school education in India at Central and State level. He critically analyzed several weakness/dysfunctions and major strength in the present system of education of policy support, academic support, administration and quality improvement. He further highlighted the need for reforms in educational governance by strengthening policy support, academic management, legal basis, personnel management, decentralization and consultative mechanism, strengthening organizational administration and issues of decentralization. In order to achieve the aim and objectives of the country's education, the author advocates the need for overhauling the entire system of the school education administration in respect of structural reforms, policy and programme formulation and implementation for achieving better outcomes and quality improvement in education.

Rao Ravi Ranga and Rao Digumarti Bhaskara (2004) the effectiveness of teachers are judged from two standard (1) The first student is relative to the quality and appropriateness of a teacher' selected goals; that is the desirability of the intended changes he seeks to produce in learner's behaviour (2) The second standard is to measure the extent and nature of the actual change in learner's behaviour. Evaluation of both intended change is essential to the judgment of teaching effective teaching then can be said to occur when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a

result of teaching. A description of competent or effective teaching must, therefore, be considered to be related to form following condition:

1. The social or cultural group in which the teacher operates.
2. The grade level and subject matter taught.
3. Intellectual and personal characteristics of the pupils.
4. Instructional procedure evolved and used by the teacher.

Teacher effectiveness criteria are frequently classified on the basis of methodology used in obtaining the criterion measurements students examinations marks, principal's rating or observation of teacher's behaviours are typical categories in such schemes teacher effectiveness criteria can be classified according to the goals as:

1. Pre-stage criteria refer to pre-active stage of teaching.
2. Process criteria refer to interactive stage of teaching.
3. Product criteria refer to post-active stage of teaching.

R. Govinda (2007) opines that though enrolment had significantly improved, the positive impact will have when only there was with high retention and completion rates. So, he outlined various views to be considered in the coming plan improving the functioning of school, enhancing the quality of their outcome, more investment in improving schools, gender focused programmes in all aspects of planning, emphasizing for community involvement and efficiency of the administration, need to have different programme for different states to cope the different problems which cannot be dealt with a central plan, proper information data and proper monitoring and evaluation of schemes and programmes. Thus, he calls to focus more on qualitative improvement rather than quantitative, which need to go hand in hand.

Rikil Chyrmong (2008) studied on education wastage, dropout and stagnation in elementary schools in Goa in order to identify the cause and find various preventive measures. The researcher had taken 30 schools as a sample for study in which it was divided into four (4) categories; urban-aided, rural-aided, urban government and rural

government. He found that the urban government school had highest education wastage followed by urban-aided, rural government and rural-aided school. Further, the rural government school had the highest education stagnation followed by urban-government, urban aided and rural aided school. It was also highlighted that the person who left school due to financial problems are working as labourers in factories, garage, farms, waiters and run their own food canteen and domestic servants and students who lack interest in studies joined training institute to develop technical skills while the girls have turned out as housewives who left studies out of interest. The principals, teachers, NGOs and Government had suggested various ways to prevent education wastage and stagnation. However, still it had yet to deal effectively with the problems despite introduction of various measures to prevent dropout like Mid-Day Meals and Sarva Shiksha Abhiyan due to problems of implementations and lack of monitoring regarding the functioning of the scheme.

Sachchedananda, (1982). “Disparities in Elementary Education, A case study of Bihar, Ans Institute of Social studies”. Patna.

Major findings were:

(i) Expansion of literacy in Bihar had not been keeping pace with the expansion of population.

(ii) Bihar had the bulk of disparity in education with regard to every high and middle socio-economic disparity rates and various districts

(iii) There were seven districts with low disparity in literacy and seven with high disparity in literacy.

(iv) The districts which were high in an urban industrial component were also high in literacy rate.

(v) The enrolment of girls was highest in the district which had a large number of missionary and voluntary organisation working for the upliftment of the tribal.

(vi) The percentage of literacy among tribal was 11.64.

(vii) There was high enrolment of tribal children in the districts which had missionaries and social welfare agencies.

Saliabala Debi (2003) highlighted the scenario of rural literacy and the wide disparity by gender and across social groups i.e. Schedule Tribes and Scheduled Caste in various districts. The author discussed the factors that determinate literacy by dividing into two groups. Firstly, the demand side factors like non-agriculture population, social groups and religious composition in district, work participation, and development of district. Secondly, the supply side factors like availability of school facilities i.e. distance, teachers, building, books etc. which plays an important part in the progress of literacy. She suggested some measures like adequate care for backward district, availability of school within the habitants and massive scale of government approach to achieved universalisation of literacy.

S.N.P. Sinha (2005) brings out the importance of education in ones life as it helps to explore the best in each individual and making a civilized human being. It also emphasized the need of liberal and humanitarian system which would enable to train the youth and lead to peaceful progressive and prosperous life in society which have the potential to save the present disintegrating society. The author further discusses the importance of teachers' role for proper academic functional environment as it is the students who will again become teachers of tomorrow and nation builders. He also suggests the importance of teacher's training and need of political will of act.

Subromanian K., M. Maria John Kennedy and D. Bose (2008) highlighted the basic aims, objectives, role and framework of SSA which was launched by the Government for universalisation of elementary education and provide an opportunity to improved human capabilities to all children through provision of the community owned quality education. They studied particularly in Virudhanagar district of Tamil Naidu about the implementation of SSA. They find the positive impact of the scheme as it helps in reducing child labour, increasing of enrolment, retention, attendance, achievement, reduce dropout rate, improve health etc and the main focus of the scheme is of the children ageing between 5-14 years.

Subrahmanian (2003) conducted an empirical investigation titled, 'Community at the Centre of Universal Primary Education Strategies in Karnataka'. Her research provides an evidence of the complex linkage between supply and

demand in two villages of drought prone district of Karnataka, characterized by low social and economic development where quality of supply is not necessarily correlated with higher school enrolment and attendance and vice-versa. In her study, she found that a village that had a well maintained, well functioning school and a motivated group of villagers who had systematically built up the school had relatively poor community level interest in the school, reflecting an apathetic and often absent teachers and poor infrastructure (2003: 224).

Sunita Chugh (2002) discussed the significant course of action and kind of activities that took place in the classroom necessary for achieving the academic excellence. The author further emphasised the role of the teachers, optimal use of opportunity time, availability and use of teaching-learning materials were the integral components of the classroom process and highlights the need for change in the classroom interactions to bring the improvement in the quality of teaching which would help in the basic level of learning by all the children. She also advocated the training of the teachers to update in the changed scenario to the requirement.

Sushanta Kumar Panda and Laxmi Prasad Sahu (2007) explored the quality of elementary education a prospective issues in the 21st century which was essential for development of every individual and country as a whole but huge task to be realized. It discussed the improvement efforts by central and states government, international commitment and the role of NGOs which is still inadequate. They further examined the problems and presented their solutions and felt that quality education dream could become a reality only with special efforts and inputs were accelerate and more attention by researches at the elementary level.

Temjakaba (1993) Development of education in Nagaland in post Independence period. The study reported that Christian Missionaries played an important role to establish schools in the then Naga hills. Dr. And Mrs. Clark started the first school at Molungyimsen in 1878 with the enrolment of students. After the 2nd World War, more people got interested to receive education. Development of education in Nagaland started after the attainment of statehood.

The World Bank's (1990) policy paper on primary education presents that children's learning is a function of family background and school input. It also points out that the expansion of the Indian education system is very impressive on the quantitative front but feels that achievement of the goal of universalisation of primary education still remained elusive. Then, it views that the like any other several developing countries of the world, India too is concerned to continue for the provision of the basic education to all.

The World Bank's Report (1997) presents the major problems in the primary education such as non-enrolment, drop-out, stagnation and wastage and refers the National Policy on Education and Programme of Action, 1992 in India as a step to cope with the historical inequalities. It also lays emphasis on the primary education to reduce drop-out rates, improve learning achievement and expand access for un-served students. Then, further it gives greater priority to girls and SC/ST students to be enrolled at the primary levels.

Tongpangshilu (1990) conducted a study on "Constitution of Village Education Committee and its responsibilities for promoting of primary education in Nagaland". He found that people of the village were made involved in the community based programme and they were made conscious of their children's welfare and their responsibilities towards social change and upliftment which lead to enhanced results in educational achievements of students and communal harmony.

Udai Desai (1990) highlights various trends in education, the government strategies of "access" and incentive strategy for education in India. The author further discusses the accomplishment of educational policy in social, political, literacy, quality and quantity, economic development and opines that it would encourage the policy maker to further focus on its shortcomings for progress and success of the policy. The author views that the quality of education, high dropout and low participation rates need to be dealt in the coming days.

UNESCO (1995) report traced out that in the poorest regions of the world girls and women are locked into vicious circles. For instance, an illiterate mother bringing up illiterate daughter who are married off too early into yet another cycle of

poverty, illiteracy, high fertility and early mortality. It also highlighted that out-of-school factors like the family and community are more important than the school factors in education. It further points out the girls' participation in education are relatively low to that of boys is correlated with the presence of female teachers and as the Sub-Saharan African and Southern Asia where female teachers are low in the first level of education is a challenge to increase the school attendance of girls in these region.

Wankhede and Sengupta (2005) studied the village education committees in West Bengal. They attempted to focus on the education committees formed with the community members at the village level for looking after the management of primary schools in a few localities. They collected data from four village education committees in terms of their structure and functioning in West Bengal. One of their major findings was that those who become VEC members are virtually dissociated from the under privileged people. At the same time, a person can spend time for public works only when he/she is economically stable which restricts the entry of poor people into the VEC. However, the findings of their study contradict the ideology on the basis of which these VECs are formed (2005:569).

Zakir Hussian (2005) explained the low level of literacy among the Muslim community in conservative traditional values that characterized the Muslim society. He viewed that economic factors and uncertainty in the labour market creates a different perception of cost-benefits of education and examined the educational decision such as its cost components, the choice of education and institutions, presence of gender bias and the relation between drop-out and child labour. He further presented that Muslims perceive a bias against themselves in the labour market as boys become disinterested in further education and also the absence of restriction in their movement further gave more alternatives to remain out of school. They seek work because they had left school not because they found work in seeking their job market. Thus he calls for replacement of formal education at the secondary level by vocational training courses may give relevant options before them.

2.3. Studies Conducted Abroad:

Arrington, Josie Howard. (2000) did a study to investigate, “Teacher’s attitude towards parents’ involvement in the level 1 and level 3 elementary schools in the Mississippi Delta”. The purpose was to investigate the following factors concerning teacher attitudes: (a) judging about parental involvement, (b) judging about parental contact (c) actual parental contact and (d) need for parental involvement. This study was conducted in level 1 and level 3 schools in the Mississippi Delta.

Parental involvement and teacher attitude used to investigate teacher attitude were the only variables investigated in this study. At the initiation of this study, a key assumption based upon performance interaction between parents and teacher was initiated and may have a direct impact on the outcome of this study.

Parental involvement and teacher attitude used to investigate teacher’s attitudes were the only variables investigated for the study. Educators can instruct, serve as role models and provide various learning activities that are developmentally appropriate. They can supply the resource for learning. However, without parental support and involvement teachers will fall short of their goal of educating the entire child.

Bear, Catherine Sue. (1998) conducted a study on, “An evaluation of the effects of cluster grouping on the academic achievement of elementary students in the classroom”.

This study explores the impact of cluster grouping on the academic achievement of typically developing elementary students. Cluster grouping involves assigning cluster of gifted students to self-contained at the elementary level for the purpose of enabling their teacher appropriate enrichment and acceleration of the basic curriculum.

The study compares the achievement of the regular elementary students of various ability levels who were placed in cluster classes with that of their peers who were never placed in cluster classes during a three year period.

The data revealed no significant effects for cluster placement and no significant interaction between cluster placement and initial achievement status. Initial achievement status was found to have a highly significant impact on achievement in all tested areas.

Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is geographic community, which is defining according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

Cynthia Guttman (2006) analyzed the 2005 edition of Education for All Global Monitoring Report published by an independent team based at UNESCO, tracks progress towards the six goals set in Dakar and spotlight was on quality this year. As many low-income countries take bold measures to broaden access to schooling; the poor quality of education was emerging as a foremost obstacle to progress and still the goals were very elusive. Thus, results in sole delivery education for all both quantitative and qualitative must complement not substitutes in the drive to achieve education for all. The report also reviews the ways to determine education quality and maps out key strategies for improving teaching and learning especially in lower-income contexts and present several essential dimensions for governments. The report also emphasized quality education at school level and draws attention on the challenges of defining and measuring literacy, topics to be develop in the 2006 report and assess levels of international aid and donors for improving education as it depends a large extent for achieving Millennium Development Goals (MDGs).

Cobb, Barbara Bush (2001) conducted a study on "The effect of multiple achievements of fourth-grade elementary school students"

In preparation for the project, a multi-site case study was conducted to examine intelligence theories (MIT) used in teaching strategies on the reading

achievement of fourth grade students in four Miami-Dade country elementary public schools. The primary questions were (1) Are students failing in reading because teachers are not focusing on the individual intelligence of students? (2) Are students failing in reading because teachers are not planning activities that extend beyond the measure of pencil and paper type task? And (3) Are students not succeeding in reading because teachers are not using strategies that meet individual student's capacity to learn how to read?

The primary methods of data collections were pre-conference interview of school site administrators and in-dept interview of samples. The data confirmed that (1) high developmental reading texts and activities that incorporate MIT strategies in all lesson. (2) Low reading score school lacked either developmental reading texts that incorporate MIT or a sufficient number of teachers who implemented these strategies in the classroom. (3) Some teachers were not aware of the MIT strategies. To prove that MIT was a significant teaching strategy, a doctoral project was created by the writer to improve reading and associated behavioural skill in 12 low scoring fourth grade students.

The result indicated that all the 12 students increased in reading and behavioural skills as the result of MIT strategies. The text includes background information, a problem statement and pre-test and post-test analysis.

David Bloom (2004) researched on Universal Basic and Secondary Education, identified the constraints and suggested open discussions on what people wanted in primary and secondary education to achieve, which, otherwise, was the goal of education. He also advocated on a commitment to improving the effectiveness and economic support to improve education. His research also emphasizes that there should also be a commitment to extending a complete, high quality secondary education to all children. In this manner, more money and higher priority for education, especially an increase in funding from rich countries for poor countries, can be pursued for quality education.

Furey, Edith Margaret, (1998). "Teacher's description of primary children's reading".

The purposes of the study were to explore (1) what informal assessment techniques were being used by primary teachers to assess reading in Newfoundland and what procedures they thought should be using, (2) how primary teachers analysed information obtained from running records, oral and written retelling and literature responses, (3) the degree of consistency between teachers and the analyses of diagnostic information and (4) the nature of developmental trends in reading as indicated in the four assessment strategies.

In individual meeting and group meetings, teachers discussed assessment techniques which they were using, felt they should be using and analysing reading samples. The researcher also conducted an analysis of children's reading samples.

Informal reading assessment frequently used by teachers included writing samples, oral reading, questions, checklist and in-head observations. Assessment techniques recommended for the study consisted of running records, oral and written retelling and literatures responses.

On running records, teachers commented most frequently on children's use of contextual cues whereas it was found that primary children used graphic cues more frequently than other cuing system.

The results of the study suggested differences between teachers' beliefs and practices and confirmed the need for increased time and in-service opportunities for teachers to make effective use of informal reading assessment techniques.

Gibbons, Siobhan, Joann. (2002) did a study to examine, "Urban elementary and middle school teacher perception of stress associated with standards based curriculum reforms and mandated state wide testing".

This study examines the levels of stress experienced by urban elementary and middle school teachers in an era of reforms. The respondents were 282 volunteers who were teaching first to eight grades in public schools in two urban areas in New Jersey.

The respondents completed three instruments, Fimian Teacher Concern Inventory to measure their self- reported level of stress, a demographic, questionnaire

on their teaching experience and educational background and the event perception index, a semantic differential scale, develop for this study to assess the meaning participant attach to various aspect of current reforms.

Two percent of respondents reported that they experienced mild or barely noticeable stress and over half indicated that they experienced mild or barely noticeable stress. The strongest sources of stress were time management, discipline and motivation and work related stressor with professional distress and professional investment being somewhat weaker stress sources. All grade felt that state wide testing was highly active and potent. However, in fourth grade teacher had a significantly more positive response on the evaluation dimension of the fourth grade state-wide test than their lower elementary colleagues.

Gillian Roehring (2006) study focussed on constraints related to the implementation of inquiry based instruction in both under graduate and secondary classes-rooms. The research emphasizes on the constraints faced by beginning teachers as they implement inquiry based instruction in their classrooms. Their study includes how constraints related to inquiry based instruction can be mitigated through participation in a science focused inducted programme.

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region:

- (1) Children come to school prepared to learn;
- (2) The community provides financial and material support to the school;
- (3) Communication between the school, parents, and community is frequent;
- (4) The community has a meaningful role in school governance; and
- (5) Community members and parents assist with instruction.

Hightower (1956) lays down some principles which should form a part of fundamental philosophy of teachers and the in service education programme should endeavour to promote them among teachers.

The principles are:

1. Teachers must grow continuously in their own persons to expect their pupils to grow.
2. A teacher must believe that every child in her room can learn.
3. Teachers should recognise that their pupils differ in ability and achievement level.
4. Teachers must be able to adopt themselves to the changing condition and the resulting changes in the needs of young people.
5. Teachers must know as much as possible about how a child learns, grows and develops.
6. Teachers should know the growth and welfare of the community is a part of the total school programme.

If teachers are to contribute to the welfare of the democratic way of life, they must administer their classes democratically.

Hindman, Shirley P. (1996) conducted a study on, “A longitudinal study of the effects of grade retention of early primary students on reading achievement”.

This study involved 156 students from a low and middle socio-economic strata in a rural school district in western Pennsylvania. Fifty two, once retained kindergarten or first grade students, were randomly matched to 52 grade mates and 52 age mates of the same gender and date of birth range.

An ex-post facto casual comparative research design was used to study age and grade mates comparisons designed to investigate whether repeating kindergarten or first grade for a second: (a) improved the relative standing of those students with their grade mates, (b) influenced whether or not students performed as well as their age-mates when retained eventually reached the same grade level and (c) affected achievement gains in reading in grades two through six. Ratios of learning and normal curve equivalent scores for reading achievement from the comprehensive test of basic skills were utilised for these investigation.

The ANOVAs that analysed reading achievement in NCE units were found significant (.05 level) at each grade level. The Scheffe Range Test found significant at each grade level between the paired groups of once retained/grade mate's matches and once-retained/age mate matches.

Another objective of this study was to examine what effects was manifested by either the time of year a student was born or the gender of the students as to whether or not a student was retained in the early primary grades. This study also examined whether or not students retained in first grade made more than one progress in reading achievement as determined by a ratio of learning formula.

Lastro P-S, Educardo, did research on, "School effectiveness of Maxican city". 2001.

Little research had been conducted on the effectiveness of Maxican schools. This dissertation attempts to contribute to the study of the determinants of academic achievement among elementary public urban schools in the city of Puebla, Maxico.

The study has been developed within the theoretical context of the educational production functions and the school effectiveness literatures. A learning-in-schools model is fitted into an educational production function by means of a hierarchical linear model with two levels of aggregation, namely the students and the classroom school level. As an integral part of the study, a descriptive and a bivariate analysis are also included.

Finding from the study are that urban public elementary education in Mexico is indeed of a very poor quality. Roughly about seventy percent of all students and than sixty percent of all schools have failing grades. Differences in averages academic achievement among schools are very large. Students are clustered in schools by their socio-economic status and by the size of the school. A path effect seems to be hidden behind a multicollinearity problems, by which average SES of the school determine a series of school organizational characteristic which in turn determine the level of academic achievement. Important reallocations of resources effort and attention in favour of small schools have to be implemented in order to improve the quality and equity of education.

Lamendola, Barbara. (2002) conducted a study on, “Effective school correlates in high-performing high-poverty elementary schools in a large urban district in New York State”.

This study examined the effective school characteristic identified in research literature and the degree to which they are present in high performing, high poverty elementary schools in a single urban district. The purpose for conducting the study was to determine if the out performing schools exhibit effective school characteristic to a great degree than low performing schools in the same district, as measured by standardised state assessment.

The study first looks at the negative impact that poverty in the home, in the community and in the school on students’ achievement. Effective school literature and other research studies have identified the characteristic of these effective and successful schools.

The study then reviewed effective schools’ literature and applied to the classic effective school characteristic and their correlates to elementary schools in a high poverty urban school district. The method of data collection in this study involved administering a questionnaire to teachers in elementary school in the selected urban district.

The result of this study showed no significant correlation between school performance and effective school characteristic. This finding suggests that classic effective school characteristic may be baseline competencies for all schools and may not be comprehensive enough to produce high performing effective schools.

MCnally, Carolyn Paladino. (2002) did a study on the, “Factor influencing family choice of elementary magnet schools for their children”.

This study examines reason that families of elementary aged children in Connecticut give for selecting an inter district magnet elementary school for their children. Driven by equity needs and legislative direction and financial appropriation for option that aim to improved academic achievement and to reduce racial, ethic and economic isolation, state policy maker, program developer and the school

administrator created several solutions. Among them are inter magnet schools, an open choice program where families choose to send their children to schools in different school district, charter school and inter district cooperative program.

A questionnaire surveyed families' reason for sending their children to four elementary inter district magnets schools in Connecticut. Results were tabulated and analysed by frequency of individual response and compare by race and by age. Good instruction including thinking skills, school and class size, diversity, quality of teacher And administrator and school safety and discipline were given as the most important reason families send their children to elementary magnet school and bus rides, friends going to school, learning about the school from other, school location and family getting a computer at home were the least important reason.

The most interesting finding given its difference from other similar studies was that white families sent their children to magnet schools partly for their racial diversity. Recommendation for policy maker, school district administrators, school board members, magnet school developers and administrator are included.

O'Connor Carrie Richele, (1996) documented a case study on, "The implementation of a nongraded, multi-age continuous progress primary program".

This qualitative study documented teacher perception during the implementation of a nongraded, multi-age continuous progress program. The participants were six female teachers who varied in levels of experience and preparation. Through interviews, observations and document review, the researcher determined how the teacher varied in their interpretation, application and result.

The perceived challenges that emerged were discussed according to eight different categories, administration challenges, challenge with assessment, organizational challenges, curricular and instructional challenges, the need for more materials, challenge resulying from the complexity of nongradedness, increased preparation and undesirable students behaviour. The seven benefits that emerged were (a) a supportive classroom environment (b) learning various roles (c) development of students social and emotional aspects (d) time (e) knowledge of students (f) higher expectation (g) variety and choice.

The result indicated that as a teachers perceived various challenges and benefits while attempting to implement nongradedness educators and policy makers can take measures to better prepare teachers that may attempt nongradedness. The result of this study may inform those attempting educational reform. In this case, the need for more administrative support was a perception of the teachers that suggested implications for those instituting and innovation such as nongradedness.

P. Micheal Penn (1997) viewed the inter-relation between education and development of the society. He discussed the role of World Bank in developing education which identifies various challenges in developing countries such as assist to school, equity of schooling, quality of schools and delays in educational policy not only that it recognized variety of policies and practices for effective and efficient school to meet the challenges of education i.e. higher priority for education, greater attentions to out comes, public investment focused on basic education, equity, house involvement and autonomous institutions. Though the national governments of the developing countries had taken decisions on the education the author feels that external development agency especially the World Bank, not only through its loans but by also assistant in policy framework and consultation for effective education sector.

Powley. Ellen Lockwood. (1998) did a research on the, “one-teacher primary schools in Scotland, England and Wales: A secondary analysis”

The descriptive narrative explores the question, what are qualitative characteristic of one-teacher primary schools in England, Scotland and Wales? In this secondary analysis, qualitative reports of visit to 12 one-teacher primary schools describe the characteristic of these schools.

The primary educative element of community, school, curriculum, pupils and head teacher provide a frame work for the discussion. In spite of closure threat to this school, faithful and dedicated teachers continue to pursue their love of teaching. Undaunted, they endeavour to provide educational opportunities for their pupils.

This description suggest compelling themes that may be about broader educational issue such as the value of small school community and school

collaboration, the implementation of a national curriculum through thematic unit, the beneficial design of the multi age class and the esteemed head teacher who creates and manage all features of the school to benefit the individual pupil and the classroom society as a whole. This study celebrates one-teacher primary schools and ask educator to recognize and implement the key contribution of one-teacher primary schools and to education.

Sally M. Wade (2004) had presented that parenting plays an important role in determining the intellectual, attitude, behaviour, education and social outcome of the children and youths. The author discusses the parenting on early cognitive development by viewing divided theorists and suggests for positive parenting practices to promote cognitive development like emotional and verbal responsiveness of parents, cognitive stimulation in the home environment, parental use of control and facilitation of independence and the use of discipline and punishment. The author also brings to light the variations in parenting practices according to social class and ethnicity. The study highlights the impact of parental involvement on children's academic achievement and influence on its development of career exploration and occupational choice. It further discussed the impact of culture and socio-economic status on parental involvement in education and presented the suggested activities that parental can used to promote their child's academic success.

Thaman, Douglas Ploudre, (1998) did a research work on, "The perception of parents at the elementary school on parents involvement and parents education as to its ability to help them improve their child's academic achievement".

The purpose of this research was to determine whether or not elementary school parents, grades one through six have a positive perception regarding parents involvement and parents education programs. This study will also inquire as to whether parents believe they have the ability to improve their children academic achievement through their participation in parents' education programs. This study also analysed the perception of involved parents as to reason for their level of involvement, ideas for increasing involvement and ideas for designing a parents education group.

The subjects of the study were parents from suburban elementary school, with students in grades one to six. A variety of analysis methods were used to examine the data. One of the nine conclusions emerging from these stands, the following four seems most significant. (1) most parents choose activities that they can be involved in with their child as opposed to parents committees or groups (2) Parents are more likely to help their children academically if the activity can be done directly with the child at home (3) parents believed parents education program should (a) be based on what parents interest (b) focus on children learning (c) increase their skill in working together with their child (d) involve the parents and children working together. (4) Personal one-on-one contact as well as making parents feel capable and appreciated are the method that school administration should implement to increase their level of parents involvement.

Teigland, Carolyn J. (2001) did a study on, “The effectiveness of a school-designed intensive small group reading program for low performing second grade students in a Maryland elementary school”.

This study was conducted to determine the effectiveness of a school-designed reading program created to remediate second grade students who identified as reading below grade level. This reading program included a one-on-one daily tutorial additional staff instructional support daily for one hour, the daily integration of phonic, reading and writing activities and a small homogenous class setting. The gates-MacGinite reading test, TerraNova assessment. Individual reading inventories, parents surveys and teacher and parents interview were used to collect data on the effectiveness of this reading program. Although most students’ participant did show progress in reading, the result of this study did not indicate that as a group, the second’s grade student’s participants were performing on grade level. Survey and interview results indicated that both parents and teachers believed that this program had a moderate to substantial impact on the reading performance of student’s participants.

Westerman Jeffrey Joseph. (2002) did a study on, “Mentoring and cross-age mentoring, improving academic achievement through a unique partnership”.

The purpose of the present study was to assess the benefit of pairing an existing mentoring intervention with a cross-age mentoring intervention, a combination previously undocumented in mentoring literature. Specifically, fourth grade, students received mentoring by college students through an existing mentoring intervention where they acted as mentors to kindergarten students. It was predicted that this fourth grade students would benefit by the support of an adult role model via the collegiate mentoring and show increased perceptions of school connectedness via participation as cross-age mentors to kindergarteners.

Results showed increases in attendance and perceived competence and engagement for students who received a college-age mentor, this outcome lends support for collegiate mentoring intervention. Limited benefits were associated with fourth grade students mentoring kindergarteners, possibly because of problems implementing the protocol.

W.D. Wall (1975) had emphasized the importance of the first ten years of a child's life which build the foundation of life. The author discussed various social-economic and political changes which have influence on the education and mental health of a children and the collaboration of home, family, school institutions and society played in their development. Then, a detailed discussion about primary schools has been made which aims to teach the students the methods in order to prepare them so that they can build up the image of themselves and serve the needs of the society. He further stresses upon the problems in primary school education such as individual differences, behaviour, environment which need to be taken care of and importance of teachers responsibilities at this stage of development of the children.

2.4. SUMMARY OF LITERATURE REVIEW

From the review of literature done by various researchers and scholars, it is found that education is and will be the key component for the upliftment of any individual and a society as a whole. It is also a measure to cure social problems. The importance and its role was recognized by every society but still the system is not developed to the expectation especially the developing countries which is far from the

requirement and struggling to create a better standard in education field. The existing delivery of education system provided to the people is not equal; and the disparities still prevail high and it varies from region to region. In spite of various policies, programmes and schemes been introduced and implemented by the government, local bodies, international organizations, etc. but unable to deal with the challenges and problems and the basic necessary infrastructure required for the running of institutions is lacking. The case of rural areas in India especially inhabited by the backward classes and SC/ST is worse than the urban areas. It was found that though the tribal population had the cognitive ability like other members but the main causes for not attending the school was due to their economic, social and cultural system which demands differently from them. So, there is a need to deal with the tribal population more discreetly in these regions such as the flexibility of plan, awareness by NGOs and media and maximize the availability of basic infrastructure/facilities and finances.

The study revealed that the area of administration of education at the education of the elementary level was full of problems. The directorate of elementary education was a newly created department and was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education, the expansion of machinery relating to administration, inspection supervision and management was inadequate. The study suggested additional machinery needed for achieving universalisation from all points of view and new recruitment of administrative personal should be made from professional institution (Das R.C. 1979). It was also found that socio-economic and political changes which have influenced on the education and mental health of children and the collaboration of home, family, school institutions and society played in their development (W.D. Wall 1975). It can also be drawn out that the mere introduction of the non-detention policy does not find the solution to reduce the root cause of wastage and stagnation and suggested more effective ways in the universalisation of the elementary education and calls for those teachers who are engaged in the primary stage to be well acquainted and trained on the nature and scope of the non-detention policy (Kutubuddin Halder 1995).

It can also be draw out that communitisation is a very good concept and some villages have taken full advantage of the communitisation process, thereby, benefiting

the rural students much but also lamented that many Village Education Committees are in need of improvement. The government on its part should also provide trainings to its teachers as well support, encourage and play a proactive role for all stakeholders as Angami villages are at a crucial juncture as far as communitisation is concerned (Buno Liegise 2009). It can also be drawn out that the role of the parents had great influence in their child's education and the local community participation too had impact in the system of education but as of now the practice is in a limited way and it requires encouragement. The teachers have important role in the student education thus need to have a quality of teachers to deal with the development of students which is very much lacking and more importance should be given to the training of the teachers in this regard. It can be seen that the Government's spending on education has been continuously increasing however, they are still considered as inadequate. The political interference in the field of education on the administration, teachers, etc. seems to hamper the working thus there is an urgent need to check this menace. For the development of education system, it needs their full support and efficiency of the administration to run the system effectively. In the new millennium, responsibilities are to cope with the new change in the society. So, education had an important role to play for the society as long as it exists. It is a known fact that for a balanced development of any society or community, a sound knowledge base is essential for research and development. Therefore, urgency is needed to carry out a study in Nagaland state to find out the nature, establishment, infrastructures, administration, teacher training, students' achievement and organisation structure of elementary education and to see the effective functioning of elementary schools in Nagaland. Hence, the present study is an attempt to understand the clear scenario in the field of elementary education in the region where it has least researched upon.

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CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Methodology is a prerequisite in any scientific inquiry. It is a way or approach to look at the problem and/or universe that one wants to look at in an organized manner. Pelto and Pelto (1978) stated that “methodology denotes the ‘logic-in-use’ involved in selecting particular observational techniques, assessing their yield of data, and relating this data to theoretical proposition. It refers to the structure of procedures and transformational rules whereby the scientist shifts information up and down this ladder of abstraction in order to produce and organise increased knowledge”. Methodology is a way to systematically solve the problem of research; it has various steps that are generally adopted by the researchers to solve the research problem along with the logic behind.

The present study is descriptive in nature. Descriptive method is a method of research that provides a method of investigation to study, describe and interpret what exist at present. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusion from the facts discovered. For the present study, that is the study on “Communitisation of Elementary Education in Nagaland with special reference to Phek district”, the investigator have tried to examine the impact of VEC and parents involvement in elementary education in Nagaland and also look into the school administration and the attitude of the teachers regarding the implementation of Communitisation in Elementary Education.

The theories, concepts and existing literature review that have been discussed in chapter one and two are those which have played a great role in the development of this thesis. Important concepts, upon which the thesis is based, together provide the

methodological basis for the thesis. This chapter presents the research methods and techniques used in this study to answer the research questions.

3.2. DESIGN OF THE RESEARCH

The population of the present study constitutes all the Communitisation of Government Elementary Schools of Nagaland with special reference to Phek district. The people included in the study are from the Government Elementary School which includes the Head Teachers, the Village Education Committee, Teachers, and Parents of the students of the Communitisation Schools. To answer the research questions and objectives, the investigators have chosen Phek District, using a mixed methodological approach combining both qualitative and quantitative methodologies. The study comprises of both primary and secondary data.

3.3. SAMPLE OF THE STUDY

The group actually selected from the study from population is called sample. A sample consists of a small collection from large aggregate about which we seek information. The representative population for research study is called sample. Sampling procedure provide generalization of the population. The sample is examined and facts about is learned. Based on this fact, the correct inferences about the aggregate or population are drawn. It is a sample that we observe but it is population which we seek to known.

The present study has been conducted on 50 primary schools of the population. The schools were selected in this manner that is 10 schools each from the entire five RD block namely, Kikruma, Meluri, Phek, Pfutsero, Sekrezu. Around 105 teachers were given the questionnaire and were made to give their response in the way they would like to make communitised elementary school effective. About 50 head teachers/teacher in charge of the school were also given the questionnaire and were interviewed.

A similar way was followed for the VEC members and parents. But, since many VEC members and parents were illiterates, using the questionnaire, they were interviewed and the report was recorded personally by the investigator herself through the help of a translator. Out of 200 parents respondents the illiterates were interviewed and literates' parents were given the questionnaire and some of them were given the questionnaire by sending through their children studying in various government Communitisation Schools. 101 VEC were also given the questionnaire and were interview.

These 50 primary schools were selected from various Communitisation of elementary schools in the entire 5 RD block of Phek District of Nagaland. Thus purposive random sampling method was adopted for the sample. The following table indicates the RD block wise location and the status of the selected Communitisation elementary schools in Nagaland under the study.

The table showing the types of selected Communitizes Elementary school for the present study.

Table 3.1: Kikruma Block

SL No.	Name of the students
1	Government Primary School Kikrūma village
2	Government Primary School Gidimi Village
3	Government Primary School Kikru Nasa
4	Government Primary School Khulazu Basa
5	Government Middle School Thipuzu
6	Government Primary School Chesezu Nasa
7	Government Primary School Chesezu Bawe
8	Government Middle School Khulazu Bawe
9	Government Primary School Khulazu Bawe
10	Government Primary School Phūsachodu A

3.2: Pfutsero Block

SL No.	Name of the students
1	Government Primary School Phola Bawe
2	Government Primary School Komuno Khezakeno
3	Government Primary School Khezhakeno Village
4	Government Primary School Mesulumi
5	Government Middle School Mesulumi
6	Government Primary School Rukizu, Pfutsero
7	Government Middle School Pfutseromi
8	Government Middle School Pfutsero Town
9	Government Primary School Pfutseromi
10	Government Primary School 'A' Porba

Table 3.3: Meluri Block

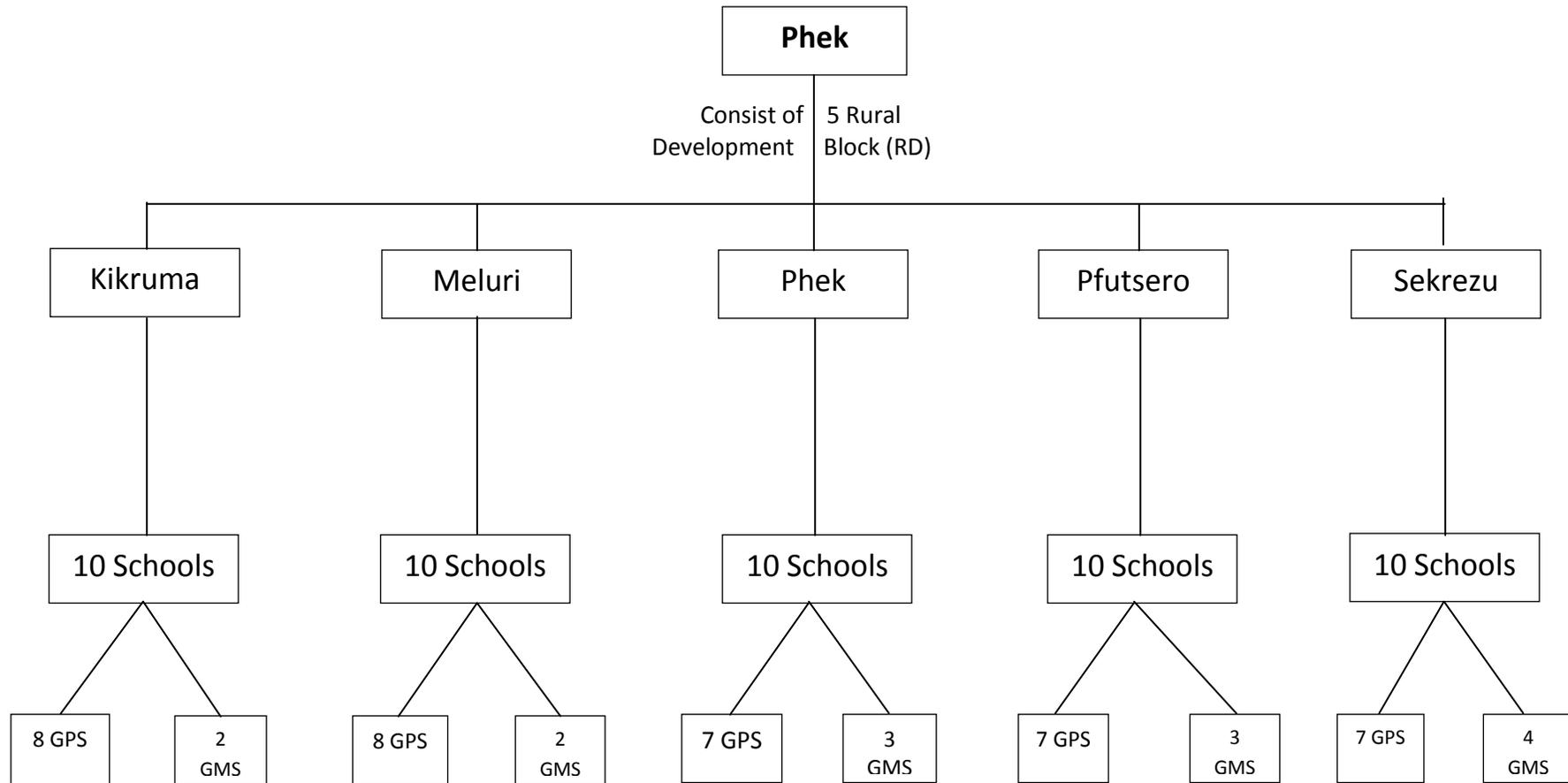
SL No.	Name of the students
1	Government Primary School Sütsü
2	Government Primary School New Phor
3	Government Primary School Moke
4	Government Primary School Lower Phor
5	Government Middle School Pholary (Phor)
6	Government Middle School Phokhungri
7	Government Primary School Washelo
8	Government Primary School New Thewati
9	Government Primary school Meluri town
10	Government Primary School Yise.

Table 3.4: Sekrezu Block

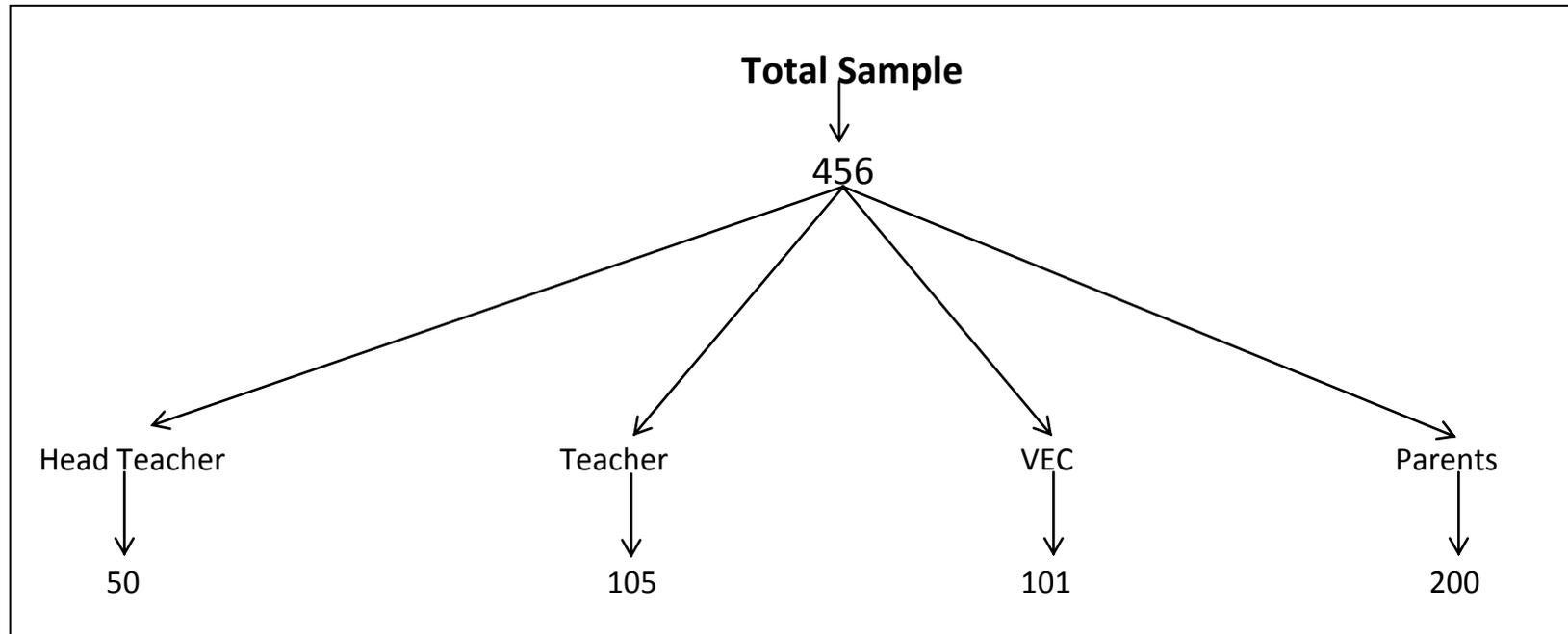
SL No.	Name of the students
1	Government Primary School Runguzu old
2	Government Primary School Chozouba Town 'A'
3	Government Primary School Chozuba Village B
4	Government Middle School Runguzo Old
5	Government Primary School 'A' Chozouba village
6	Government Middle School Runguzu Nasa
7	Government Middle School 'Ruzazho
8	Government Middle School Dzulhami
9	Government Primary School Thevopisu
10	Government Primary School Phuyoba

Table 3.5: Phek Block

SL No.	Name of the students
1	Government Middle School ketsapo
2	Government Primary School Ketsapo
3	Government Primary School Hebron, Phek Town
4	Government Middle school Phek town
5	Government Primary School Phek town
6	Government Primary School Upper Khomi
7	Government Primary School Losa Basa
8	Government Primary School Lanye
9	Government Primary School Lanye
10	Government Middle school Phek Village
	Government Primary School Old Phek Town



Total Number of Government Primary Schools (GPS) – 36
 Total Number of Government Middle Schools (GMS) – 14
Total 50



Source From Data

LEAVE THIS PAGE

Total Sample			
456			
Head Teacher	Teacher	VEC	Parents
50	105	101	200

Source from Data

3.4. TOOLS

Tools are important for the collection of the data. For the purpose of collecting primary data, the following tools were used.

- a. Observation
- b. Interview
- c. Questionnaire

These different tools were selected to obtain appropriate evidence or information required for the study.

3.4.1. Observation

Lincoln and Guba (1985) identify “persistent observation” (p. 304) as a method to increase the credibility of findings. “Persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued” (p. 304).

An observation method of the sample schools will also be one of the tools for collection of data. The key areas for observation will be to study the school infrastructure and the conditions of the school building, studying how students behave in the class room. The manner in which student-teacher interacts with each other and various other aspects of behaviour were gathered through observation method, which when asked verbally may hurt their sentiments.

Since the proposed study involves the study of impact through communitisation and the changes coming into the institutions, observation method was very useful method for the study.

3.4.2. Interview

One of the chief methods of primary data collection was the interview. Interview is a method obtaining data through communication or interaction in which the subject or interviewee give the needed information verbally in face to face situation. The interview schedule unstructured will be used for School Headmaster, Teachers, VEC, and Parents were done during the field work to gain further insight into their perceptions of any transformative change that occurred throughout the school year. And the illiterates VEC members and parents, using the questionnaire, they were interview.

Interview was used to elicit the attitude of the informant towards communitisation and the impact.

3.4.3. Questionnaire

Questionnaire is a popular means of collecting all kinds of data in research. It is a device consisting of a series of question to obtain information about certain condition and practices, and to enquire into opinions and attitude of an individual or group. A questionnaire is either administered personally or mailed to the respondents.

3.4.3.1. Construction of questionnaire

Prior to the formal distribution and despatch of questionnaire to the targeted population, a preliminary try out of the question was made to examine the questionnaire from research point of view. In this step, a sample of questionnaire comprising of both open and close ended question based on the research topic was developed and given to few Head masters, Teacher, Village Education Committee (VEC) and parents. This step was mainly taken to see the respondent's level of understanding the questions, analyse the response level to individual questions, Find out if the questionnaire promotes congenial and appropriate relationship with the respondents, and also to acquire feedback and suggestion for any improvement. After

the completion of the pilot work, the edited questionnaires were send to two expert for further modification, feedback and criticism (if any)

As per the popular feedback secured in the preliminary tryout, for the present study, four sets of questionnaire had been developed and used and the questionnaires were both open and closed types.

3.4.3.2 Administration of Questionnaire

The questionnaire were administered to head teachers/teacher-in-charge, teachers, VEC members and parents personally by the investigator with a clear elaborates of the purpose. Most questionnaires were then collected back after about a day times and some were then collected back after about a week's time. In the questionnaire, respondents were asked answer all question by putting a tick mark against the answer relevant to the respondents and also provided suitable opinion or information in the space provided.

3.4.4 Analysis and interpretation procedure

For drawing sound conclusion, valid generalization, the following steps were taken in the analysis and interpretation procedure.

3.4.4.1 Analysis procedure

Raw data collected through questionnaire were firstly organised. Each individual questionnaire was checked for accuracy and completeness and was then classified into different categories groups and sub-groups as per the similarity of areas to be analysed and interpreted. Tabulating or recording of the classified data was done through hand-sorting and hand-tabulation. Data was analysed by manual counting and marking of frequencies in tabulation sheet, followed by used of electronic calculators and computer for accurate mathematical calculation. After the mathematical calculation, data was then placed in tables for illustrative presentation and clarity of understanding.

3.4.4.1 Interpretation procedure

After the analysis procedure, interpretation of record data was made independently according to the category and table wise. Data collected from interview

and observation were compared and presented independently in the explanatory/ essay manner.

Findings were then draw out after the analysis and interpretation. All data were analysed and interpreted using descriptive method of research.

3.5. DATA COLLECTION

Both primary and secondary data were used for the present study. The primary information of the study had been collected with the help of questionnaire, interview and observation during the fieldwork. Whereas, the secondary data sources are collected from various available Documents, Journals, Census of India 2011, Books, Magazines, Souvenir, Newspaper, Internet, and other related literature, etc. to education were referred for the present study.

The collection of these data involved a mixed methodological approach, combining both qualitative and quantitative methods.

3.6. STATISTICAL TECHNIQUES

The descriptive study method of research is chosen for the present study and the data collected were tabulated according to the various components of the study. The responses collected were transferred into table in numerical forms and were analysed on the descriptive techniques and percentage.

3.7. REPORTING

The study is reported through chapterisation on the basis of the standard used in central university.

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CHAPTER 4

ANALYSIS AND INTERPRETATION

Introduction

The purpose of this study is to determine the ways how the schools engage community and examine the levels of improvement of the elementary education system in Nagaland. Therefore, attempt was made to study the various factors like the school environment, involvement of VEC, parents in the schools and also look into the school administration and the attitude of the teachers regarding the implementation of Communitisation in Elementary Education.

This study was conducted in a fieldwork using different tools to collect data. Most of the information were received in responses of both close and open ended which were analyzed and tabulated supported by percentage chart and interpretation. The analysis of the data collected for the present study ‘Communitisation of Elementary School in Nagaland with special reference to Phek District’ was analyzed keeping in mind with the objectives of the study.

The analyzed data and interpretation were done under four categories viz,

Category-1-Head Teachers (Government Communitised School)

Category-2-School Teachers (Government Communitised School)

Category-3-Parents of the Student (Government Schools)

Category-4-Village Education Committees (VEC)

Category - 1 Data on Head Teachers

4.1. Head Teacher of the School

The Head Teacher plays a vital role in the leadership and management of the school. It is widely recognised and agreed that the quality of leadership always has

some effect on the school effectiveness. The Head Teacher is involved in many important areas; overall school administration, the curriculum, leadership and human relations, community relations, and working relationship. He or she strives to enforce traditions for efficiency, effectiveness and quality and these should be reflected in the school life.

The data collected from the 50 Head teachers covering the entire five RD block under Phek district of Nagaland was tabulated item-wise. Tables were prepared to have a view at a glance. Where ever considered desirable, the frequency data were converted into percentage.

Further, for the study, out of 50 head master/ teacher in-charge respondents taken as a sample, 46 head teachers were male and 4 head teacher were female. On the basis of academic qualification, 21 teachers were U.G (undergraduate), 18 head teachers with graduate degree, 8 head teachers were graduate with B.Ed qualification and 3 Head teachers with post graduate with B.Ed qualification. It is also classified on the basis of teaching experiences, 15 head teacher were taken with less than 10 years of teaching experience, 17 head teachers with 11-20 years of experiences and 18 head teacher with above 31 years of experience. On the basis of areas, 6 head teachers were from urban areas and 44 teachers were from rural areas. In the discussion to follow, the researcher has posed certain queries to the head teacher to examine about communitisation of elementary education of Phek district. The data collected from the tool has been analysed under the following.

4.1.1. Sex

With respect to the sex, the following facts emerged from data in the study.

Table 4.1.1: Sex-wise Distribution of the Head Teachers

Sex	No. of Head Teacher	%
a) Male Head Teacher	46	92
b) Female Head Teacher	4	8
Total	50	100

Source: Computed from Primary Data.

From the data in Table 4.1.1 it is clear that out of 50 head teachers, 46 (92%) were male and 4 (8%) were female in the sample.

4.1.2. Qualifications

From the scrutiny of the data acquired in response to the question pertaining to the qualification of the Head Teachers, it is found that mostly the Head Teachers were (Refer table 4.1.2) post graduate with B. Ed, apart From graduate with B. Ed, graduate and undergraduate.

Table 4.1.2: Qualification of Head Teachers

Qualification	No. of Teachers	%
U.G	21	42
B.A/B.Sc/B.Com	18	36
B.A/B.Sc/B.Com, B. Ed	8	16
M.A/M.Sc/M.Com, B. Ed	3	6
Total	50	100

Source: Computed from primary Data.

Note: U.G – Undergraduate

B.A/B.Sc/B.Com – Graduate

B.A/B.Sc/B.Com, B.Ed – Graduate with Graduate in Teacher Education

M.A/M.Sc/M.Com, B.Ed – Post Graduate with Graduate in Teacher Education

Data pertaining to table 4.1.2, reveal that 21 (42%) head teachers were under graduate whereas 18(16%) were with Graduate degree and B.Ed, 3(6%) highly qualified having Post Graduate Degrees with B. Ed. There were some teachers possessing minimum qualification which might be due to earlier appointment. It is indicated that undergraduate constituted the highest, whereas post graduates as the lowest. Herein the need to have in service teacher education: orientation and refresher courses on a regular basis.

4.1.3. Teaching experience of the Head Teachers

With regard to the teaching experience of the head teacher it ranges from 1 year to 36 years. Table 4.1.3, gives the details about the range of experience.

Table 4.1.3: Range of Experience of the Head Teachers

Range of Experience	Male	Female	Total	%
1 - 10	14	1	15	30
11 – 20	17	0	17	34
21 years & above	15	3	18	36
Total	46	4	50	100

Source: Computed from primary Data.

Table 4.1.3, Reveal that the male head teachers were more in number in every range of experiences as compare to female head teacher. Out of 50 head teachers, 18 (36%) were that most experienced head teachers having 21 and above years of experience, 17(34%) were having experience between the range of 11 to 20 years, 15(30%) were having experience between the range of 1 to 10 years.

Table 4.1.4: Years of Establishment of the Schools

Year of establishment	Total	%
> 1960	20	40
1961-1990	24	48
1991-2006	6	12
Total	50	100

Source: Computed from primary Data.

In regard to establishment of schools, majority of the schools were established during 1961-1990 i.e. 24 (48%), Whereas 20 (40%) were established before 1960 and 6 (12%) were established between 1991 and 2006.

Table 4.1.5: Enrolment of Students in the Current Session

Enrolment of students	Male	Female	Total	%
30-100	26	2	28	56
101-200	17	2	19	38
201 and above	3	-	3	6
Total	46	4	50	100

Source: Computed from primary Data.

In regard to enrolment of students, 28 (56%) had the students enrolment between 30 -100, Whereas 19 (38%) had the students enrolment between 101-200 and 3(6%) had the students enrolment of 201 and above.

Table 4.1.6: Location of the School

Location	Male	Female	Total	%
rural	42	2	44	88
urban	4	2	6	12
Total	46	4	50	100

Source: Computed from primary Data.

Table No 4.1.6 indicate the location of the schools. 88% of the schools were found to be in the rural/village near the roadside The reasons as to why the schools being near the roadsides are because it is easy for the family to send their children because of the easy transportation and also the reason being away from the noisy disturbances and having a calm and peaceful atmosphere for teaching learning process, while (12%) of the schools were in urban areas.

Table 4.1.7: What is the Status of your School Building?

Rating	In all variables	Gender		Qualification				Years in jobs			Area	
		Male	Female	Under graduate	Graduate	Graduate, B.Ed	Post Graduate, B.Ed	<10	11-20	>21	rural	urban
A	9 (18.00)	8 (17.39)	1 (25.00)	4 (19.05)	2 (11.11)	3 (37.50)	0 (00.0)	4 (26.66)	3 (17.64)	2 (11.11)	8 (18.18)	1 (16.66)
B	37 (74.00)	34 (73.92)	3 (75.00)	14 (66.67)	16 (88.89)	4 (50.00)	3 (100)	11 (73.34)	12 (70.59)	14 (77.78)	32 (72.72)	5 (83.34)
C	4 (08.00)	4 (08.69)	0 (00.00)	3 (14.28)	0 (00.00)	1 (12.50)	0 (00.0)	0 (00.0)	2 (11.77)	2 (11.11)	4 (09.10)	0 (00.0)
D	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)
Total	50 (100)	46 (100)	4 (100)	21 (100)	18 (100)	8 (100)	3 (100)	15 (100)	17 (100)	18 (100)	44 (100)	6 (100)

Source: Computed from primary Data.

The above table 4.1.8 shows that in all variable only 19 (38%) has classroom of 3-5, whereas 27 (54%) between 6-8, and 4 (8%) has 9 and above indicating the lowest percentage.

Table 4.1.9: Does the School have Sufficient Accommodation?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		30 (60.00)	18(36.00)	2(04.00)	50(100)
Gender	Male	28(60.87)	16(34.78)	2(04.35)	46(100)
	Female	2(50.00)	2(50.00)	0(00.00)	4(100)
	Total	30(60.00)	18(36.00)	2(04.00)	50(100)
Academic Qualification	U.G	11 (52.39)	9(42.85)	1(04.76)	21(100)
	G	13 (72.23)	4(22.22)	1(05.55)	18(100)
	G, B. Ed	5 (62.50)	3(37.50)	-	8(100)
	P.G, B. Ed	1 (33.34)	2(66.66)	-	3(100)
	Total	30 (60.00)	18(36.00)	2(04.00)	50(100)
Teaching experience	<10	10 (66.67)	3(20.00)	2(13.33)	15(100)
	11-20	12 (70.59)	5(29.41)	-	17(100)
	>21	8 (44.45)	10(55.55)	-	18(100)
	Total	30 (60.00)	18(36.00)	2(04.00)	50(100)
Areas	Urban	4(66.67)	2(33.33)	-	6(100)
	Rural	26(59.09)	16(36.36)	2(04.55)	44(100)
	Total	30 (60.00)	18(36.00)	2(04.00)	50(100)

Source: Computed from primary Data.

The enquiry about sufficient accommodation in schools t is presented in the table 4.1.9 which highlights majority of the respondents (60%) were in agreement with the view whereas (36%) of the head teachers answered negatively saying that the school does not have sufficient classroom to accommodate the students and in need of class-room extension and (4%) had not responded to this item.

While analysing the same, across the variable 'gender' it has been found that majority (60.87%) of the male head master respondents responded positively by

saying that the schools had sufficient accommodation, whereas female head master respondents had equally divided responses on the given option. On the basis of academic qualification variable (72.23%) of graduate, (62.50%) graduate with B.Ed qualification, and (52.39%) of undergraduate had responded positively whereas (66.66%) of post graduate with B.Ed disagreed with the view. Further majority (66.67%) of 1-10 years of experiences, (70.59%) of 11-20 years of experiences agreed with the view. However (55.55%) of above 21 years of experience disagreed with the query. On the basis of areas variable, (66.67%) of urban areas and (59.09%) of rural areas had responded positively with the view. It may be proper to cite that urban school are with better accommodation than that of rural areas.

Relating to the question if School does not have Sufficient Accommodation how do you manage, opinion of the respondents was sought.

Table 4.1.10: If no, how do you manage to accommodate the Student?

a)	By combining two classes together	13 (72.23)
b)	By letting a class sets in the open air	1 (05.55)
c)	By making a temporary shed through the help of the community leaders and the people of the village	4 (22.22)
d)	Any often means	0 (00.00)
	Total	18 (100.00)

Source: Computed from primary Data.

The table 4.1.10 indicates that 13 (72%) of the schools combining two classes and 4 (22.22%) even made a temporary shed for classroom with the help of the community and leaders of the village concerned. As revealed in this study, there were several indicators of parental and community participation in schools, including: financial contributions to the schools; contribution of materials for new school buildings and school buildings renovations; voluntary labour for new school buildings and school building. But, in one instance, one of the schools conducts classes in a school ground.

Table 4.1.11: Do you have the following Infrastructure facilities in the Schools?

Rating	Gender			Qualification					Years in Job				Areas			
	Male	Female	Total	U.G	G	G, B.Ed	P.G, B.Ed	Total	<10	11-20	>21	Total	Rural	Urban	Total	
a	20 (40)	18 (39.13)	2 (50)	20 (40)	5 (23.80)	7 (75.00)	6 (75.0)	2 (66.66)	20 (40)	3 (20.00)	9 (52.94)	8 (44.44)	20 (40)	17 (38.63)	3 (50.00)	20 (40)
b	25 (50)	23 (50.00)	2 (50)	25 (50)	8 (38.09)	11 (61.11)	4 (50.0)	2 (66.66)	25 (50)	6 (40.00)	8 (47.05)	11 (61.11)	25 (50)	22 (50.00)	3 (50.00)	25 (50)
c	34 (68)	32 (69.56)	2 (50)	34 (68)	12 (57.14)	15 (83.33)	5 (62.5)	2 (66.66)	34 (68)	9 (60.00)	12 (70.58)	13 (72.22)	34 (68)	30 (68.18)	4 (66.66)	34 (68)
d	12 (24)	11 (23.91)	1 (25)	12 (24)	2 (09.52)	7 (38.88)	3 (37.5)	0 (00)	12 (24)	2 (13.33)	7 (41.17)	3 (16.66)	12 (24)	10 (22.72)	2 (33.33)	12 (24)
e	42 (84)	39 (84.78)	3 (75)	42 (84)	17 (80.95)	16 (88.88)	6 (75.0)	3 (100)	42 (84)	12 (80.00)	17 (100)	13 (72.22)	42 (84)	39 (88.63)	3 (50.00)	42 (84)
f	34 (68)	31 (67.39)	3 (75)	34 (68)	15 (71.42)	14 (77.77)	4 (50.0)	1 (33.33)	34 (68)	9 (60.00)	13 (76.47)	12 (66.66)	34 (68)	31 (70.45)	3 (50.00)	34 (68)
g	1 (2)	1 (02.17)	0 (00)	1 (2)	0 (00)	1 (05.55)	0 (00)	0 (00)	1 (2)	0 (00)	1 (05.88)	0 (00)	1 (2)	0 (00)	1 (16.66)	1 (2)
h	4 (8)	2 (04.34)	2 (50)	4 (8)	1 (04.76)	1 (05.55)	2 (25.0)	0 (00)	4 (8)	1 (06.66)	2 (11.76)	1 (05.55)	4 (8)	3 (06.81)	1 (16.16)	4 (8)

Source: Computed from primary Data.

Note:

- | | |
|------------------------|--|
| a. <i>Computer</i> | b. <i>Playground</i> |
| c. <i>Chair/Tables</i> | d. <i>Proper electrification</i> |
| e. <i>Toilet</i> | f. <i>Safe drinking water</i> |
| g. <i>Library</i> | h. <i>Others (please mention them)</i> |

From the analysis of the data presented in the table 4.1.11 it clearly indicates from the responses of the head teacher that (40%) of the school have computer facilities which is very important in the modern world, (50%) have playground and this playground is a place where a child learn a lot of education besides the bookish knowledge like discipline, games spirit and different games and sports etc, (68%) have chair and tables, (24%) have proper electrification, (84%) have toilet, (68%) safe drinking water, only (2%) have library though library plays a very important part in promoting the progress of knowledge yet majority does not have library in the schools and 8% has other facilities like kitchen etc. Most of the schools are in need of quality

facilities like computer, library, proper electrification etc. While analysing the variable areas, the urban areas have little higher better facilities than that of rural areas.

Table 4.1.12: Are the School furniture like desk and benches sufficient?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		30(60.00)	20(40.00)	-	50(100)
Gender	Male	28(60.87)	18(39.13)	0	46(100)
	Female	2(50.00)	2(50.00)	0	4(100)
	Total	30(60.00)	20(40.00)	0	50(100)
Academic Qualification	U.G	9(42.86)	12(57.14)	0	21(100)
	G	15(83.34)	3(16.66)	0	18(100)
	G,B.Ed	5(62.50)	3(37.50)	0	8(100)
	P.G, B.Ed	1(33.34)	2(66.66)	0	3(100)
	Total	30(60.00)	20(40.00)	0	50(100)
Teaching experiences	<10years	12(80.00)	3(20.00)	0	15(100)
	11-20 years	12(70.59)	5(29.41)	0	17(100)
	>21 Years	6(33.34)	12(66.66)	0	18(100)
	Total	30(60.00)	20(40.00)	0	50(100)
Areas	Urban	4(66.67)	2(33.33)	0	6(100)
	Rural	26(59.09)	18(40.91)	0	44(100)
	Total	30(60.00)	20(40.00)	0	50(100)
(Note: NR implies no responses i.e., those who are not sure)					

Source: Computed from primary Data.

From the analysis of the data presented in the table 4.1.12, it is found that in all variables, majority of the head masters respondents with (60%) were having sufficient furniture like desks and benches.

While analysing the same across the variable gender, it has been found that male head teacher (60.87%) agreed with the query. The respondents of female had equally divided responses on agreed as well as disagreed options. On the basis of academic qualification variable, majority of the respondents with (83.34%) graduate (62.50%) of graduate with graduate in education were in agreement with the view saying that the school furniture like desks and benches are sufficient whereas (57.14%) of undergraduate and (66.66%) of post graduate, with graduate in education disagreed with the view. The respondents of less than 10 years of experiences (80%), 11-20 years of experiences (70.50%) are in agreement with the view as against of more than 21 years of experiences respondents (66.66%) disagreed with it. Majority of both rural with (59.09%) and urban areas with (66.67%) respondents agreed with the view.

Table 4.1.13: Does the School have separate room for Headmaster?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		27(54.00)	23(46)	0	50(100)
Gender	Male	24(52.18)	22(47.82)	0	46(100)
	Female	3(75.00)	1(25.00)	0	4(100)
	Total	27(54.00)	23(46.00)	0	50(100)
Academic Qualification	U.G	9(42.86)	12(57.14)	0	21(100)
	G	10(55.56)	8(44.44)	0	18(100)
	G, B.Ed	5(62.50)	3(37.50)	0	8(100)
	P.G, B.Ed	3(100)	0(00.00)	0	3(100)
	Total	27(54.00)	23(46.00)	0	50(100)
Teaching experiences	<10years	6(40.00)	9(60.00)	0	15(100)
	11-20years	10(58.82)	7(41.18)	0	17(100)
	>21years	11(61.12)	7(38.88)	0	18(100)
	Total	27(54.00)	23(46.00)	0	50(100)
Areas	Urban	5(83.34)	1(16.66)	0	6(100)
	Rural	22(50.00)	22(50.00)	0	44(100)
	Total	27(54.00)	23(46.00)	0	50(100)

Source: Computed from primary Data.

On enquiring whether the schools have separate room for head master, the data pertaining to this query has been illustrated in the Table 4.1.13, in all variable majority (54%) of the head teacher respondents responded positively that they have separate room. (46%) answered negatively stating that they do not have separate rooms.

While analyzing the same across the different variable, it has been found that Female Head Teacher (75%) were found with little higher positive response than that of male head master (52.18%). All the respondents (100%) of post graduate with B.Ed qualification had responded positively that they have separate room. Majority (62.50%) of graduate with B.Ed and (55.56%) of graduate responded positively whereas (57.14%) of undergraduate negated it. Further, (58.82%) of teachers with 11 – 20 years of teaching experience, (61.12%) of more than 21 years in job responded

positively and (60%) of 1–10 years negated it. Interestingly, majority of the urban respondents responded positively whereas rural areas had equally divided response to both positive and negative.

Table 4.1.14: Does the School have separate common room for Teacher?

Attributes /Response	Ranks	Yes %	No %	NR %	Total %
In all variable		38 (76)	12 (24.00)	0	50 (100)
Gender	Male	34 (73.92)	12 (26.08)	0	46 (100)
	Female	4 (100)	0 (00.00)	0	4 (100)
	Total	38 (76.00)	12 (24.00)	0	50 (100)
Academic Qualification	U.G	14 (66.67)	7 (33.33)	0	21 (100)
	G	14 (77.78)	4 (22.22)	0	18 (100)
	G, B.Ed	7 (87.50)	1 (12.50)	0	8 (100)
	P.G, B.Ed	3 (100)	0 (00.00)	0	3 (100)
	Total	38 (76.00)	12 (24.00)	0	50 (100)
Teaching experiences	<10	8 (53.34)	7 (46.66)	0	15 (100)
	11-20	16 (94.12)	1 (05.88)	0	17 (100)
	>21	14 (77.78)	4 (22.22)	0	18 (100)
	Total	38 (76.00)	12 (24.00)	0	50 (100)
Areas	Urban	6 (100)	0 (00.00)	0	6 (100)
	Rural	32 (72.73)	12 (27.27)	0	44 (100)
	Total	38 (76.00)	12 (24.00)	0	50 (100)

Source: Computed from primary Data.

On enquiring into the aspect whether the school have separate common room for teacher, the data presented in the Table 4.1.14 indicates that in all variables (76%) of head teacher respondents responded that they have separate room for teachers. A minimum number (24%) head master respondents responded negatively saying that they do not have separate room for teachers.

While analyzing the same across the variable Gender, Qualification, years in job and areas, it has been found that majority of the respondents irrespective of any

variables, had separate common room for teachers. Further all the respondents' i.e. (100%) of female, post graduate and urban areas had separate rooms for teachers.

Table 4.1.15: Does your School subscribe to Newspaper/Magazine, etc?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		15(30.00)	35(70.00)	0	50(100)
Gender	Male	13(28.27)	33(71.73)	0	46(100)
	Female	2(50.00)	2(50.00)	0	4(100)
	Total	15(30.00)	35(70.00)	0	50(100)
Academic Qualification	U.G	3(14.29)	18(85.71)	0	21(100)
	G	4(22.23)	14(77.77)	0	18(100)
	G, B.Ed	6(75.00)	2(25.00)	0	8(100)
	P.G, B.Ed	2(66.67)	1(33.33)	0	3(100)
	Total	15(30.00)	35(70.00)	0	50(100)
Teaching experiences	<10	3(20.00)	12(80.00)	0	15(100)
	11-20	4(23.53)	13(76.47)	0	17(100)
	>21	8(44.45)	10(55.55)	0	18(100)
	Total	15(30.00)	35(70.00)	0	50(100)
Areas	Urban	2(33.34)	4(66.66)	0	6(100)
	Rural	13(29.55)	31(70.45)	0	46(100)
	Total	15(30.00)	35(70.00)	0	50(100)

Source: Computed from primary Data.

On enquiring into the aspect whether the schools subscribe to newspaper, magazine, the data presented in the Table 4.1.15 highlights that in all variables majority of the respondents (70%) answered negatively, whereas (30%) respondents responded positively saying that they subscribe to newspapers and magazines.

On the basis of experiences variable, the respondents (80%) of 1–10 years of experiences (76.47%) of 11–20 years and (55.55%) of above 21 years of experiences had negated that their schools do not subscribe newspaper and magazine.

On the basis of gender variables, the female respondent had equal agreed as well as disagreed responses on the given options, whereas majority of the male respondents (71.73%) disagreed with the view.

Further, majority of the respondents (75%) of Graduate with B.Ed (66.67%) Post Graduate with B.Ed qualification respondents responded positively as against the majority of the respondents' responded (85.71%) undergraduate and (77.77%) graduate qualification had negated it.

Similarly both urban (33.34%) and (29.55%) rural responded positively and (66.66%) urban and (70.45%) rural responded negatively to the view.

Table 4.1.16: Is the classroom properly ventilated?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		34(68.00)	16(32.00)	0	50(100)
Gender	Male	31(67.40)	15(32.60)	0	46(100)
	Female	3(75.00)	1(25.00)	0	4(100)
	Total	34(68.00)	16(32.00)	0	50(100)
Academic Qualification	U.G	13(61.91)	8(38.09)	0	21(100)
	G	12(66.67)	6(33.33)	0	18(100)
	G, B.Ed	6(75.00)	2(25.00)	0	8(100)
	P.G, B.Ed	3(100)	0(00.00)	0	3(100)
	Total	34(68.00)	16(32.00)	0	50(100)
Teaching experiences	<10	9(60.00)	6(40.00)	0	15(100)
	11-20	11(64.71)	6(35.29)	0	17(100)
	>21	14(77.78)	4(22.22)	0	18(100)
	Total	34(68.00)	16(32.00)	0	50(100)
Areas	Urban	4(66.67)	2(33.33)	0	6(100)
	Rural	30(68.19)	14(31.81)	0	44(100)
	Total	34(68.00)	16(32.00)	0	50(100)

Source: Computed from primary Data.

The data presented in the table 4.1.16 reflects whether the classrooms are properly ventilated, it is found that in all variables with (68%) responded positively that the classroom are properly ventilated. But miserably the classroom was not properly ventilated by (32%).

While analyzing the same across the variable Gender, majority (67.40%) of male and (75%) of female agreed with the view. On the basis of areas variable, (66.67%) of urban and (68%) of rural areas agreed with the query

Further with the increase of qualification, experiences, positive responses also increased. Interestingly, all the respondents i.e. (100%) in post graduate qualification responded positively.

Table 4.1.17: Do you receive School Grant?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		50(100)	0	0	50(100)
Gender	Male	46(100)	0	0	46(100)
	Female	4(100)	0	0	4(100)
	Total	50(100)	0	0	50(100)
Academic Qualification	U.G	21(100)	0	0	21(100)
	G	18(100)	0	0	18(100)
	G, B.Ed	8(100)	0	0	8(100)
	P.G, B.Ed	3(100)	0	0	3(100)
	Total	50(100)	0	0	50(100)
Teaching experiences	<10	15(100)	0	0	15(100)
	11-20	17(100)	0	0	17(100)
	>21	18(100)	0	0	18(100)
	Total	50(100)	0	0	50(100)
Areas	Urban	6(100)	0	0	6(100)
	Rural	44(100)	0	0	44(100)
	Total	50(100)	0	0	50(100)

Source: Computed from primary Data.

The data presented in table 4.1.17 clearly indicates that school grant has been received by every school. Interestingly, all the respondents irrespective of any variables (100%) responded positively to the query.

Table 4.1.18: Do you receive grants for Teacher for Teaching- learning Materials?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		50 (100)	0 0	0 0	50 (100)
Gender	Male	46 (100)	0 0	0 0	46 (100)
	Female	4 (100)	0 0	0 0	4 (100)
	Total	50 (100)	0 0	0 0	50 (100)
Academic Qualification	U.G	21 (100)	0 0	0 0	21 (100)
	G	18 (100)	0 0	0 0	18 (100)
	G, B.Ed	8 (100)	0 0	0 0	8 (100)
	P.G, B.Ed	3 (100)	0 0	0 0	3 (100)
	Total	50 (100)	0 0	0 0	50 (100)
Teaching experiences	<10	15 (100)	0 0	0 0	15 (100)
	11-20	17 (100)	0 0	0 0	17 (100)
	>21	18 (100)	0 0	0 0	18 (100)
	Total	50 (100)	0 0	0 0	50 (100)
Areas	Urban	6 (100)	0 0	0 0	6 (100)
	Rural	44 (100)	0 0	0 0	44 (100)
	Total	50 (100)	0 0	0 0	50 (100)

Source: Computed from primary Data.

The data presented in the table 4.1.18 also had similar responses to that of the previous Table 4.1.17 as all the respondents regardless of any variable responded (100%) that, they received grants of teachers for teaching-learning materials.

Opinion of the Head Teachers was sought on the impact of TLM on teacher.

Table 4.1.19: If yes, what is the impact of the TLM on teacher?

Rating	In all Variables	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11 – 20	>21	Rural	Urban
Very Good	7 (14.00)	6 (13.05)	1 (25.00)	3 (14.28)	2 (11.11)	1 (12.50)	1 (33.34)	3 (20.00)	3 (17.65)	1 (05.56)	6 (13.63)	1 (16.67)
Good	38 (76.00)	35 (76.08)	3 (75.00)	16 (76.19)	14 (77.78)	6 (75.00)	2 (66.66)	10 (66.67)	12 (70.58)	16 (88.88)	34 (77.27)	4 (66.66)
Not so Good	5 (10.00)	5 (10.87)	0 (00.00)	2 (09.53)	2 (11.11)	1 (12.50)	0 (00.00)	2 (13.33)	2 (11.77)	1 (05.56)	4 (09.10)	1 (16.67)
Poor	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)
Total	50 (100)	46 (100)	4 (100)	21 (100)	18 (100)	8 (100)	3 (100)	15 (100)	17 (100)	18 (100)	44 (100)	6 (100)

Source: Computed from primary Data

Regarding the impact of Teaching-Learning material on teacher, the opinion of the headmaster in four point scales was sought. The result in Table 4.1.19, reveal that out of 50 Head Teacher majority (76%) opined that the impact of the TLM on teachers was good. About (10%) of the head teachers responded that it was very good and (5%) opined as not so good. However, it shows that in general Head Teachers were satisfied with the impact of TLM on Teachers.

While analysing the variable gender, majority with (76.08%) of male and (75%) of female opined that the TLM on teachers was good.

Similarly on the basis of academic qualification, majority (76.19%) of undergraduate, (77.78%) of graduate, (75%) of graduate with B.Ed, (66.66%) of post graduate with B.Ed qualification responded that the TLM of teachers was good.

On the basis of experiences and areas (66.67%) of below 10 years of experiences, (70.58%) of 11-20 years of experiences, (88.88%) of above 21 years of experiences and (77.27%) of rural areas and (66.66%) of urban areas responded that the Teaching-Learning-Material was good.

Table 4.1.20: What kind of the material aids do you receive?

Rating	In all variable	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11-20	>21	Rural	Urban
Register And stationary	22 (44.00)	20 (43.47)	2 (50.00)	7 (38.88)	7 (38.88)	5 (62.50)	3 (100)	5 (33.33)	8 (47.05)	9 (50.00)	18 (40.90)	4 (66.66)
Furniture	31 (62.00)	28 (60.86)	3 (75.00)	14 (66.66)	9 (50.00)	6 (75.00)	2 (66.66)	7 (46.66)	12 (70.58)	12 (66.66)	28 (63.63)	3 (50.00)
Sewing aids knitting	11 (22.00)	9 (19.56)	2 (50.00)	3 (14.28)	4 (22.22)	2 (25.00)	2 (66.66)	5 (33.33)	3 (17.64)	3 (16.66)	9 (20.45)	2 (33.33)
Duplication machine	18 (36.00)	16 (34.78)	2 (50.00)	2 (09.52)	9 (50.00)	5 (62.50)	2 (66.66)	3 (22.00)	8 (47.05)	7 (38.88)	15 (34.09)	3 (50.00)
Equipments	14 (28.00)	12 (26.08)	2 (50.00)	1 (04.76)	5 (27.77)	6 (75.00)	2 (66.66)	5 (33.33)	6 (35.29)	3 (66.66)	13 (29.54)	1 (16.66)
Sports goods	33 (66.00)	30 (65.21)	3 (75.00)	9 (42.85)	14 (77.77)	7 (87.50)	3 (100)	9 (60)	10 (58.82)	14 (77.77)	28 (63.63)	5 (83.33)

Source: Computed from primary Data.

From the data in table 4.1.20, it is clear that out of 50 head teachers, (62%) received for furniture, (66%) receive for sports goods, (44%) for register and stationary, (36%) received for duplicating machine, (28%) for equipment, and (22%) for sewing aids and knitting.

While analysing the data under the variable qualification, the highest responses came from Post graduate with B.Ed qualification with (66.66% to 100%) responded positively in all the items whereas the least responses came from undergraduate qualification. On the basis of variable gender, it has been found that the female head master respondents were found with higher positive responses in receiving material aids in all the items than that of Male headmasters. Further, on the basis of areas variable, urban areas received for material aids of the school than that of rural areas.

Table 4.1.21: Is fund allocated by the Government/Management authority sufficient to meet the requirement of the School?

Attributes/Response	ranks	Yes %	No %	NR %	Total %
In all variable		7(14.00)	43(86.00)	0	50(100)
Gender	Male	5(10.87)	41(89.13)	0	46(100)
	Female	2(50.00)	2(50.00)	0	4(100)
	Total	7(14.00)	43(86.00)	0	50(100)
Academic Qualification	U.G	4(19.05)	17(80.95)	0	21(100)
	G	1(05.56)	17(94.44)	0	18(100)
	G, B.Ed	2(25.00)	6(75.00)	0	8(100)
	P.G, B.Ed	0	3(100)	0	3(100)
	Total	7(14.00)	43(86.00)	0	50(100)
Teaching experiences	<10	1(06.67)	14(93.33)	0	15(100)
	11-20	2(11.77)	15(88.23)	0	17(100)
	>21	4(22.23)	14(77.77)	0	18(100)
	Total	7(14.00)	43(86.00)	0	50(100)
Areas	Urban	3(50.00)	3(50.00)	0	6(100)
	Rural	4(09.10)	40(90.90)	0	44(100)
	Total	7(14.00)	43(86.00)	0	50(100)

Source: Computed from primary Data.

On enquiring to the teachers whether fund allocated by the government authority is sufficient to meet the requirement of the schools has been presented in the table 4.1.21. Majority of the respondents with (86%) responded that the fund allocated by the government authority is not sufficient to meet the requirement of the schools, whereas (14%) responded positively. While analysing the same across the variable gender, and areas, it is found that, the respondents of the female and the urban areas has equally divided responses with (50%) each on agreed as well as disagreed options, whereas male and rural areas had more disagreed response to the view. On the basis of variable experiences, majority of the head master respondents with (93.33%) of below 10 years, (88.23%) of 11-20 years, (77.77%) of above 21 years of experiences

were disagreed with the view by saying that the fund allocated by the government authority were not sufficient to meet the requirement of the schools. Similarly, on the basis of academic qualification variable, majority of the respondents with (80.95%) of undergraduates, (94.44%) of graduates, (75%) of graduates with B.Ed, and (100%) of post graduate with B.Ed disagreed with the view.

Table 4.1.22: Is the free text book received?

Attributes /Response	Ranks	Yes %	No %	NR %	Total %
In all variable		50(100)	0	0	50(100)
Gender	Male	56(100)	0	0	56(100)
	Female	4(100)	0	0	4(100)
	Total	50(100)	0	0	50(100)
Academic Qualification	U.G	21(100)	0	0	21(100)
	G	18(100)	0	0	18(100)
	G, B.Ed	8(100)	0	0	8(100)
	P.G, B.Ed	3(100)	0	0	3(100)
	Total	50(100)	0	0	50(100)
Teaching experiences	<10	15(100)	0	0	15(100)
	11-20	17(100)	0	0	17(100)
	>21	18(100)	0	0	18(100)
	Total	50(100)	0	0	50(100)
Areas	Urban	6(100)	0	0	6(100)
	Rural	44(100)	0	0	44(100)
	Total	50(100)	0	0	50(100)

Source: Computed from primary Data.

On enquiring to the head teachers whether free text books are received has is presented in the table 4.1.22. The head teachers had clear responses as all the respondents with (100%) irrespective of any variable of any categories, received free text books.

Table 4.1.23: Are you satisfied with the content, language and quality of the text book?

Rating	In all Variables	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11 – 20	>21	Rural	Urban
(a) Content	45 (90.00)	41 (89.13)	4 (100)	19 (90.47)	15 (83.33)	8 (100)	3 (100)	14 (93.33)	15 (88.23)	16 (88.88)	40 (90.90)	5 (83.33)
(b) Language	47 (94.00)	44 (95.65)	3 (75.00)	20 (95.23)	17 (94.44)	7 (87.5)	3 (100)	15 (100)	16 (94.11)	16 (88.88)	42 (95.45)	5 (83.33)
(c) Quality of the text book	47 (94.00)	44 (95.65)	3 (75.00)	19 (90.47)	17 (94.44)	8 (100)	3 (100)	15 (100)	16 (94.11)	16 (88.88)	42 (95.45)	5 (83.33)

Source: Computed from primary Data

From the data in table 4.1.23, it is clear that (90%) of head teacher were satisfied with the content of the text books and (94%) were satisfied with the language and the quality of the text books.

While analyzing the same, across the different variable, it has been found that majority of the respondents varying from (75% to 100%) irrespective of any variable were satisfied with the content, language and quality of the text books.

Table 4.1.24: What is the medium of instruction?

Rating	In all Variables	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11 – 20	>21	Rural	Urban
A	36 (72.00)	32 (69.56)	4 (100.0)	15 (71.42)	13 (72.22)	7 (87.5)	1 (33.33)	12 (80.00)	15 (88.23)	9 (50.00)	32 (72.72)	4 (66.66)
B	50 (100.0)	46 (100.0)	4 (100.0)	21 (100.0)	18 (100.0)	8 (100.0)	3 (100.0)	15 (100.0)	17 (100.0)	18 (100.0)	44 (100.0)	6 (100.0)
C	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)

Source: Computed from primary Data

Note:

- a. *Mother tongue* b. *English* c. *Nagamese*

The head teachers were asked in regard to the medium of instruction in their schools and how they felt that the students understand and learnt best, was categorised into three categories namely mother tongue, English and Nagamese.

The result in the table 4.1.24 to the term in which the students learnt best, indicate that out of 50 head teachers (100%) had English as the medium of instruction and its instruction also varies according to subjects taught. (72%) had mother tongue as well as English medium of instruction. However there is no nagamese.

While analyzing the same across, the variables gender, qualification, experiences and areas, all the respondents regardless of any variable responded that they had English medium of instruction. Further, all the respondents with (100%) in the female had both English and Mother Tongue medium of instruction.

Table 4.1.25: Does your School receive Mid-Day-Meals regularly?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		47(94.00)	3(06.00)	0	50(100)
Gender	Male	43(93.48)	3(06.52)	0	46(100)
	Female	4(100)	0(00.00)	0	4(100)
	Total	47(94.00)	3(06.00)	0	50(100)
Academic Qualification	U.G	19(90.48)	2(09.52)	0	21(100)
	G	17(94.45)	1(05.55)	0	18(100)
	G, B.Ed	8(100)	0(00.00)	0	8(100)
	P.G, B.Ed	3(100)	0(00.00)	0	3(100)
	Total	47(94.00)	3(06.00)	0	50(100)
Teaching experiences	<10	13(86.67)	2(13.33)	0	15(100)
	11-20	17(100)	0(00.00)	0	17(100)
	>21	17(94.45)	1(05.55)	0	18(100)
	Total	47(94.00)	3(06.00)	0	50(100)
Areas	Urban	6(100)	0(00.00)	0	6(100)
	Rural	41(93.19)	3(06.81)	0	44(100)
	Total	47(94.00)	3(06.00)	0	50(100)

Source: Computed from primary Data.

The data in the table 4.1.25 reflects how the school head master responded to the view on whether the schools receive mid-day meals regularly. This study shows that significant majority of the respondents with (94%) of the head master respondents responded positively that they received mid-day meals regularly. A minimum number (6%) answered negatively saying that they had not received regularly. Similar to the impact of gender, qualification, experiences and areas, it is found that high majority of the respondents above (90%) irrespective of any variable, received mid-day meal regularly. Interestingly, all the respondents (100%) of the female, graduate with B.Ed, post graduate with B.Ed. qualification and 11-20 years of experiences as well as urban areas had responded positively to this view.

Table 4.1.26: What are the co-curricular activities held in your school?

Rating	In all Variables	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11 – 20	>21	Rural	Urban
a	48 (96.00)	44 (95.62)	4 (100.0)	20 (95.23)	18 (100.0)	8 (100.0)	2 (66.66)	15 (100.0)	17 (100.0)	16 (88.88)	42 (95.45)	6 (100.0)
b	42 (84.00)	39 (84.78)	3 (75.00)	16 (76.19)	15 (83.35)	8 (100.0)	3 (100.0)	8 (53.33)	17 (100.0)	17 (94.44)	37 (84.09)	5 (83.33)
c	23 (46.00)	21 (45.65)	2 (50.00)	6 (28.57)	8 (44.44)	7 (87.50)	2 (66.66)	4 (26.66)	11 (64.70)	8 (44.44)	20 (45.45)	3 (50.00)
d	16 (32.00)	14 (30.43)	2 (50.00)	3 (14.28)	5 (27.77)	6 (75.00)	2 (66.66)	4 (26.66)	5 (29.41)	7 (41.17)	13 (29.54)	3 (50.00)
e	36 (72.00)	33 (71.73)	3 (75.00)	12 (57.14)	13 (72.22)	8 (100.0)	3 (100.0)	10 (66.66)	12 (85.71)	14 (77.77)	30 (68.18)	6 (100.0)
f	43 (86.00)	39 (84.78)	4 (100.0)	16 (76.19)	16 (88.88)	8 (100.0)	3 (100.0)	11 (73.33)	15 (88.23)	17 (94.44)	37 (84.09)	6 (100.0)
g	14 (28.00)	12 (26.08)	2 (50.00)	3 (14.28)	4 (22.22)	4 (50.00)	3 (100.0)	3 (20.00)	3 (17.64)	8 (44.44)	12 (27.27)	2 (33.33)
h	26 (52.00)	24 (52.17)	2 (50.00)	9 (42.85)	10 (55.55)	5 (62.50)	2 (66.66)	5 (33.33)	9 (52.94)	12 (66.66)	23 (52.27)	3 (50.00)
i	49 (98.00)	45 (97.82)	4 (100.0)	20 (95.23)	18 (100.0)	8 (100.0)	3 (100.0)	15 (100.0)	17 (100.0)	17 (94.44)	43 (97.72)	6 (100.0)
j	39 (78.00)	35 (76.08)	4 (100.0)	15 (71.42)	15 (83.33)	6 (75.00)	3 (100.0)	12 (80.00)	12 (70.58)	15 (83.33)	33 (75.00)	6 (100.0)
k	44 (88.00)	40 (86.95)	4 (100.0)	16 (76.19)	17 (94.44)	8 (100.0)	3 (100.0)	13 (86.66)	15 (88.23)	16 (88.88)	38 (86.36)	6 (100.0)
l	13 (26.00)	9 (19.56)	4 (100.0)	5 (23.80)	3 (16.66)	4 (50.00)	1 (33.33)	3 (20.00)	3 (17.64)	7 (38.88)	12 (27.27)	1 (16.66)

Source: Computed from primary Data

Note:

-a. Annual picnic; b. Annual Sports; c. Quiz competition; d. Debate; e. Singing competition; f. Drawing competition; g. Talent competition; h. Cultural activities; i. Teacher's day; j. Children's Day; k. Social work; l. Others.

While analyzing the different co-curricular activities held in the school, Table No 4.1.26, reveals that teacher's day was found the most common co-curricular activities held in school with (98%), followed by annual picnic (96%), social work (88%), drawing competition (86%), annual sports (84%) and children's day (74%).

It clearly shows that teachers' day was one of the important programmes and was celebrated in almost all the schools.

Table 4.1.27: Do you think the existing Curriculum meets the need and requirement of the Students?

Attributes /Response	ranks	Yes %	No %	NR %	Total %
In all variable		44(88.00)	6(12.00)	0	50(100)
Gender	Male	40(86.96)	6(13.04)	0	46(100)
	Female	4(100)	0(00.00)	0	4(100)
	Total	44(88.00)	6(12.00)	0	50(100)
Academic Qualification	U.G	19(90.48)	2(09.52)	0	21(100)
	G	15(83.34)	3(16.66)	0	18(100)
	G, B.Ed	7(87.50)	1(12.50)	0	8(100)
	P.G, B.Ed	3(100)	0(00.00)	0	3(100)
	Total	44(88)	6(12.00)	0	50(100)
Teaching experiences	<10	14(93.34)	1(06.66)	0	15(100)
	11-20	14(82.36)	3(17.64)	0	17(100)
	>21	16(88.89)	2(11.11)	0	18(100)
	Total	44(88.00)	6(12.00)	0	50(100)
Areas	Urban	5(83.34)	1(16.66)	0	6(100)
	Rural	39(88.64)	5(11.36)	0	44(100)
	Total	44(88.00)	6(12.00)	0	50(100)

Source: Computed from primary Data.

From the data in table 4.1.27, it is clear that out of 50 head master respondents, 88% responded that the curriculum is relevant to the need and requirement of the students where as (12%) answered negatively by saying that curriculum is not relevant.

Analyzing the variable gender, academic qualification, experiences and areas, it can be seen that majority of the respondents above (82%) irrespective of any variable of any categories were in agreement with the view saying that the existing curriculum meets the need and requirement of the students. Interestingly, all the respondents (100%) of the female and post graduate with B.Ed qualification responded positively to the view.

Table 4.1.28: Does the maintain staff attendance register?

Attributes /Response	ranks	Yes %	No %	NR %	Total %
In all variable		50(100)	0	0	50(100)
Gender	Male	46(100)	0	0	46(100)
	Female	4(100)	0	0	4(100)
	Total	50(100)	0	0	50(100)
Academic Qualification	U.G	21(100)	0	0	21(100)
	G	18(100)	0	0	18(100)
	G, B.Ed	8(100)	0	0	8(100)
	P.G, B.Ed	3(100)	0	0	3(100)
	Total	50(100)	0	0	50(100)
Teaching experiences	<10	15(100)	0	0	15(100)
	11-20	17(100)	0	0	17(100)
	>21	18(100)	0	0	18(100)
	Total	50(100)	0	0	50(100)
Areas	Urban	6(100)	0	0	6(100)
	Rural	44(100)	0	0	44(100)
	Total	50(100)	0	0	50(100)

Source: Computed from primary Data.

The result in table 4.1.28 reveal that, the head master had clear responses as all the respondents with (100%) irrespective of any variable of any categories, were in maintaining of staff attendance register.

Table 4.1.29: Are the Teacher regular and sincere?

Attributes/Response	ranks	Yes %	No %	NR %	Total %
In all variable		48(96.00)	2(04.00)	0	50(100)
Gender	Male	44(95.66)	2(04.34)	0	46(100)
	Female	4(100)	0	0	4(100)
	Total	48(100)	2(04.00)	0	50(100)
Academic Qualification	U.G	19(90.48)	2(09.52)	0	21(100)
	G	18(100)	0	0	18(100)
	G, B.Ed	8(100)	0	0	8(100)
	P.G, B.Ed	3(100)	0	0	3(100)
	Total	48(96.00)	2(04.00)	0	50(100)
Teaching experiences	<10	14(93.34)	1(06.66)	0	15(100)
	11-20	16(94.12)	1(05.88)	0	17(100)
	>21	18(100)	0	0	18(100)
	Total	48(96.00)	2(04.00)	0	50(100)
Areas	Urban	6(100)	0	0	6(100)
	Rural	42(95.46)	2(04.54)	0	44(100)
	Total	48(96.00)	2(04.00)	0	50(100)

Source: Computed from primary Data.

Under this section, while analyzing the teacher's regularity and sincerity, the result in table 4.1.29, reveal that, in the total form (96%) of head teacher respondents responded positively by saying that the teacher are regular and sincere. Their reasons were the sense of responsibility and concern for the students. Only a minimum number with (4%) of head teachers responded negatively.

Analyzing the variable gender, academic qualification, teaching experiences and areas, it was found that majority of the respondents varying from (90.48% to 100%) irrespective of any variable responded that teachers are regular and sincere. Further, all the respondents (100%) of female, graduate, graduate with B.Ed, post graduate with B.Ed and urban areas were in agreement with the view saying that they are sincere and regular in the school.

Table 4.1.30: Does the school have the required number of teachers?

Attributes /Response	ranks	Yes %	No %	NR %	Total %
In all variable		8(16.00)	42(84.00)	0	50(100)
Gender	Male	8(17.40)	38(82.60)	0	46(100)
	Female	0(00.00)	4(100)	0	4(100)
	Total	8(16.00)	42(84.00)	0	50(100)
Academic Qualification	U.G	3(14.29)	18(85.71)	0	21(100)
	G	4(22.23)	14(77.77)	0	18(100)
	G, B.Ed	1(12.50)	7(87.50)	0	8(100)
	P.G, B.Ed	0(00.00)	3(100)	0	3(100)
	Total	8(16.00)	42(84.00)	0	50(100)
Teaching experiences	<10	3(20.00)	12(80.00)	0	15(100)
	11-20	3(17.65)	14(82.35)	0	17(100)
	>21	2(11.12)	16(88.88)	0	18(100)
	Total	8(16.00)	42(84.00)	0	50(100)
Areas	Urban	1(16.67)	5(83.33)	0	6(100)
	Rural	7(15.91)	37(84.09)	0	44(100)
	Total	8(16.00)	42(84.00)	0	50(100)

Source: Computed from primary Data.

On enquiring into aspect whether require number of teachers are available in the school, the data presented in the table 4.1.30, indicated that, out of 50 head teachers (84%) had negated the view. A minimum of (16%) had responded positively that the required numbers of teacher are available in their school.

While analyzing the variable gender, academic qualification, experiences and areas, majority above (70%) irrespective of any variable were disagreed with the view by saying that the require number of teachers are not available in their schools.

Table 4.1.31: Do you Supervise Classroom Teaching and Teaching Effectiveness?

Attributes /Response	ranks	Yes %	No %	NR %	Total %
In all variable		46(92.00)	3(06.00)	1(02.00)	50(100)
Gender	Male	42(91.30)	3(06.53)	1(02.17)	46(100)
	Female	4(100)	0	0	4(100)
	Total	46(92.00)	3(06.00)	1(02.00)	50(100)
Academic Qualification	U.G	18(85.71)	2(09.52)	1(04.77)	21(100)
	G	17(94.44)	1(05.56)	0	18(100)
	G, B.Ed	8(100)	0	0	8(100)
	P.G, B.Ed	3(100)	0	0	3(100)
	Total	46(92.00)	3(06.00)	1(02.00)	50(100)
Teaching experiences	<10	14(93.33)	1(06.67)	0	15(100)
	11-20	15(88.24)	2(11.76)	0	17(100)
	>21	17	0	1	18
	Total	46(92.00)	3(06.00)	1(02.00)	50(100)
Areas	Urban	6(100)	0	0	6(100)
	Rural	40(90.90)	3(06.82)	1(02.28)	44(100)
	Total	46(92.00)	3(06.00)	1(02.00)	50(100)

Source: Computed from primary Data.

The data presented in the table 4.1.31, examine the view whether the head master supervise classroom teaching and teaching effectiveness, it can be seen that significant majority of the respondents (92%) agreed with the view saying that they supervise classroom teaching and teaching effectiveness.

While analysing the variable gender, academic qualification, experiences and areas, majority of the head master respondents varying from (88.24% to 100%) irrespective of any variable supervised classroom teaching and teaching effectiveness. Interestingly, (100%) of the female, graduate with B. Ed, post graduate with B.Ed and urban areas had responded positively to the query.

Table 4.1.32: What are the steps for Teachers' Effectiveness?

R a t i n g	Gender			Qualification					Years in jobs				Areas		
	Ma- le	Fe- m- ale	Tot- -al	U.G	G	G, B.Ed	P.G, B.Ed	Tot- -al	<10	11 – 20	>21	Tot- -al	Rural	Urban	Tot- -al
A	38 (76)	3 (75)	41 (82)	18 (85.71)	13 (72.22)	7 (87.50)	3 (100)	41 (82)	13 (86.66)	13 (76.47)	15 (83.33)	41 (82)	37 (84.09)	4 (66.66)	41 (41)
B	36 (72)	3 (75)	39 (78)	17 (80.95)	15 (83.33)	6 (75.00)	1 (33.33)	39 (78)	12 (80.00)	13 (76.47)	14 (77.77)	39 (78)	35 (79.54)	4 (66.66)	39 (78)
C	33 (66)	1 (25)	34 (68)	14 (66.66)	13 (72.22)	5 (62.50)	2 (66.66)	34 (68)	11 (73.33)	12 (70.58)	11 (61.11)	34 (68)	30 (68.18)	4 (66.66)	34 (68)
D	38 (76)	2 (50)	40 (80)	17 (80.95)	15 (83.33)	6 (62.50)	2 (66.66)	40 (80)	11 (73.33)	16 (94.11)	13 (72.22)	40 (80)	37 (84.09)	3 (50)	40 (80)

Source: Computed from primary Data

Note: a. *Send them for training* b. *Orientation programme*
 c. *Refresher course* d. *Workshop/Seminar/Demonstration lesson*

From the data in table 4.1.32, it is clear that out of 50 head master, (76%) perceived that through training and conducting workshop, seminar and demonstration lesson prove to be more effective because it helps the teacher to get to know about their job, followed by (72%) of orientation programme and (66%) of refresher course.

Table 4.1.33: Do you help teachers by providing feedback for modification of desirable classroom behaviour?

Attributes /Response	Ranks	Yes %	No %	NR %	Total %
In all variable		46(92.00)	4(08.00)	0	50(100)
Gender	Male	42(91.30)	4(08.70)	0	46(100)
	Female	4(100)	0	0	4(100)
	Total	46(92.00)	4(08.00)	0	50(100)
Academic Qualification	U.G	19(90.47)	2(09.53)	0	21(100)
	G	18(100)	0	0	18(100)
	G, B.Ed	7(87.50)	1(12.50)	0	8(100)
	P.G, B.Ed	2(66.66)	1(33.34)	0	3(100)
	Total	46(92)	4(08.00)	0	50(100)
Teaching experiences	<10	14(93.33)	1(06.67)	0	15(100)
	11-20	16(94.11)	1(05.89)	0	17(100)
	>21	16(88.88)	2(11.12)	0	18(100)
	Total	46(92.00)	4(08.00)	0	50(100)
Areas	Urban	6(100)	0	0	6(100)
	Rural	40(90.90)	4(09.10)	0	44(100)
	Total	46(92.00)	4(08.00)	0	50(100)

Source: Computed from primary Data.

The table 4.1.33 indicates that out of 50 head teachers (92%) shared that apart from supervising classroom teaching and teaching effectiveness, head teachers also help teachers by providing feedback for modification of desirable classroom behaviour.

The head teachers had clear responses as majority of the respondents varying from (66.66% to 100%) irrespective of any variable of any categories were in agreement with the aspect. Further all the respondents (100%) of the female, graduate qualification, and urban areas were in agreement with the query

Table 4.1.34: Are the Teacher prepared to deal with Curriculum effectively?

Attributes /Response	ranks	Yes %	No %	NR %	Total %
In all variable		43(86.00)	6(12.00)	1(02.00)	50(100)
Gender	Male	39(84.78)	6(13.04)	1(02.18)	46(100)
	Female	4(100)	0	0	4(100)
	Total	43(86.00)	6(12.00)	1(02.00)	50(100)
Academic Qualification	U.G	20(95.23)	1(04.77)	0	21(100)
	G	13(72.22)	4(22.22)	1(05.56)	18(100)
	G, B.Ed	7(87.50)	1(12.50)	0	8(100)
	P.G,B.Ed	3(100)	0	0	3(100)
	Total	43(86.00)	6(12.00)	1(02.00)	50(100)
Teaching experiences	<10	13(86.66)	2(13.34)	0	15(100)
	11-20	13(76.47)	3(17.64)	1(05.89)	17(100)
	>21	17(94.44)	1(05.56)	0	18(100)
	Total	43(86.00)	6(12.00)	1(02.00)	50(100)
Areas	Urban	38(86.36)	5(11.37)	1(2.27)	44(100)
	Rural	5(83.33)	1(16.67)	0(00.0)	6(100)
	Total	43(86.00)	6(12.00)	1(02.00)	50(100)

Source: Computed from primary Data.

From the analysis of the data presented in the table 4.1.34, it was found that high majority of the respondents above (72.22%) irrespective of any variable of the head teacher respondents responded that the teachers are prepared to deal effectively with the curriculum. Interestingly, all the respondents (100%) of female and post graduate with B.Ed qualification had responded positively to the view. It may be concluded that the teachers deal effectively with the curriculum.

Table 4.1.35: Are the Teachers performing well in the School?

Attributes /Response	ranks	Yes %	No %	NR %	Total %
In all variable		43 (86.00)	7 (14.00)	0	50 (100)
Gender	Male	39 (84.78)	7 (15.22)	0	46 (100)
	Female	4 (100)	0 (0)	0	4 (100)
	Total	43 (86.00)	7 (14.00)	0	50 (100)
Academic Qualification	U.G	18 (85.71)	3 (14.29)	0	21 (100)
	G	16 (88.88)	2 (11.12)	0	18 (100)
	G, B.Ed	7 (87.50)	1 (12.50)	0	8 (100)
	P.G, B.Ed	2 (66.66)	1 (33.34)	0	3 (100)
	Total	43 (86.00)	7 (14.00)	0	50 (100)
Teaching experiences	<10	14 (93.33)	1 (06.67)	0	15 (100)
	11-20	15 (88.23)	2 (11.77)	0	17 (100)
	>21	14 (77.77)	4 (22.23)	0	18 (100)
	Total	43 (86.00)	7 (14.00)	0	50 (100)
Areas	Urban	5 (83.33)	1 (16.67)	0	6 (100)
	Rural	38 (86.36)	6 (13.64)	0	44 (100)
	Total	43 (86.00)	7 (14.00)	0	50 (100)

Source: Computed from primary Data.

The data presented in the table 4.1.35 examine the view whether the teachers performing well in the school, it can be seen that out of 50 head teachers majority of the respondents with (86%) responded positively saying that the teachers are performing well in the schools, only (14%) of the head teacher disagreed with the view. On analysing the different variable, majority of the respondents varying from

(66.66% to 100%) irrespective of any variable of any categories were in agreement with the query.

Table 4.1.36: Do you initiate for Teachers Orientation.

Attributes /Response	Ranks	Yes %	No %	NR %	Total %
In all variable		45 (90.00)	5 (10.00)	0 0	50 (100)
Gender	Male	41 (89.13)	5 (10.87)	0 0	46 (100)
	Female	4 (100)	0 0	0 0	4 (100)
	Total	45 (90.00)	5 (10.00)	0 0	50 (100)
Academic Qualification	U.G	19 (90.47)	2 (09.53)	0 0	21 (100)
	G	17 (94.44)	1 (05.56)	0 0	18 (100)
	G, B.Ed	7 (87.50)	1 (12.50)	0 0	8 (100)
	P.G, B.Ed	2 (66.66)	1 (33.34)	0 0	3 (100)
	Total	45 (90.00)	5 (10.00)	0 0	50 (100)
Teaching experiences	<10	14 (93.33)	1 (06.67)	0 0	15 (100)
	11-20	16 (94.11)	1 (05.89)	0 0	17 (100)
	>21	15 (83.34)	3 (16.66)	0 0	18 (100)
	Total	45 (90.00)	5 (10.00)	0 0	50 (100)
Areas	Urban	5 (83.34)	1 (16.66)	0 0	6 (100)
	Rural	40 (90.91)	4 (09,09)	0 0	44 (100)
	Total	45 (90.00)	5 (10.00)	0 0	50 (100)

Source: Computed from primary Data.

The data presented in the table 4.1.36 clearly indicates whether head teachers initiate for teacher orientation. Majority of the respondents (90%) agreed with the view point, whereas (10%) disagreed with the view. While analysing the data under

the variable academic qualification, majority of the respondents (90.47%) from under graduate qualification, (94.44%) graduate, (87.50%) of graduate with B.Ed and (66.66%) of post graduate with B.Ed qualification were in agreement with the query. On the basis of variable experiences the highest agreed response come from 11 to 20 years of experiences with (94.11%) and least agreed responses from the respondents of above 21 years of experiences with (83.34%). Interestingly (100%) of the female respondents responded positively to the view.

Table 4.1.37: How can you make teachers better, regular and punctual?

Rating	In all variables	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11-20	>21	Rural	Urban
a	21 (42.00)	19 (41.31)	2 (50.00)	10 (47.62)	7 (38.88)	3 (37.50)	1 (33.34)	3 (20.00)	9 (52.94)	9 (50.00)	18 (40.90)	3 (50.00)
b	4 (08.00)	4 (08.69)	0 (00.00)	2 (09.53)	2 (11.12)	0 (00.00)	0 (00.00)	2 (13.34)	1 (05.89)	1 (05.56)	3 (06.82)	1 (16.67)
c	25 (50.00)	23 (50.00)	2 (50.00)	9 (42.85)	9 (50.00)	5 (62.50)	2 (66.66)	10 (66.66)	7 (41.17)	8 (44.44)	23 (52.28)	2 (33.33)
d	50 (100)	46 (100)	4 (100)	21 (100)	18 (100)	8 (100)	3 (100)	15 (100)	17 (100)	18 (100)	44 (100)	6 (100)

Source: Computed from primary Data.

- a. *By convincing them about their job*
- b. *By taking strong action*
- c. *By making VEC/management more effective in supervision*
- d. *Total*

The query on how can the Head teacher can make elementary teacher better, regular and punctual, the opinion of the head teacher in three point scale was sought. The result in table 4.1.37 reveals that out of 50 head teacher (50%) opined that by making VEC more effective they can make teacher better, regular and punctual, (42%) opined that by convincing them about their job and (8%) is of the opening that by taking strong action. While analysing the data under the variable areas, (50%) of urban areas found with little higher in convincing the teacher about their job than that

of rural areas 40.90%. In experiences variable, (52.94%) of 11-20 years, (50%) of above 21 years and (20%) of below 10 years of experiences were convincing the teachers about their job. Further by making VEC/management more effective in supervision, the highest agreed responses come from (66.66%) post graduate with graduate in education qualification and below 10 years of experiences and by taking strong action the highest response come from urban areas with (16.67%). It seen that in order to make teachers better, regular and punctual, head teachers convince the teachers and also by making VEC more effective in supervision.

Table 4.1.38: Do you share School programme with Teachers?

Attributes/Response	Ranks	Yes / %	No / %	NR / %	Total / %
In all variable		49 (98.00)	1 (02.00)	0	50 (100)
Gender	Male	45 (97.83)	1 (02.17)	0	46 (100)
	Female	4 (100)	0 (0)	0	4 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)
Academic Qualification	U.G	20 (95.24)	1 (04.76)	0	21 (100)
	G	18 (100)	0 (0)	0	18 (100)
	G, B.Ed	8 (100)	0 (0)	0	8 (100)
	P.G, B.Ed	3 (100)	0 (0)	0	3 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)
Teaching experiences	<10	14 (93.34)	1 (06.66)	0	15 (100)
	11-20	17 (100)	0 (0)	0	17 (100)
	>21	18 (100)	0 (0)	0	18 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)
Areas	Urban	6 (100)	0 (0)	0	6 (100)
	Rural	43 (97.73)	1 (02.27)	0	44 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)

Source: Computed from primary Data.

The data in the table 4.1.38 reflects how the head master share schools programme with teachers.

Majority of the Head Teacher respondents varying from (93.34% to 100%) irrespective of any variable of any categories were in agreement with the view saying that they shared school programme with the teachers. The respondents who disagreed were low and negligible.

Table 4.1.39: Do you get teacher's support in academic and administrative works?

Attributes/Response	Ranks	Yes	No	NR	Total
		%	%	%	%
In all variable		49(98.00)	1(02.00)	0	50(100)
Gender	Male	45(97.83)	1(02.17)	0	46(100)
	Female	4(100)	0(00.00)	0	4(100)
	Total	49(98.00)	1(02.00)	0	50(100)
Academic Qualification	U.G	20(95.24)	1(04.76)	0	21(100)
	G	18(100)	0(00.00)	0	18(100)
	G, B.Ed	8(100)	0(00.00)	0	8(100)
	P.G, B.Ed	3(100)	0(00.00)	0	3(100)
	Total	49(98.00)	1(02.00)	0	50(100)
Teaching experiences	<10	14(93.34)	1(06.66)	0	15(100)
	11-20	17(100)	0(00.00)	0	17(100)
	>21	18(100)	0(00.00)	0	18(100)
	Total	49(100)	1(02.00)	0	50(100)
Areas	Urban	6(100)	0(00.00)	0	6(100)
	Rural	43(97.73)	1(02.27)	0	44(100)
	Total	49(98.00)	1(02.00)	0	50(100)

Source: Computed from Primary Data

The data presented in the table 4.1.39, also had similar responses to that of the previous table 4.1.38, as majority of the respondents almost (100%) regardless of any variable responded positively to the view that they get teachers support in academic and administrative work. Interestingly with the increase of academic qualification and experiences, the respondents of positive view also increased and more of female respondents were with higher agreed responses than that of male respondents. The respondents who disagreed were low and negligible.

Table 4.1.40: Are you aware of the various aspects of Communitisation of Elementary Education Programme?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		49(98.00)	1(02.00)	0	50(100)
Gender	Male	45(97.83)	1(02.17)	0	46(100)
	Female	4(100)	0(00.00)	0	4(100)
	Total	49(98.00)	1(02.00)	0	50(100)
Academic Qualification	U.G	21(100)	0(00.00)	0	21(100)
	G	18(100)	0(00.00)	0	18(100)
	G, B.Ed	8(100)	0(00.00)	0	8(100)
	P.G, B.Ed	2(66.67)	1(33.33)	0	3(100)
	Total	49(98.00)	1(02.00)	0	50(100)
Teaching experiences	<10	15(100)	0(00.00)	0	15(100)
	11-20	17(100)	0(00.00)	0	17(100)
	>21	17(94.45)	1(05.55)	0	18(100)
	Total	49(98.00)	1(02.00)	0	50(100)
Areas	Urban	6(100)	0(00.00)	0	6(100)
	Rural	43(97.73)	1(02.27)	0	44(100)
	Total	49(98.00)	1(02.00)	0	50(100)

Source: Computed from primary Data.

The data presented in table 4.1.40, reflects whether the headmaster were aware of the various aspects of communitisation programme, the head master had a clear responses as almost all the respondents were aware of the various aspects of communitisation programme, only one head teacher was not fully aware of it.

Table 4.1.41: Do you feel that there has been enough awareness programmes and workshop on Communitisation of Elementary Education?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		30(60.00)	19(38.00)	1(02.00)	50(100)
Gender	Male	27(58.70)	18(39.13)	1(02.17)	46(100)
	Female	3(75.00)	1(25.00)	0	4(100)
	Total	30(60.00)	19(38.00)	1(02.00)	50(100)
Academic Qualification	U.G	16(76.20)	5(23.80)	0	21(100)
	G	9(50.00)	8(44.45)	1(05.55)	18(100)
	G, B.Ed	4(50.00)	4(50.00)	0	8(100)
	P.G, B.Ed	1(33.34)	2(66.66)	0	3(100)
	Total	30(60.00)	19(38.00)	1(02.00)	50(100)
Teaching experiences	<10	6(40.00)	8(53.33)	1(06.67)	15(100)
	11-20	10(58.83)	7(41.17)	0	17(100)
	>21	14(77.78)	4(22.22)	0	18(100)
	Total	30(60.00)	19(38.00)	1(02.00)	50(100)
Areas	Urban	3(50.00)	3(50.00)	0	6(100)
	Rural	27(61.37)	16(36.36)	1(02.27)	44(100)
	Total	30(60.00)	19(38.00)	1(02.00)	50(100)

Source: Computed from primary Data.

On enquiring into aspect whether there has been enough awareness programmes and workshop on Communitisation of Elementary Education, the data presented in the table 4.1.41 indicates that in all variables (60%) of the respondents felt that there has been enough awareness programme and workshop on Communitisation of Elementary Education whereas (38%) answered negatively and (2%) had not responded at all.

While analysing the same, across the variable 'gender' the more of female respondents with (75%) agreed than that of male (58.70%). Further majority of the respondents (76.20%) of undergraduate, (50%) of graduate qualification responded positively as against majority of the respondents with (66.66%) of post graduate with B.Ed disagreed with the view. However, the respondents of graduate with B.Ed had equally divided responses to the given option. The respondents of 11-20 years of experiences with (58.83%) and more than 21 years of experiences with (77.83%)

agreed with the view as against majority of those with less than 10 years of experiences respondents with (53.33%). On the basis of areas variable, majority (61.37%) of rural areas agreed with the view. However the respondents of urban areas had equal divided responses to the given option.

Table 4.1.42: Is inspection done timely and regularly by DEO/DIS/SIS?

Attributes/Response	Ranks	Yes	No	NR	Total
		%	%	%	%
In all variable		32(64.00)	18(36.00)	0	50(100)
Gender	Male	29(63.05)	17(36.95)	0	46(100)
	Female	3(75.00)	1(25.00)	0	4(100)
	Total	32(64.00)	18(36.00)	0	50(100)
Academic Qualification	U.G	15(71.43)	6(28.57)	0	21(100)
	G	10(55.56)	8(44.44)	0	18(100)
	G, B.Ed	5(62.50)	3(37.50)	0	8(100)
	P.G, B.Ed	2(66.67)	1(33.33)	0	3(100)
	Total	32(64.00)	18(36.00)	0	50(100)
Teaching experiences	<10	10(66.67)	5(33.33)	0	15(100)
	11-20	11(64.71)	6(35.29)	0	17(100)
	>21	11(61.12)	7(38.88)	0	18(100)
	Total	32(64.00)	18(36.00)	0	50(100)
Areas	Urban	3(50.00)	3(50.00)	0	6(100)
	Rural	29(65.90)	15(34.10)	0	44(100)
	Total	32(64.00)	18(36.00)	0	50(100)

Source: Computed from primary Data.

The enquiry to whether inspection is done timely and regularly by DEO/DIS/SIS is presented in the table 4.1.42 which highlights an interesting responses on the query. In all variables, majority (64%) responded positively by saying that school inspection is done timely and regularly by DEO/DIS/SIS whereas (36%) are left unattended which means never visited.

On the basis of gender variable, the female respondents (75%) had more agreed responses than that of male respondents (63.05%) with the query. On analysing the data under the variable of academic qualification (71.43%) of undergraduate, (55.56%) of graduate, 62.5% of graduate with B.Ed qualification and (66.67%) of 1-10years of experiences, (64.71%) of 11-20 years and (61.12%) of above 21 years were in agreement with the query. On the basis of the variable area, there is a split response on the query in urban areas as (50%) each responded to the given option, interestingly more of rural areas (65.90%) agreed with the query.

Table 4.1.43: Do you convene meeting with Teachers?

Attributes/Response	Ranks	Yes / %	No / %	NR/%	Total / %
In all variable		48 (96.00)	2 (04.00)	0 0	50 (100)
Gender	Male	44 (95.66)	2 (04.34)	0 0	46 (100)
	Female	4 (100)	0 0	0 0	4 (100)
	Total	48 (96.00)	2 (04.00)	0 0	50 (100)
Academic Qualification	U.G	20 (95.24)	1 (04.76)	0 0	21 (100)
	G	17 (94.45)	1 (05.55)	0 0	18 (100)
	G, B.Ed	8 (100)	0 0	0 0	8 (100)
	P.G, B.Ed	3 (100)	0 0	0 0	3 (100)
	Total	48 (96.00)	2 (04.00)	0 0	50 (100)
Teaching experiences	<10	14 (93.34)	1 (06.66)	0 0	15 (100)
	11-20	16 (94.12)	1 (05.88)	0 0	17 (100)
	>21	18 (100)	0 0	0 0	18 (100)
	Total	48 (96.00)	2 (04.00)	0 0	50 (100)
Areas	Urban	6 (100)	0 0	0 0	6 (100)
	Rural	42 (95.46)	2 (04.54)	0 0	44 (100)
	Total	48 (96.00)	2 (04.00)	0 0	50 (100)

Source: Computed from primary Data.

The data in the table 4.1.43 reflects how the head teacher responded to the view that do you convene meeting with the teachers. The majority of the respondents varying from (93.34% to 100%) irrespective of any variable of any categories were in agreement with the view by saying that they convene meeting with teachers. The respondents who disagreed were low and negligible.

Table 4.1.44: Do you call Parents –Teachers meeting?

Attributes/Response	Ranks	Yes / %	No / %	NR / %	Total / %
In all variable		48(96.00)	2(04.00)	0	50(100)
Gender	Male	44(95.66)	2(04.34)	0	46(100)
	Female	4(100)	0(00.00)	0	4(100)
	Total	48(96.00)	2(04.00)	0	50(100)
Academic Qualification	U.G	19(90.48)	2(09.52)	0	21(100)
	G	18(100)	0(00.00)	0	18(100)
	G, B.Ed	8(100)	0(00.00)	0	8(100)
	P.G, B.Ed	3(100)	0(00.00)	0	3(100)
	Total	48(96.00)	2(04.00)	0	50(100)
Teaching experiences	<10	14(93.34)	1(06.66)	0	15(100)
	11-20	16(94.12)	1(05.88)	0	17(100)
	>21	18(100)	0(00.00)	0	18(100)
	Total	48(96.00)	2(04.00)	0	50(100)
Areas	Urban	6(100)	0(00.00)	0	6(100)
	Rural	42(95.46)	2(04.54)	0	44(100)
	Total	48(96.00)	2(04.00)	0	50(100)

Source: Computed from primary Data.

From the analysis of the data presented in the table 4.1.44, clearly indicates from the responses of the head teachers that they call parents teachers meeting. Majority of the head master respondents with (96%) responded positively saying that they call parents teachers meeting. Only a minimum of (4%) disagreed to the query.

While analysing the variable gender, academic qualification, teaching experience and areas, it was found that majority of the respondents varying from (90.48% to 100%) irrespective of any variable of any categories were in agreement with the aspect. Further all the respondents i.e. (100%) of the female, graduate with B.Ed, Post Graduate with B.Ed, above 21 years of teaching experiences and urban areas were in support of the aspect that the headmaster called parent-teacher meeting.

Table 4.1.45: Do VEC (Village Education Committee) members visit your School?

Attributes/ Response	Rank	Yes %	No %	NR %	Total %
In all variable		45(92.00)	4(08.00)	0(00)	50(100.00)
Gender	Male	42(91.31)	4(08.69)	0(00)	46(100.00)
	Female	4(100.00)	0(00.00)	0(00)	4(100.00)
	Total	46(92.00)	4(08.00)	0(00)	50(100.00)
Academic Qualification	U.G	18(85.72)	3(14.28)	0(00)	21(100.00)
	G	17(94.45)	1(05.55)	0(00)	18(100.00)
	G, B.Ed	8(100.00)	0(00.00)	0(00)	8(100.00)
	P.G, B.Ed	3(100.00)	0(00.00)	0(00)	3(100.00)
	Total	46(92.00)	4(08.00)	0(00)	50(100.00)
Teaching Experience	<10 years	14(93.34)	1(06.66)	0(00)	15(100.00)
	11-21 years	16(94.11)	1(05.89)	0(00)	17(100.00)
	>21 Years	16(88.89)	2(11.11)	0(00)	18(100.00)
	Total	46(92.00)	4(08.00)	0(00)	50(100.00)
Areas	Urban	3(50.00)	3(50.00)	0(00)	6(100.00)
	Rural	43(97.73)	1(02.27)	0(00)	44(100.00)
	Total	46(92.00)	4(08.00)	0(00)	50(100.00)

Source: Computed from primary Data.

As show in the table 4.1.45 in all variable, majority of the respondents with (92%) head teacher who expressed their opinion that the village education committee (VEC) members visit their schools as the schools has become the responsibility on their part to give their support, while (8%) of the head teachers shared that the (VEC) members did not visit their school at all.

While analyzing the same across the variable gender, (91.31%) of male and (100%) of female were in agreement with the view.

On the basis of academic qualification variable, interestingly with the increase of qualification, the agreed responses also increased.

Further, (93.34%) of below 10 years of experiences, (92.12%) of 11-20 years and (88.89%) of above 21 years of experiences were in agreement with the view. On the basis of areas, majority (92%) of rural areas were in agreement with the view, however, the respondents of urban areas had equal responses to the given options. It indicates that the VECs participation is more in the rural areas as compared to urban areas. Relating to the question as if VEC members visited the school then what are the item discuss opinion of the head teacher respondents were sought

Table 4.1.46: If yes, what are the agendas discussed?

Rating	In all variables	Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11/21	>21	Rural	Urban
a	42 (91.30)	39 (92.85)	3 (75)	18 (100)	16 (94.11)	5 (62.5)	3 (100)	13 (92.85)	15 (93.75)	14 (87.5)	39 (90.69)	3 (100)
b	36 (78.26)	33 (78.57)	3 (75)	15 (83.33)	14 (18.35)	5 (62.5)	2 (66.66)	12 (85.71)	12 (75)	12 (75)	33 (76.74)	3 (100)
c	43 (93.47)	39 (92.85)	4 (100)	18 (100)	16 (94.11)	6 (75)	3 (100)	13 (92.85)	15 (93.75)	15 (93.75)	41 (93.34)	2 (66.66)
d	44 (95.65)	40 (95.23)	4 (100)	18 (100)	16 (94.11)	7 (87.5)	3 (100)	14 (100)	15 (93.75)	15 (93.75)	41 (93.34)	3 (100)
e	28 (60.86)	27 (64.28)	1 (25)	10 (55.55)	12 (70.58)	4 (50)	2 (66.66)	12 (85.71)	9 (56.25)	7 (43.75)	26 (60.46)	2 (66.66)
f	30 (65.21)	27 (64.28)	3 (75)	11 (61.11)	12 (70.58)	4 (50)	3 (100)	12 (85.71)	8 (50)	10 (62.5)	27 (62.79)	3 (100)
g	42 (91.30)	39 (92.85)	3 (75)	18 (100)	14 (18.35)	7 (87.5)	3 (100)	13 (92.85)	15 (93.75)	14 (87.5)	39 (90.69)	3 (100)
h	36 (78.26)	33 (78.57)	3 (75)	15 (83.33)	13 (72.22)	5 (62.5)	3 (100)	12 (85.71)	12 (75)	12 (75)	34 (79.06)	2 (66.66)

Source: Computed from primary Data.

Note:

- a) *School maintenance*
- b) *School environment*
- c) *Students attendance*
- d) *Teachers punctuality*
- e) *Teaching learning materials*
- f) *Text books*
- g) *Students enrolment*
- h) *Teacher welfare*

The data in the table 4.1.46 shows that (91.30%) of the head teacher pointed out that the VEC members visit the school and cooperate in the school maintenance and students enrolment. For instance, they ensure proper distribution of incentives such as mid-day meals, work for the beautification of the school premises and also focus more on increasing enrolment and reduce drop-out rate in the school.

Another (95%) noted that the VEC plays a significant role in conducting surprise check whether the teachers are coming to school on time and regularly and it may be noted that another (78.26%) of the head teachers maintained the view that VEC tries to maintained school environment and teachers welfare. Some of them i.e., (65.21%) of the head teachers noted that VEC discussed about the text books. After the communitisation programme being launched, it has made them to think seriously about the development of the elementary school in the village as well as in the town areas.

While analyzing the same across the variable gender, qualifications, experiences and areas, the highest agreed responses comes on teachers' punctuality given by irrespective of any variable of any categories.

Table 4.1.47: What does the deputy inspector of school and village education committee emphasis mostly on?

Rating		Gender		Qualification				Years in jobs			Areas	
		Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11-21	>21	Rural	Urban
a	3 (6)	2 (04.35)	1 (25.00)	1 (04.76)	1 (05.55)	0 (00.00)	1 (33.33)	1 (06.66)	0 (00.00)	2 (11.11)	1 (02.27)	2 (33.34)
b	2 (4)	2 (04.35)	0 (00.00)	1 (04.76)	0 (00.00)	1 (12.50)	0 (00.00)	0 (00.00)	1 (05.89)	1 (05.55)	1 (02.27)	1 (16.66)
c	45 (90)	42 (91.30)	3 (75.00)	19 (90.48)	17 (94.45)	7 (87.50)	2 (66.67)	14 (93.34)	16 (94.11)	15 (83.34)	42 (95.46)	3 (50.00)
d	50 (100)	46 (100)	4 (100)	21 (100)	18 (100)	8 (100)	3 (100)	15 (100)	17 (100)	18 (100)	44 (100)	6 (100)

Source: Computed from primary Data.

Note:

- a) Administration
- b) Academic
- c) Both
- d) Total

Table 4.1.47, in all variable, indicates that out of 50 head teachers (90%) shared that the deputy inspector of school and village education committee discussed about both academic and administration of schools (6%) only administration and (4%) as only academic.

While analysing variable gender, qualification, experiences and areas, majority of the respondents varying from (50% to 100%) irrespective of any variable had responded that the DIS and VEC emphasis mostly on both academic and administration.

Table 4.1.48.: After Communitization, which is more applicable to your School?

Rating	Gender		Qualification				Years in jobs			Areas		
	Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11-21	>21	Rural	Urban	
a	48 (96)	44 (95.65)	4 (100)	20 (95.23)	18 (100)	8 (100)	2 (66.66)	14 (93.33)	17 (100)	17 (94.44)	42 (95.45)	6 (100)
b	48 (96)	44 (95.65)	4 (100)	20 (95.23)	18 (100)	8 (100)	2 (66.66)	14 (93.33)	17 (100)	17 (94.44)	42 (95.45)	6 (100)
c	50 (100)	46 (100)	4 (100)	21 (100)	18 (100)	8 (100)	3 (100)	15 (100)	17 (100)	18 (100)	44 (100)	6 (100)
d	45 (90)	42 (91.30)	3 (75)	19 (90.47)	17 (94.44)	7 (87.50)	2 (66.66)	14 (93.33)	16 (94.11)	15 (83.33)	42 (95.45)	3 (50)
e	27 (54)	24 (54.17)	3 (75)	11 (52.38)	10 (55.55)	5 (62.50)	1 (33.33)	7 (46.66)	7 (41.17)	13 (72.22)	23 (52.27)	4 (66.66)
f	50 (100)	46 (100)	4 (100)	21 (100)	18 (100)	8 (100)	3 (100)	15 (100)	17 (100)	18 (100)	44 (100)	6 (100)
g	40 (80)	37 (80.43)	3 (75)	14 (66.66)	16 (88.88)	7 (87.50)	3 (100)	12 (80)	13 (76.47)	15 (83.33)	37 (84.09)	3 (50)
h	45 (90)	42 (91.30)	3 (75)	17 (80.95)	17 (94.44)	8 (100)	3 (100)	11 (73.33)	16 (94.11)	18 (100)	42 (95.45)	3 (50)

Source: Computed from primary Data.

Note:

- a) teachers are more regular
- b) classes are conducted more regularly
- c) free text books to children made available
- d) village education committee take more interest
- e) Drawal of monthly salary and allowance is easy
- f) results of annual promotion exam have improved
- g) introduction of common school uniform
- h) community participation is encouraging

Under this section, the head teachers were asked to share their opinions on the effectiveness of communitization and which is more applicable to their school. The result in table 4.1.48, reveal that (96%) of the head teacher respondents responded that after the introduction of the communitization teachers are more regular and the same percentage of head teacher opined that classes are conducted more regularly. (90%) share that village education committee take more interest and community participation is encouraging, interestingly, (100%) of head teachers shared that free text books to children were made available and there was also improvement in the performance of the students result and another (54%) shared their view that withdrawal of monthly salary and allowance are easy.

Analysing across the different variable, it is found that majority of the head master respondents irrespective of any variable varying from (66.66% to 100%) responded that after the introduction of communitisation of elementary education teachers are more regular and classes are conducted more regularly.

Interestingly, all the Head master respondents i.e. (100%) irrespective of any variable responded that free text books to children are made available and result of annual promotion exams have improved. Majority of the respondents responded that drawing of monthly salary and allowance are easy except post graduate with B.Ed qualification and below 10 years of experiences gave the least responses.

Further, above (66.66%) of the head master respondents responded that community participation is more encouraging and also there is introduction of common school uniform and village education committee take more interest after the introduction of communitisation except urban areas with (50%) as the least responses.

It indicates that there is improvement in many areas after the introduction of communitisation of elementary education. Similar finding of the work was done by Liegise, Buno 2009

Table 4.1.49: Do you think enrolment in your school is satisfactory?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Gender	Male	33 (71.74)	10 (21.74)	3 (06.52)	46 (100)
	Female	4 (100.0)	0 (00.00)	0 (00.00)	4 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Academic Qualification	U.G	15 (71.42)	3 (14.29)	3 (14.29)	21 (100)
	G	12 (66.66)	6 (33.34)	0 (00.00)	18 (100)
	G, B.Ed	7 (87.50)	1 (12.50)	0 (00.00)	8 (100)
	P.G, B.Ed	3 (100.0)	0 (00.00)	0 (00.00)	3 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Teaching experience	<10	11 (73.34)	3 (20.00)	1 (06.66)	15 (100)
	11-20	13 (76.48)	4 (23.52)	0 (00.00)	17 (100)
	>21 years	13 (72.22)	3 (16.66)	2 (11.12)	18 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Areas	Urban	4 (66.67)	2 (33.33)	0 (00.00)	6 (100)
	Rural	33 (75.00)	8 (18.18)	3 (06.82)	44 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)

Source: Computed from primary Data.

The data in the table 4.1.49 reflects how the head master responded to the view on whether they were satisfied with the enrolment. In all variables, majority of the head master respondents (74%) were satisfied with the students' enrolment whereas, (20%) disagreed with the view and (6%) had not responded to this item. While analysing the gender variable, it was interesting to note that more of the female respondents (100%) agreed respondents (71.74%). On the basis of academic qualification variable, with the increase of academic qualification, the respondents with positive responses also increased. Majority (73.34%) of below 10 years of

experiences, (76.48%) of 11-20 years of experiences and (72.22%) of above 21 years of experiences agreed with the query. Further rural areas (75%) exhibited little higher level of agreement than the urban area (66.67%)

Table 4.1.50: Is there any re-enrolment of drop-out after the introduction of Communitisation of Elementary Education?

Attributes/Response	Ranks	Yes %	No %	NR %	Total%
In all variable		37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Gender	Male	33 (71.74)	10 (21.73)	3 (06.53)	46 (100)
	Female	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Academic Qualification	U.G	15 (71.42)	3 (14.29)	3 (14.29)	21 (100)
	G	12 (66.67)	6 (33.33)	0 (00.00)	18 (100)
	G, B.Ed	7 (87.50)	1 (12.50)	0 (00.00)	8 (100)
	P.G, B.Ed	3 (100)	0 (00.00)	0 (00.00)	3 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Teaching experiences	<10	11 (73.34)	3 (20.00)	1 (06.66)	15 (100)
	11-20	13 (76.48)	4 (23.52)	0 (00.00)	17 (100)
	>21	13 (72.23)	3 (16.66)	2 (11.11)	18 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)
Areas	Urban	4 (66.67)	2 (33.33)	0 (00.00)	6 (100)
	Rural	33 (75.00)	8 (18.18)	3 (06.82)	44 (100)
	Total	37 (74.00)	10 (20.00)	3 (06.00)	50 (100)

Source: Computed from primary Data

Table No 4.1.50, states some more visible impact of communitisation of elementary schools as (74%) were in agreement with the view saying that there is re-enrolment of drop-outs after the introduction of communitisation of elementary

education. A minimum number of head teacher had not responded to this item 6%) whereas, (20%) answered negatively.

While analyzing the same across the variable gender, 100% of the female respondents were in agreement as compare to male respondents (71.74%). On the basis of academic qualification variable the respondents with post graduate with B.Ed qualification (100%) had the highest positive responses followed by graduate with B.Ed with (87.5%), U.G with (71.42%) least agreed responses coming from the graduate qualification respondents (66.67%). On the basis of experiences variable (73.34%) of 1-10 years, (76.48%) of 11-20 years and (72.23%) of above 21 years were in agreement. The majority of the head master respondents of rural areas (75%) and (66.66%) from urban areas had also responded positively. Interestingly, all the respondents i.e. (100%) from the female, post graduate with B.Ed qualification had also responded positively to the view.

Table 4.1.51: Reason for drop-out please tick

Rating	Gender		Qualification				Years in jobs			areas		
	Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11/21	>21	Rural	Urban	
a	18 (36.00)	18 (39.13)	0 (00.0)	6 (28.57)	6 (33.33)	3 (37.50)	3 (100)	2 (13.33)	7 (41.17)	9 (50.00)	16 (36.36)	2 (33.33)
b	32 (64.00)	30 (65.21)	2 (50.00)	14 (66.66)	9 (50.00)	6 (75.00)	3 (100)	10 (66.66)	10 (58.82)	12 (66.66)	27 (61.36)	5 (83.33)
c	19 (38.00)	18 (39.13)	1 (25.00)	8 (38.09)	7 (38.88)	2 (25.00)	2 (66.66)	6 (40.00)	6 (35.29)	7 (38.88)	16 (36.36)	3 (50.00)
d	4 (08.00)	4 (08.69)	0 (00.0)	2 (09.52)	1 (05.55)	1 (12.50)	0 (00.0)	2 (13.33)	1 (05.88)	1 (05.55)	3 (06.81)	1 (16.66)
e	30 (60.00)	27 (58.69)	3 (75.00)	12 (57.14)	9 (50.00)	7 (87.50)	2 (66.66)	11 (73.33)	9 (52.94)	10 (55.55)	25 (56.81)	5 (83.33)
f	22 (44.00)	19 (41.30)	3 (75.00)	10 (47.61)	6 (33.33)	5 (06.50)	1 (33.33)	4 (26.66)	10 (58.82)	8 (44.44)	20 (45.45)	2 (33.33)
g	16 (32.00)	15 (32.60)	1 (25.00)	4 (19.04)	8 (44.44)	4 (50.00)	0 (00.0)	5 (33.33)	9 (52.94)	2 (11.11)	15 (34.09)	1 (16.66)

Source: Computed from primary data.

Note:

- a) *Failure* b) *Family problem* c) *Illness* d) *Distance of school*
 e) *Poverty* f) *Disinterested in studies* g) *others*

Table 4.1.51 indicates that (36%) of head teachers share their idea that failure is one of the reasons for drop-out students, whereas (64%) shared their view that

family problem the reason for drop-out students. Another (38%) of the head teachers shared that the reason for drop-out students is due to illness. Some of them i.e. (8%) shared their view that it is because of long distance to reach the school, majority 60% shared that the poverty of parents is the cause, (44%) disinterested and (23%) for other reasons. While analysing the same across the variable gender, qualification, experience and areas it is found that majority of the respondents irrespective of any variable (varying from 52.94% to 87.5%) responded that the reason for drop-out of the students is due to poverty of the parents. Another (50% to 100%) regardless of any variable responded that drop-out students is due to family problem. Further (8.69% to 100%) irrespective of any variable responded that drop-out students is due to failure, illness, distance of the school, disinterested in studies and some more other reasons.

Table 4.1.52: Have the student's performance improved after the implementation of the Communitisation of Elementary Education?

Attributes /Response	Ranks	Yes %	No %	NR %	Total %
In all variable		48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Gender	Male	44 (95.66)	1 (02.17)	1 (02.17)	46 (100)
	Female	4 (100.0)	0 (00.00)	0 (00.00)	4 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (1000)
Academic Qualification	U.G	20 (95.24)	1 (04.76)	0 (00.00)	21 (100)
	G	17 (94.45)	0 (00.00)	1 (05.55)	18 (100)
	G, B.Ed	8 (100.0)	0 (00.00)	0 (00.00)	8 (100)
	P.G, B.Ed	3 (100.0)	0 (00.00)	0 (00.00)	3 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Teaching experiences	<10	13 (86.66)	1 (06.67)	1 (06.67)	15 (100)
	11-20	17 (100.0)	0 (00.00)	0 (00.00)	17 (100)
	>21	18 (100.0)	0 (00.00)	0 (00.00)	18 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Areas	Urban	5 (83.34)	0 (00.00)	1 (16.66)	6 (100)
	Rural	43 (97.73)	1 (02.27)	0 (00.00)	44 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)

Source: Computed from primary Data

The data presented in the table 4.1.52, clearly reveals whether students 'performance has improve after the implementation of communitisation of elementary education. In all variables, majority of the head master respondents with (96%) were

in agreement with the view whereas (2%) disagreed with the view and (2%) had not responded to this item. While analysing the different variable, (above 86.66%) irrespective of any variable of any categories were in agreement with the view saying that the students performance have improved after the implementation of communitisation. Further, all the respondents (100%) from the female, graduate with B.Ed, and post graduate with B.Ed qualification, 11-20 years, and above 21 years of experiences had responded positively to the view.

Table 4.1.53: Are the Students regular in the Class?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Gender	Male	44 (95.66)	1 (02.17)	1 (02.17)	46 (100)
	Female	4 (100.0)	0 (00.0)	0 (00.0)	4 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Academic Qualification	U.G	20 (95.24)	1 (04.76)	0 (00.0)	21 (100)
	G	17 (94.45)	0 (00.0)	1 (05.55)	18 (100)
	G, B.Ed	8 (100.0)	0 (00.0)	0 (00.0)	8 (100)
	P.G, B.Ed	3 (100.0)	0 (00.0)	0 (00.0)	3 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Teaching experiences	<10	13 (86.66)	1 (06.67)	1 (06.67)	15 (100)
	11-20	17 (100.0)	0 (00.0)	0 (00.0)	17 (100)
	>21	18 (100.0)	0 (00.0)	0 (00.0)	18 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
Areas	Urban	5 (83.34)	0 (00.0)	1 (16.66)	6 (100)
	Rural	43 (97.73)	1 (02.27)	0 (00.0)	44 (100)
	Total	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)

Source: Computed from primary Data.

Table 4.1.53 shows that out of 50 head teachers (96%) opined that students are regular in the school whereas (2%) shared that students are not regular and another (2%) have not responded to the query.

While analyzing the same across the variable gender, academic qualifications, teaching experiences and areas, it can be seen that majority of the respondents above (83.34%), irrespective of any variable, were in agreement with the view. Interestingly, all the respondents i.e. 100% of the female, graduate with B.Ed , post graduate with B.Ed qualification, 11-20 years of experiences and above 21 years of experiences had responded positively to the view.

Table 4.1.54: Do you organize workshop based on SUPW

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		32 (64.00)	18(36)	-	50 (100)
Gender	Male	30 (65.22)	16 (34.78)	0	46 (100)
	Female	2 (50.00)	2 (50.00)	0	4 (100)
	Total	32 (64.00)	18 (36.00)	0	50 (100)
Academic Qualification	U.G	12 (57.15)	9 (42.85)	0	21 (100)
	G	10 (55.56)	1 (12.50)	0	18 (100)
	G, B.Ed	7 (87.50)	0(00.00)	0	8 (100)
	P.G, B.Ed	3 (100.0)	0 (36.00)	0	3 (100)
	Total	32 (64.00)	18 (36.00)	0	50 (100)
Teaching experiences	<10	10 (66.67)	5 (33.33)	0	15 (100)
	11-20	7 (41.17)	7 (41.17)	0	14 (100)
	>21	10 (58.83)	6 (33.33)	0	17 (100)
	Total	12 (66.67)	18 (36.00)	0	30 (100)
Areas	Urban	3 (50.00)	3 (50.00)	0	6 (100)
	Rural	29 (65.91)	15 (34.09)	0	44 (100)
	Total	32 (64.00)	18 (36.00)	0	50 (100)

Source: Computed from primary Data.

Table 4.1.54 reflects that with regard to workshop based on SUPW, in all variable (64%) of the head masters responded that they do organize workshop based on SUPW whereas, (36%) shared that they do not organize workshop based on SUPW.

While analyzing the variable gender, the female respondents had equal agreed as well as disagreed response option, whereas majority of male (65.22%) agreed with the view. On the basis of academic qualification (57.15%) of undergraduate, (55.56%) of graduate, (87.5%) of graduate with B.Ed, (100 %) of post graduate with B.Ed responded positively. On the basis of experiences (66.67%) of 1-10 years, (58.83%) of 11-20 years, (66.67%) of above 21 years were in agreement with the view. The urban areas respondents had equal agreed as well as disagreed response option whereas majority of the rural areas (65.91%) responded positively that they organised workshop based on SUPW.

Table 4.1.55: Do you conduct morning assembly in your school?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		49 (98.00)	1 (02.00)	0	50 (100)
Gender	Male	45 (97.83)	1 (02.17)	0	46 (100)
	Female	4 (100.0)	0(00.00)	0	4 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)
Academic Qualification	U.G	20 (95.24)	1(4.76)	0	21 (100)
	G	18 (100.0)	0(00.00)	0	18 (100)
	G, B.Ed	8 (100.0)	0(00.00)	0	8 (100)
	P.G, B.Ed	3 (100.0)	0(00.00)	0	3 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)
Teaching experiences	<10	15 (100.0)	0(00.00)	0	15 (100)
	11-20	16 (94.12)	1 (05.88)	0	17 (100)
	>21	18 (100.0)	0(00.00)	0	18 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (1000)
Areas	Urban	6 (100.0)	0(00.00)	0	6 (100)
	Rural	43 (97.73)	1 (02.27)	0	44 (100)
	Total	49 (98.00)	1 (02.00)	0	50 (100)

Source: Computed from primary Data.

A look at the table 4.1.55, reveals that morning assembly was conducted in almost all the schools. Out of 50 head teacher (98%) shared that they conduct morning assembly. Whereas a minimum of (2%) shared that they do not conduct morning assembly. While analyzing the different variable, it is found that majority of

the respondents (varying from 94.12% to 100%) irrespective of any variable were in agreement with the query. Further, all the respondents (100%) of female, graduate with B.Ed, post graduate with B.Ed, 1-10years, above 21 years of experiences and urban areas were in support of the aspect that they conduct morning assembly in their schools.

Table 4.1.56: If yes, is it compulsory for all the teacher to attend?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		33 (66.00)	15 (30.00)	2 (04.00)	50 (100)
Gender	Male	29 (63.05)	15 (32.60)	2 (04.35)	46 (100)
	Female	4 (100.0)	0(00.00)	0	4 (100)
	Total	33 (66.00)	15 (30.00)	2 (04.00)	50 (100)
Academic Qualification	U.G	15 (71.43)	5 (23.80)	1 (04.77)	12 (100)
	G	10 (55.56)	7 (38.88)	1 (05.56)	18 (100)
	G, B.Ed	6 (75.00)	2 (25.00)	0	8 (100)
	P.G, B.Ed	2 (66.67)	1 (33.33)	0	3 (100)
	Total	33 (66.00)	15 (30.00)	2 (04.00)	50 (100)
Teaching experiences	<10	10 (66.67)	5 (33.33)	0	15 (100)
	11-20	7 (41.18)	8 (47.06)	2 (11.76)	17 (100)
	>21	16 (88.89)	2 (11.11)	0	18 (100)
	Total	33 (66.00)	15 (30.00)	2 (04.00)	50 (100)
Areas	Urban	6 (100.0)	0(00.00)	0	6 (100)
	Rural	27 (61.37)	15 (34.09)	2 (04.54)	44 (100)
	Total	33 (66.00)	15 (30.00)	2 (04.00)	50 (100)

Source: Computed from primary Data.

Opinion of the head teachers were sought on if they conduct morning assembly, is it compulsory for all the teachers to attend. Table 4.1.56 depicts that in all variables majority of the schools made it compulsory for all teachers to attend the morning assembly. In term of percentage (66%) of the schools made it compulsory whereas (30%) shared that it is not compulsory for the teacher to attend the morning assembly and a minimum (4%) had not responded to this item. While analysing the

data under the variable gender it was found that (63.5%) of male and (100%) of female were in agreement with the view saying that it is compulsory for all the teachers to attend morning assembly. On the basis of academic qualification variable it was found that (71.43%) of undergraduate qualification, (55.56%) of graduate and (75%) of graduate with B.Ed and (66.67%) of post graduate with B.Ed qualification were in agreement with the view. On the basis of experiences variable, majority with (66.67%) of 1-10 years, (88.89%) of above 21 years of experiences were in agreement with the view except (47.06%) of 11-20 years were disagreed with the view. Further, the rural areas with (61.37%) and urban areas with (100%) were found to be making compulsory for teachers to attend the morning assembly

Table 4.1.57: Do you maintain Students' disciplinary register?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		37(74.00)	13(26.00)	0	50(100)
Gender	Male	3 (73.92)	12(26.08)	0	50(100)
	Female	3 (75.00)	1 (25.00)	0	4 (100)
	Total	37(74.00)	13(26.00)	0	4 (100)
Academic Qualification	U.G	1 (66.67)	7 (33.33)	0	2 (100)
	G	1 (72.23)	5 (27.77)	0	18(100)
	G, B.Ed	7 (87.50)	1 (12.50)	0	8 (100)
	P.G, B.Ed	3 (100.0)	0(00.00)	0	3 (100)
	Total	3 (74.00)	1 (26.00)	0	5 (100)
Teaching experiences	<10	1 (66.67)	5 (33.33)	0	1 (100)
	11-20	12(70.59)	5 (29.41)	0	1 (100)
	>21	15(83.34)	3 (16.66)	0	1 (100)
	Total	37(74.00)	13(26.00)	0	5 (100)
Areas	Urban	4 (66.67)	2 (33.33)	0	6 (100)
	Rural	33(75.00)	1 (25.00)	0	44
	Total	37(74.00)	1 (26.00)	0	(100) 50(100)

Source: Computed from primary Data.

The data in the table 4.1.57 reflects whether the head master maintain students' disciplinary register. In all variables (74%) of headmaster maintains student's disciplinary register, whereas (26%) do not maintain it.

Analyzing the above data under the variable gender, it is found that female head master with (75%) were found little higher in agreement than that of male (73.92%). Further with the increased of academic qualification and experiences of

head teachers, the respondents on agreed response also increased. On the basis of areas, (66.67%) of urban areas and (75%) of rural areas were in agreement to the query.

Table 4.1.58: Are you satisfied with the students' achievement?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		36 (72.00)	14 (28.00)	0	50 (100)
Gender	Male	34 (73.92)	12	0	50 (100)
	Female	2 (50.00)	(26.08)	0	46 (100)
	Total	36 (72.00)	2 (50.00)	-	4 (100)
Academic Qualification	U.G	16 (76.20)	5 (23.80)	0	21 (100)
	G	13 (72.23)	5 (27.77)	0	18 (100)
	G, B.Ed	5 (62.50)	3 (37.50)	0	8 (100)
	P.G, B.Ed	2 (66.67)	1 (33.33)	0	3 (100)
	Total	36 (72.00)	14	-	50 (100)
Teaching experiences	<10	11 (73.34)	4 (26.66)	0	15 (100)
	11-20	13 (76.48)	4 (23.52)	0	17 (100)
	>21	12 (66.67)	6 (33.33)	0	18 (100)
	Total	36 (72.00)	14 (28.00)	0	50 (100)
Areas	Urban	5 (83.34)	1 (16.66)	0	6 (100)
	Rural	31 (70.46)	13	0	44 (100)
	Total	36 (72.00)	(29.54)	0	50 (100)
			14 (28.00)		

Source: Computed from primary Data.

The enquiry to the view point whether head teacher are satisfied with the students' achievement is presented in the table 4.1.58, which highlights that (72%) of

the head teacher were in agreed and (28%) responded negatively saying that they were not satisfied with the students achievement.

While analysing the variable gender, the male head master responded with (73.92%) agreed with the view whereas the female headmaster had equal divided responses on the given option. On the basis of academic qualification variable, majority of the respondents of undergraduate with (76.20%) and (72.23%) of graduate, (62.5%) of graduate with B.Ed and (66.67%) of postgraduate with B.Ed were in agreement with the view. Further majority of the head master respondents' of 1-10 years of experiences with (73.34%) and 11-20 years with (76.48%) and above 21 years (66.67%) were in agreement with the query. The respondents from urban areas (83.34%) and (70.46%) rural areas had also agreed with the view that they are satisfied with the students' performance.

Table 4.1.59: Is Supervision and inspection of the school made from time to time by the following community members

Rating	Gender		Qualification				Years in jobs			areas	
	Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11/21	>21	Rural	Urban
a	30 (60)	28 (50)	12 (57.14)	12 (66.66)	4 (50)	2 (66.66)	9 (60)	11 (64.70)	10 (55.55)	26 (59.09)	4 (66.66)
b	14 (28)	12 (50)	8 (38.09)	3 (16.66)	2 (25)	1 (33.33)	4 (26.66)	3 (17.64)	7 (38.88)	12 (27.27)	2 (33.33)
c	42 (84)	40 (50)	18 (85.71)	16 (88.88)	5 (62.5)	3 (100)	12 (80)	16 (94.11)	14 (77.77)	39 (88.63)	3 (50)
d	26 (52)	25 (25)	9 (4.85)	12 (66.66)	4 (50)	1 (33.33)	7 (46.66)	10 (58.82)	9 (50)	24 (54.54)	2 (33.33)
e	14 (28)	13 (28.26)	4 (19.04)	6 (33.33)	3 (37.5)	1 (33.33)	3 (20)	6 (35.77)	5 (27.77)	12 (27.27)	2 (33.33)
f	23 (46)	22 (25)	7 (33.33)	8 (44.44)	6 (75)	2 (66.66)	7 (46.66)	9 (52.94)	7 (38.88)	22 (50)	1 (16.66)

Source: computed from primary data

- a) Parents b) Women group c) VEC members d) Village councils
e) Members of VDB f) Others

The data presented in the table 4.1.59, reflects whether supervision and inspection of the school were made from time to time by the above mentioned community members.

As per the percentage out of 50 head masters, (84%) of them responded that the school were supervised and inspected by VEC members. About (60%) of the schools was supervised and inspected by parents and VEC members taking keen interest in visiting the schools, interacting with the school authorities and were always informed about their children progress. (46%) were inspected by others like youth and students' body, (52%) by the village council, (28%) by the VDB members and women group. The distribution of the data in terms of gender, qualification, experiences and areas reveals that majority of the respondents irrespective of any variable (varying from 50% to 94%) responded that the VEC members and parents supervised and inspected the school. While analysing the variable 'gender' the highest responses of inspection comes from male VEC members with (86.95%) whereas, female (50%). On the basis of academic qualification variable the highest supervision and inspection members comes from VEC members with (85.71%) of undergraduate, (88.88%) of graduate, (62.5%) of graduate with B.Ed and (100%) of post graduate. Further on the basis of experiences variable the highest agreed responses of inspection come from VEC members. However in variable areas the highest agreed responses of inspection in the rural areas comes from VEC members whereas in urban areas it comes from parents.

Table 4.1.60: How does the Community contribute?

Rating	Gender		Qualification				Years in jobs			Areas	
	Male	Female	U.G	G	G, B.Ed	P.G, B.Ed	<10	11/21	>21	Rural	Urban
In all variables											
a	4 (08.00)	4 (08.69)	0 (00.00)	2 (11.11)	1 (12.50)	1 (33.33)	1 (06.66)	3 (17.64)	1 (05.55)	4 (09.09)	0 (00.00)
b	18 (36.00)	17 (36.95)	1 (25.00)	7 (38.88)	4 (50.00)	1 (33.33)	7 (46.66)	5 (29.41)	6 (33.33)	18 (40.90)	0 (00.00)
c	19 (38.00)	17 (36.95)	2 (50.00)	6 (33.33)	4 (50.00)	1 (33.33)	5 (33.33)	8 (47.05)	6 (33.33)	15 (34.09)	4 (66.66)
d	40 (80.00)	38 (82.00)	2 (50.00)	16 (88.88)	5 (62.50)	2 (66.66)	12 (80.00)	15 (88.23)	13 (72.22)	40 (90.90)	0 (00.00)

Source: Computed from primary Data.

Note:

- a) Cash b) Kind
c) Others d) Labours

According to the projection drawn from the data presented in the table 4.1.60 it can be concluded that since most of the community members are farmers, majority (80%) of the community contributes in the form of labour. About (38%) of the community contributes by others, and (36%) by kind and (8%) by cash.

Table 4.1.61: Are there any disabled children enrolled in your School?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		22 (44.00)	28 (56.00)	0	50 (100)
Gender	Male	20 (43.48)	26 (56.52)	0	46 (100)
	Female	2 (50.00)	2 (50.00)	0	4 (100)
	Total	22 (44.00)	28 (56.00)	0	50 (100)
Academic Qualification	U.G	11 (52.39)	10 (47.61)	0	21 (100)
	G	7 (38.89)	11 (61.11)	0	18 (100)
	G, B.Ed	2 (25.00)	6 (75.00)	0	8 (100)
	P.G, B.Ed	2 (66.67)	1 (33.33)	0	3 (100)
	Total	22 (44.00)	28 (56.00)	0	50 (100)
Teaching experiences	<10	7 (46.67)	8 (53.33)	0	15 (100)
	11-20	8 (47.06)	9 (52.94)	0	17 (100)
	>21	7 (38.89)	11 (61.11)	0	18 (100)
	Total	22 (44.00)	28 (56.00)	0	50 (100)
Areas	Urban	3 (50.00)	3 (50.00)	0	6 (100)
	Rural	19 (43.18)	25 (56.82)	0	44 (100)
	Total	22 (44.00)	28 (56.00)	0	50 (100)

Source: Computed from primary Data.

The query to the head teachers as to whether any disabled children are enrolled in their schools, is presented in table 4.1.61, it is found that (44%) responded positively saying that disabled students are enrolled in their school while (56%) of the

headmaster respondents responded that they do not have disabled students in their schools.

While analyzing under the variable gender, it is found that (50%) of female and (43.48%) male respondents responded that disabled students are enrolled in their school. On the basis of academic qualification variable, it is found that (52.39%) of undergraduate, (38.89%) of graduate, (25%) of graduate with B.Ed were in agreement with the view. Further (46.67%) of 1-10 years, (47.06%) of 11-20years and (38.89%) of above 21 years were in agreement with the query. On the basis of areas variable (50%) of urban areas and (43.18%) of rural areas responded that disabled students are enrolled in their school.

Table 4.1.62: Are there any grants and provision for disabled Children received?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		6 (12.00)	44(88.00)	0	50 (100)
Gender	Male	5 (10.86)	41 (89.14)	0	46 (100)
	Female	1 (25.00)	3 (75.00)	0	4 (100)
	Total	6 (12.00)	44 (88.00)	0	50 (100)
Academic Qualification	U.G	5 (23.80)	16 (76.20)	0	21 (100)
	G	1 (05.55)	17 (94.45)	0	18 (100)
	G, B.Ed	0(00.00)	8 (100.0)	0	8 (100)
	P.G, B.Ed	0(00.00)	3 (100.0)	0	3 (100)
	Total	6 (12.00)	44 (88.00)	0	50 (100)
Teaching experiences	<10	3 (20.00)	12 (80.00)	0	15 (100)
	11-20	0(00.00)	17 (100.0)	0	17 (100)
	>21	3 (16.66)	15 (83.34)	0	18 (100)
	Total	6 (12.00)	44 (88.00)	0	50 (100)
Areas	Urban	0(00.00)	6 (100.0)	0	6 (100)
	Rural	6 (13.63)	38 (86.37)	0	44 (100)
	Total	6 (12.00)	44 (88.00)	0	50 (100)

Source: Computed from primary Data.

The data in the table 4.1.62 reflects on the question whether any grants and provision for disabled were received. From the table it is found that (12%) received grants and provision for disabled children whereas (88%) did not receive as many of the schools do not have disabled children. While analyzing the same across the variable gender, academic qualifications, experiences and areas, it is found that (10.86%) of male, (25%) of female, (23.80%) of undergraduate, (5.55%) of graduate,

(20%) of 1-10 years of experiences, (16.66%) of above 21 years of experience and (13.63%) of rural areas responded that they received grants and provision for disabled children.

Table 4.1.63: Are there any activities carried out to promote the Education of the Girl Child?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		16(32.00)	34(68.00)	0	50 (100)
Gender	Male	1 (34.78)	3 (65.22)	0	46 (100)
	Female	0(00.00)	4 (100.0)	0	4 (1000)
	Total	16(32.00)	34(68.00)	0	50 (100)
Academic Qualification	U.G	6 (28.57)	1 (71.43)	0	21 (100)
	G	6 (33.33)	1 (66.67)	0	18 (100)
	G, B.Ed	2 (25.00)	6(75.00)	0	8 (100)
	P.G, B.Ed	2 (66.66)	1(33.34)	0	3 (100)
	Total	16(32.00)	3 (68.00)	0	50 (100)
Teaching experiences	<10	2 (13.33)	13(86.67)	0	15(100)
	11-20	7 (41.17)	1 (58.83)	0	17 (100)
	>21	7 (38.88)	11(61.12)	0	18 (100)
	Total	16(32.00)	3 (68.00)	0	50 (100)
Areas	Urban	3 (50.00)	3(50.00)	0	6 (100)
	Rural	13(29.54)	31(70.46)	0	44 (100)
	Total	16(32.00)	4 (68.00)	0	50 (100)

Source: Computed from primary Data.

The data in the table 4.1.63 reflects the responses of the head teachers on whether any activities are there to carry out to promote the education of the girl child. majority of the respondents disagreed with the query saying that there is not any activity carry out to promote the education of a girl child, except (66.66%) of post graduate with B.Ed agreed with it.

4.1.64. Do you get feedback from Community about school's performance?

Attributes/ Response	Ranks	Yes %	No %	NR %	Total %
In all variable		39(78.00)	7(14.00)	4(08.00)	50(100)
Gender	Male	37(80.43)	5(10.87)	4(08.70)	50(100)
	Female	2(50.00)	5(50.00)	0	46(100)
	Total	39(78.00)	7(14.00)	4(08.00)	4(100)
Academic Qualification	U.G	14(66.66)	5(23.81)	2(09.53)	21(100)
	G	16(88.88)	1(05.56)	1(05.56)	18(100)
	G, B.Ed	7(87.50)	0(00.00)	1(12.50)	8(100)
	P.G, B.Ed	2(66.66)	1(33.34)	0	3(100)
	Total	39(78.00)	7(14.00)	4(08.00)	50(100)
Teaching experiences	<10	14(93.33)	1(06.67)	0	15(100)
	11-20	13(76.48)	2(11.76)	2(11.76)	17(100)
	>21	12(66.66)	4(22.23)	2(11.11)	18(100)
	Total	39(78.00)	7(14.00)	4(08.00)	50(100)
Areas	Urban	3(50.00)	0(00.00)	3(50.00)	6(100)
	Rural	36(81.81)	7(15.91)	1(02.28)	44(100)
	Total	39(78.00)	7(14.00)	4(08.00)	50(100)

Source: Computed from primary Data.

The enquiry to the view point on whether Head teachers of the schools get feedback from community about schools performances is presented in table 4.1.64, it is found that in all variable, (78%) of head teachers get feedback from community about schools performance and (14%) responded negatively saying that they do not get feedback from community about schools performance and a minimum of (8%) had not responded to this item. While analysing across the variable gender, it was found that more percentage of male head teachers (80.93%) responded positively to the view however the female head masters respondents had equal divided responses to the given option. On the basis of academic qualification variable it is found that majority (66.66%) of undergraduate, (88.88%) of graduate, (87.5%) of graduate with B.Ed and (66.66%) of postgraduate with B.Ed were in agreement with the query that

they get feedback from community. Further, on the basis of experiences (93.33%) of 1-10 years of experiences, (76.48%) of 11-20 years and (66.66%) of above 21 years were in agreement with the view that they get feedback from community about schools performances. On the basis of areas variable majority of rural areas (81.81%) were in agreement with the query than that of urban areas with (50%).

4.1.65. Based on feedback do you take reformation measures?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		39 (78.00)	6 (12.00)	5 (10.00)	50 (100)
Gender	Male	37 (80.44)	5 (10.86)	4 (08.70)	46 (100)
	Female	2 (50.00)	1 (25.00)	1 (25.00)	4 (100)
	Total	39 (78.00)	6 (12.00)	5 (10.00)	50 (100)
Academic Qualification	U.G	14 (66.67)	4 (19.04)	3 (14.29)	21 (100)
	G	16 (88.88)	1 (05.56)	1 (05.56)	18 (100)
	G, B.Ed	7 (87.50)	0(00.00)	1 (12.50)	8 (100)
	P.G, B.Ed	2 (66.67)	1 (33.33)	0(00.00)	3 (100)
	Total	39 (78.00)	6 (12.00)	5 (10.00)	50 (100)
Teaching experience	<10	14 (93.34)	1 (06.66)	0(00.00)	15 (100)
	11-20	13 (76.48)	2 (11.76)	2 (11.76)	17 (100)
	>21 years	12 (66.66)	3 (16.67)	3 (16.67)	18 (100)
	Total	39 (78.00)	6 (12.00)	5 (10.00)	50 (100)
Areas	Urban	5 (83.34)	0(00.00)	1 (16.66)	6 (100)
	Rural	34 (77.28)	6 (13.63)	4 (09.09)	44 (100)
	Total	39 (78.00)	6 (12.00)	5 (10.00)	50 (100)

Source: Computed from primary data

The table 4.1.65 reveal that out of 50 head teachers, majority of the respondents (varying from 66.66% to 93.34%) irrespective of any variable were in agreement with the view that the head of the school take reformative measures based on the feedback of the students' parents and the community leaders. The respondents on disagreed and those that did not response were low and negligible.

4.1.66. Major problems confronted by the head of the schools.

Sl.No.	Types of problems	No. of heads	%
	School related problem		
1.	Poor school building	7	14
2.	Lack of facilities	18	36
3.	Shortage of teacher	13	26
Parents related problems			
4.	Poor-socioeconomic background	22	44
5.	Non-cooperation	12	24
Students related problem			
6.	Lack of study habit	8	16
7.	Lack of discipline	4	8
VEC related problem			
8.	Function and duties	16	32
9.	Interaction between VEC and Teachers	4	8

A predominant problem faced by the head of the government elementary schools appeared to be in the area of poor-socioeconomic background of the parents with 44% and function and duties of the VEC with 32% which means confusion on the part of the Village Education Committee in relation to the new roles and responsibilities,. Another problem is lack of facilities with 36%, shortage of teacher 26% followed by non- cooperation of parents which means, low parental participation and also under funding of education by government.

Category – 2: Data on Teacher**4.2. Teachers of the Schools**

Teachers have had important role models to boys and girls (students) and to their communities. Teachers are arguably the most important group of professionals for our nation's future. With the changes of educational system in a society, it sets a new dimension on the teaching profession. For which the teachers are required not only to acquire new knowledge but also to develop themselves continuously as the classrooms now contain a more heterogeneous mix of young people from different backgrounds and with different level of abilities and disabilities. The teachers play a crucial role not only in education system but also in communities and societies towards exploring new horizons and achieving higher level of progress and development. Thus, the quality of any educational reforms depends upon the quality of teachers and in turn to a large extent depends on the attitude of teachers. The quality of education is directly related to the quality of instruction. Teachers are instrumental for better instruction. The teachers are required to have a higher professionalism because of the rapidly changing circumstances and expected to use the best practices and strategies to meet the challenging demand of his career, which involves imparting knowledge and developing essential skills of the students. A good teacher is expected to be committed to his work and have the ability to take the initiative.

For the study, a total of 105 teacher respondents were taken as a sample in which 78 teachers were male and 27 teachers were female. On the basis of academic qualifications, 61 teachers were undergraduate, 34 teachers were graduate, 6 teachers were graduate with B.Ed and 4 teachers with post graduate qualification. It is also classified on the basis of experience; 50 teachers were taken with less than 10 years of experiences, 31 teachers with 11-20 years of experiences, and 24 teachers with above 21 years of experiences. The responses of the teachers on the impact of communitisation of elementary education are represented in the table below.

4.2.1. Sex

With respect to the sex, the following facts emerged from the data in the study.

Table 4.2.1: Sex-wise distribution of the elementary teachers.

Sex	No of Teachers	%
(a) Male Primary Teachers	78	74.28
(b) Female Primary Teachers	<u>27</u>	<u>25.72</u>
Total	105	100.00

Source: Computed from Primary Data

From the data in the table 4.2.1, it is clear that out of 105 Primary Teachers, 78 (74.28%) are male and 27 (25.72%) are female in the sample.

4.2.2. Qualifications

From the scrutiny of the data acquired in response to the question pertaining to the qualifications of the Elementary Teachers, it is found (refer table 4.2.2) consisting of undergraduate, Graduate, Graduate with B.Ed, and Post Graduate.

Table 4.2.2: Qualification of Elementary Teachers

Qualification	No. of Teachers	%
Undergraduate (U.G)	61	58.10
Graduate (G)	34	32.38
Graduate with Graduate in education(G,B.Ed)	6	5.72
Post Graduate (P.G)	4	3.80
Total=	105	100.00

Sources: Computed from Primary Data

Note:

Undergraduate (U.G)	Matriculate, Pre-University
Graduate (G)	B.A/B.Sc/B.Com
Graduate with Graduate in	
Teacher Education (G.with B.Ed)	B.A/B.Sc/B.Com, with B.Ed
Post Graduate (P.G)	M.A/M.Sc/M.Com

Data pertaining to table 4.2.2 reveal that 61 (58.10%) Elementary Teachers were undergraduates whereas 4 (3.80%) were highly qualified with Post graduate degrees, 6 (5.72%) were graduate with B.Ed and 34(32.38%) with graduate qualification. It indicates that undergraduate constituted the highest, whereas post graduates the lowest.

4.2.3. Teaching Experience of Elementary Teachers

With regard to the teaching experience of the primary teachers, it ranges from 3-33 years.

Table 4.2.3: Range of experience of the Elementary Teacher

Range of experience	Male	Female	Total	%
<10	38	12	50	47.62
11-20	23	8	31	29.53
> 21	17	7	24	22.85
Total	78	27	105	100.00

Sources: Computed from Primary Data

Table 4.2.3, reveal that the male Elementary Teachers were more in number in every range of experience as compared to female elementary teacher.

Out of 105 Elementary Teachers 50 (47.62%) have teaching experience between the range of 1-10 years, 24 (22.85%) were the most experienced elementary teacher having 21 years and above and 31 (29.53%) with experience between 11-20 years.

Table 4.2.4: Is the curriculum relevant to life and environment of the child?

Attributes/ Responses	Ranks %	Yes %	No %	NR %	Total
Gender	Male	64 (82.06)	8 (10.25)	6 (07.69)	78 (100)
	Female	26 (96.30)	0 (00.00)	1 (03.70)	27 (100)
	Total	90 (85.72)	8 (07.62)	7 (06.66)	105 (100)
Academic Qualification	Under Graduate	50 (81.97)	5 (08.20)	6 (09.83)	61 (100)
	Graduate	33 (97.06)	1 (02.94)	0 (00.00)	34 (100)
	Graduate with B.Ed	4 (66.66)	1 (16.67)	1 (16.67)	6 (100)
	Post Graduate	3 (75.00)	1 (25.00)	0 (00.00)	4 (100)
	Total	90 (85.72)	8 (07.62)	7 (06.66)	105 (100)
Years in job	<10	42 (84.00)	6 (12.00)	2 (04.00)	50 (100)
	11-20	28 (90.33)	1 (03.22)	2 (06.45)	31 (100)
	> 21	20 (83.34)	1 (04.16)	3 (12.50)	24 (100)
	Total	90 (85.72)	8 (07.62)	7 (06.66)	105 (100)

(Note: NR implies no responses i.e., those who are not sure whether curriculum is relevant to the life and environment of the child)

Source: Computed from Primary data

On enquiring to the teachers whether the curriculum is relevant to the life and environment of the child is presented in the table 4.2.4. Majority of the elementary teacher respondents (85.71%) were in agreement with the query saying that curriculum is relevant to life and environment of the child.

A minimum number of teachers (6.67%) had not responded to this item and (7.62%) answered negatively saying that it is not relevant.

While analyzing the same across the variable gender, it has been found that female teachers (96.30%) were found with little higher level of curriculum relevant than that of the male teachers (82.06%).

Under the variable of the academic qualifications, (97.05%) of graduates, (66.66%) of graduates with B.Ed, (77%) post graduate and (81.97%) of undergraduates responded positively. Similarly, under the variable of experiences (90.32%) of 11-20 years in job inhibited higher level of positive response than that of 1-10 years with (84%) and (83.33%) of above 21 years.

Table 4.2.5: Does the school own any games and sports material and equipment?

Attributes Response	Rank	Yes %	No %	NR %	Total %
	Male	59 (75.65)	14 (17.94)	5 (06.41)	78 (100)
	Female	17 (62.97)	8 (29.63)	2 (07.40)	27 (100)
	Total	76 (72.39)	22 (20.95)	7 (06.66)	105 (100)
Academic Qualification	Under Graduate	38 (62.30)	18 (29.51)	5 (08.19)	61 (100)
	Graduate	32 (94.12)	1 (02.94)	1 (02.94)	34 (100)
	Graduate with B.Ed	4 (66.67)	2 (33.33)	0 (00.00)	6 (100)
	Post Graduate	2 (50.00)	1 (25.00)	1 (25.00)	4 (100)
	Total	76 (72.39)	22 (20.95)	7 (06.66)	105 (100)
Years in job	<10	39 (78.00)	8 (16.00)	3 (06.00)	50 (100)
	11-20	24 (77.42)	6 (19.36)	1 (03.22)	31 (100)
	>21	13 (54.17)	8 (33.33)	3 (12.50)	24 (100)
	Total	76 (72.39)	22 (20.95)	7 (06.66)	105 (100)

Source: Computed from Primary Data

The response of the elementary teachers on the query whether the school owns any games and sports material and equipment is presented in the table 4.2.5. Majority of the respondents in all variables (72.39%) responded positively to the query. On the

basis of variable gender, more of male respondents (75.65%) agreed than that of the female respondents (62.97%).

Analysing the data on academic qualification variable, the respondents with graduate qualification (94.12%) had the highest agreed responses followed by graduate with B.Ed (66.67%) and least agreed response coming from the post graduate qualification with (50%). On the basis of experience variable, majority of the respondents above (78%) coming from the least years of experiences i.e. below 10 years, (77.42%) from 11-20 years of experiences also responded positively.

Table 4.2.6: Do you organize Debates, Seminars, Extempore Speech and Eloquence Competition?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable		59 (56.19)	39 (37.15)	7 (06.66)	105 (100)
	Male	45 (57.70)	28 (35.89)	5 (06.41)	78 (100)
	Female	14 (51.86)	11 (40.74)	2 (07.40)	27 (100)
	Total	59 (56.19)	39 (37.15)	7 (06.66)	105 (100)
Academic Qualification	Under graduate	32 (52.46)	26 (42.62)	3 (04.92)	61 (100)
	Graduate	19 (55.89)	11 (32.35)	4 (11.76)	34 (100)
	Graduate with B.Ed	4 (66.67)	2 (33.33)	0 (00.00)	6 (100)
	Post Graduate	4 (100.0)	0 (00.00)	0 (00.00)	4 (100)
	Total	59 (56.19)	39 (37.15)	7 (06.66)	105 (100)
Years in job	<10	26 (52.00)	21 (42.00)	3 (06.00)	50 (100)
	11-20	17 (54.84)	12 (38.71)	2 (06.45)	31 (100)
	>21	16 (66.67)	6 (25.00)	2 (08.33)	24 (100)
	Total	59 (56.19)	39 (37.15)	7 (06.66)	105 (100)

Source: Computed from Primary Data

Children were found enjoying learning through group discussion. Quiz, drama, debate, plays (indoor and outdoor games), drawing, painting, colouring, singing, recitation, and story-telling become integral to new methodology.

The data in the table 4.2.6 reflects how the teachers responded to the view whether they organize debate, seminars, extempore speech and eloquence competition. As shown above (56.19%) were in agreement with the query.

Analysing on the variable gender, more of male respondents (57.70%) had agreed response as compared to female respondents (51.86%). On the basis of academic qualifications variable, with the increase of qualification the agreed responses also increased. Majority of the respondents (52%) of 1-10years of experiences, (54.84%) of 11-20 years of experience and (66.67%) of above 21 years of experiences responded positively. Interestingly all the respondents i.e. (100%) of post graduate qualification were in agreement with the view.

Table 4.2.7: Does the School conduct SUPW Class?

Attributes Response	Rank	Yes %	No %	NR %	Total %
	Male	67 (85.90)	8 (10.26)	3 (03.84)	78 (100)
	Female	22 (81.49)	4 (14.81)	1 (03.70)	27 (100)
Academic Qualification	Under graduate	51 (83.61)	7 (11.48)	3 (04.91)	61 (100)
	Graduate	32 (94.12)	1 (02.94)	1 (02.94)	34 (100)
	Graduate with B.Ed	4 (66.67)	2 (33.33)	0 (00.00)	6 (100)
	Post Graduate	2 (50)	2 (50)	0 (00.00)	4 (100)
	Total	89 (84.77)	12 (11.43)	4 (03.80)	105 (100)
Years in job	<10	39 (78.00)	9 (18.00)	2 (04.00)	50 (100)
	11-20	28 (90.33)	1 (03.22)	2 (06.45)	31 (100)
	>21	22 (91.67)	2 (08.33)	0 (00.00)	24 (100)
	Total	89 (84.77)	12 (11.43)	4 (03.80)	105 (100)

Source: Computed from Primary Data

As indicated in table no. 4.2.7, it is found that majority of the elementary teachers respondents (84.77%) responded positively to the question whether the schools undertake SUPW activities as part of the school subject and the activities vary from class to class and school to school. On the gender variable more of male teachers (85.90%) were found little higher agreement response than that of the female teachers (81.49%). On the basis of academic qualification variable, the graduate respondents (94.12%) had the highest agreed response followed by undergraduate (83.61%). However, the post graduate had equal division of response on the given option. While analyzing the experience variable, interestingly with the increase of experiences the agreed responses also increased.

Table 4.2.8: Do you follow non-detention Policy in your School?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	62 (59.05)	33 (31.43)	10 (09.52)	105 (100)
Gender	Male	48 (61.54)	23 (29.49)	7 (08.97)	78 (100)
	Female	14 (51.86)	10 (37.03)	3 (11.11)	27 (100)
	Total	62 (59.05)	33 (31.43)	10 (09.52)	105 (100)
Academic Qualification	Under Graduate	36 (59.02)	18 (29.50)	7 (11.48)	61 (100)
	Graduate	20 (58.83)	11 (32.35)	3 (08.82)	34 (100)
	Graduate with B.Ed	4 (66.67)	2 (33.33)	0 (00.00)	6 (100)
	Post Graduate	2 (50.00)	2 (50.00)	0 (00.00)	4 (100)
	Total	62 (59.05)	33 (31.43)	10 (09.52)	105 (100)
Years in job	<10	29 (58.00)	18 (36.00)	3 (06.00)	50 (100)
	11-20	16 (51.62)	10 (32.26)	5 (16.12)	31 (100)
	>21	17 (70.84)	5 (20.83)	2 (08.33)	24 (100)
	Total	62 (59.05)	33 (31.43)	10 (09.52)	105 (100)

Source: Computed from Primary Data

The response of the teachers on whether they follow non-detention policy in their school is presented in table 4.2.8; non-detention policy was followed in most of the schools except in some few cases. This policy is necessary because it helps the students to be aware of the fact that they have to have to follow certain rules and regulation and if they fail to do so they are detent. The percentage shows that majority of the respondents (59.05%) agreed with the view whereas (31.43%) respondents responded negatively saying that they do not follow it and (9.52%) had not responded to this item. On the basis of academic qualifications variable, from undergraduates (59.02%), from graduates (58.83%), and from graduates with B.Ed (66.67%) responded positively however post graduates had equally divided response to the given option. Further, more of male respondents (61.54%) had agreed response as compared to female respondents (51.86%). On the basis of experience variables (58%) of 1-10 years of experience, (51.61%) of 11-20 years of experiences and (70.84%) of above 21 years of experience responded positively saying that they follow non-detention policy in their schools.

Table 4.2.9: Are the students regular in the school?

Attributes Response	Rank	Yes %	No %	NR %	Total %
	All variable				
		91 (86.67)	10 (09.52)	4 (03.81)	105 (100)
Gender	Male	68 (87.18)	8 (10.26)	2 (02.56)	78 (100)
	Female	23 (85.18)	2 (07.41)	2 (07.41)	27 (100)
	Total	91 (86.67)	10 (09.52)	4 (03.81)	105 (100)
Academic Qualification	Under Graduate	52 (85.25)	6 (09.84)	3 (04.91)	61 (100)
	Graduate	29 (85.29)	4 (11.77)	1 (02.94)	34 (100)
	Graduate with B.Ed	6 (100.0)	0 (00.00)	0 (00.00)	6 (100)
	Post Graduate	4 (100.0)	0 (00.00)	0 (00.00)	4 (100)
	Total	91 (86.67)	10 (09.52)	4 (03.81)	105 (100)
Years in job	<10	42 (84.00)	6 (12.00)	2 (04.00)	50 (100)
	11-20	28	2	1	31

		(90.33)	(06.45)	(03.22)	(100)
	>21	21 (87.50)	2 (08.34)	1 (04.16)	24 (100)
	Total	91 (86.67)	10 (09.52)	4 (03.81)	105 (100)

Source: Computed from Primary Data

The enquiry to the elementary teachers whether the students are regular in the school is presented in the table 4.2.9. Majority of the elementary teachers respondents (varying from 84% to 100%) irrespective of any variable of any categories were in agreement with the view saying that students are regular in the schools.

Interestingly, all the respondents i.e. (100%) of graduate with B.Ed and post graduates responded positively saying that students are regular in the schools.

Opinion of the teachers was sought on if the students are regular, what is the attendance position.

Table 4.2.10: If yes, what is the attendance position?

Rating	In all variable	Gender		Academic Qualification				Years in Job		
		Male	Female	U.G	G	G, B.Ed	P.G	<10	11-12	>21
		%	%	%	%	%	%	%	%	%
A	7 (07.70)	5 (07.36)	2 (08.70)	1 (01.92)	3 (10.34)	2 (33.34)	1 (25.00)	2 (04.76)	3 (10.71)	2 (09.53)
B	52 (57.14)	39 (57.35)	13 (56.52)	32 (61.54)	15 (51.73)	3 (50.00)	2 (50.00)	28 (66.66)	15 (53.57)	9 (42.86)
C	32 (35.16)	24 (35.29)	8 (34.78)	19 (36.54)	11 (37.93)	1 (16.66)	1 (25.00)	12 (28.58)	10 (35.72)	10 (47.61)
D	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)
E	91 (100)	68 (100)	23 (100)	52 (100)	29 (100)	6 (100)	4 (100)	42 (100)	28 (100)	21 (100)

Source: Computed from Primary Data

Note:

- A Very Good
- B Good
- C Average
- D Poor
- E Total

In the light of the quality of performance relating to the regularity of students, the opinions of the teachers were sought by using four point scales. A look in the above table 4.2.10, reveals that majority of the teacher respondents responded that the student's attendance percentage is good with (57.14%), followed by average with (35.16%) and very good with (7.36%). However there is no poor response.

While analysing the same, on the gender variable, majority of the respondents (57.35%) of male teachers and (56.52%) of female teachers responded that the attendance position is good followed by (35.29%) of male and (34.78%) of female responded that the attendance position of the students is average and the least responses is very good with (07.36%) of male and (08.70%) of female.

On the basis of academic qualifications variable, majority of the respondents (61.54%) of undergraduates, (51.73%) of graduates, (50%) of graduate with graduate in education and (50%) of post graduates responded positively saying that the attendance position is good. (36.54%) of undergraduate, (37.93%) of graduate, (16.66%) of graduates with B.Ed and (25%) of post graduate respondents responded that the attendance position of the students is average.

Further, majority of the respondents (71%) of below 10 years of experience, (60.71%) of 11-20 years of experience responded that the attendance position of the students is good and the respondents (47.61%) of above 21 years of experience responded that the attendance position of the students is average. (04.76%) of below 10 years of experiences, (10.71%) of 11-20 years of experience and (09.53%) of

above 21 years of experiences responded that the attendance position is very good. However, for over all result when it was tabulated the attendance position is good.

Table 4.2.11: Do you go for Orientation Programme?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	74 (70.48)	21 (20.00)	10 (09.52)	105 (100)
Gender	Male	57 (73.07)	13 (16.67)	8 (10.26)	78 (100)
	Female	17 (62.97)	8 (29.63)	2 (07.40)	27 (100)
	Total	74 (70.48)	21 (20.00)	10 (09.52)	105 (100)
Academic Qualification	Under Graduate	39 (63.94)	16 (26.23)	6 (09.83)	61 (100)
	Graduate	25 (73.53)	5 (14.71)	4 (11.76)	34 (100)
	Graduate with B.Ed	6 (100.0)	0 (00.0)	0 (00.0)	6 (100)
	Post Graduate	4 (100.0)	0 (00.0)	0 (00.0)	4 (100)
	Total	74 (70.48)	21 (20.00)	10 (09.52)	105 (100)
Years in job	<10	41 (82.00)	5 (10.00)	4 (08.00)	50 (100)
	11-20	20 (64.52)	8 (25.81)	3 (09.67)	31 (100)
	>21	13 (54.17)	8 (33.33)	3 (12.50)	24 (100)
	Total	74 (70.48)	21 (20.00)	10 (09.52)	105 (100)

Source: Computed from Primary Data

Orientation of the teachers proved to be effective because it helps the teachers to get to know curriculum being implemented for the students. The data presented in the table 4.2.11 reflects on teachers orientation programme as majority of the

elementary teachers respondents (70.48%) were in agreement with the view that they go for teacher orientation programme whereas (20%) of the teachers answered negative and a minimum (9.52%) had not responded to this item.

While analyzing the data under the variable gender, majority (73.07%) of male and (62.97%) of female were in agreement with the query.

Interestingly in academic qualification variable, with the increase of academic qualification, positive responses also increased.

On the basis of experiences, majority of the respondents (82%) of below 10 years of experience, (64.52%) of 11-20 years of experience and (54.17%) of above 21 years of experience were in agreement with the query.

Further, all the respondents i.e. (100%) of graduate with B.Ed and post graduate teacher respondents responded positively saying that they go for orientation programme.

Table 4.2.12: How often do you conduct Class Test?

Rating	In all Variable	Gender		Academic Qualification				Years in Job		
		Male %	Female %	U.G %	G %	G, B.Ed %	P.G %	1-10 %	11-20 %	>21 %
A.	30 (28.58)	22 (28.20)	8 (29.63)	17 (27.86)	10 (29.41)	2 (33.33)	1 (25.0)	20 (40.0)	6 (19.35)	4 (16.66)
B.	35 (33.33)	27 (34.62)	8 (29.63)	21 (34.43)	9 (26.47)	3 (50.0)	2 (50.0)	15 (30.0)	12 (38.71)	8 (33.34)
C.	36 (34.29)	26 (33.34)	10 (37.03)	22 (36.07)	12 (35.30)	1 (16.67)	1 (25.0)	13 (26.0)	12 (38.71)	11 (45.84)
D.	4 (3.80)	3 (3.84)	1 (3.71)	1 (1.64)	3 (8.82)	0 (00.0)	0 (00.0)	2 (4.00)	1 (3.23)	1 (4.16)
E.	105 (100)	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from Primary Data

Note:

- A Weekly
- B Monthly
- C End of the Lesson
- D Specific date
- E Total

Class test is one of the methods of knowing the students' grasping capacity in the classroom teaching. The table 4.2.12 reveals the method of conducting class test of the elementary teachers that (34.29%) of the respondents are found conducting class test at the end of the lesson. About (33.33%) of teacher found class test conducted monthly. While (28.58%) conduct class test weekly and few (3.8%) specific date.

While analysing the variable gender, majority of male respondents responded that they conduct class test monthly with (34.62%), followed by end of the lesson with (33.34%), weekly with (28.58%) and specific date with (3.8%) whereas the female, majority of the respondents conduct class test end of the lesson with (37.3%) followed by weekly and monthly with (28.20%) each and (3.71%) conduct class test on specific date.

While analysing the data under the variable qualification, (34.43%) of undergraduate, (26.47%) of graduates, (50%) each of graduates with B.Ed and post graduate qualification conduct class test monthly, while (36.75%) of undergraduate, (35.3%) of graduates, (16.67%) of graduate with B.Ed and (25%) of post graduate conduct at the end of every lesson, whereas, (27.86%) of undergraduate, (29.41%) of graduate, (33.33%) of graduate with B.Ed and (25%) of post graduate conduct class test weekly.

Further on the basis of experiences, the highest responses of below 10 years of experiences come on weekly with (40%) and the least responses come for specific date with (4%), whereas 11-20 years of experiences the highest response comes from monthly and end of the lesson with (38.71%) each and above 21 years of experiences

the highest responses comes from end of the lesson with (45.84%). It seems that majority of the teacher conduct class test monthly and ends of each lesson.

Table 4.2.13: Do you agree with the view, lesson planning is a must for Effective Teaching?

Attributes Response	Rank	Yes %	No %	NR %	Total%
In all variable	-	104 (99.05)	0 (00.0)	1 (00.95)	105 (100)
Gender	Male	77 (98.72)	0 (00.0)	1 (01.28)	78 (100)
	Female	27 (100.0)	0 (00.0)	0 (00.0)	27 (100)
	Total	104 (99.05)	0 (00.0)	1 (00.95)	105 (100)
Academic Qualification	Under Graduate	60 (98.37)	0 (00.0)	1 (01.63)	61 (100)
	Graduate	34 (100.0)	0 (00.0)	0 (00.0)	34 (100)
	Graduate with B.Ed	6 (100.0)	0 (00.0)	0 (00.0)	6 (100)
	Post Graduate	4 (100.0)	0 (00.0)	0 (00.0)	4 (100)
	Total	104 (99.05)	0 (00.0)	1 (00.95)	105 (100)
Years in job	<10	49 (98.00)	0 (00.0)	1 (02.00)	50 (100)
	11-20	31 (100.0)	0 (00.0)	0 (00.0)	31 (100)
	>21	24 (100.0)	0 (00.0)	0 (00.0)	24 (100)
	Total	104 (99.05)	0 (00.0)	1 (00.95)	105 (100)

Source: Computed from Primary Data

Table 4.2.13, shows that almost all the teachers i.e. (99.05%) irrespective of any variable of any categories agreed lesson planning is a must for effective teaching. None of the teachers were against this question. Out of 105 respondents only one teacher did not give respond to the question whether lesson planning is a must for effective teaching.

Table 4.2.14: Do you provide Notes to the Students?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	103 (98.10)	0 0	2 (01.90)	105 (100)
Gender	Male	77 (98.72)	0 0	1 (01.28)	78 (100)
	Female	26 (96.29)	0 0	1 (03.71)	27 (100)
	Total	103 (98.10)	0 0	2 (01.90)	105 (100)
Academic Qualification	Under Graduate	60 (98.37)	0 0	1 (01.63)	61 (100)
	Graduate	33 (97.05)	0 0	1 (02.95)	34 (100)
	Graduate with ,B.Ed	6 (100.0)	0 0	0 0	6 (100)
	Post Graduate	4 (100.0)	0 0	0 0	4 (100)
	Total	103 (98.10)	0 0	2 (01.90)	105 (100)
Years in job	<10	49 (98.00)	0 0	1 (02.00)	50 (100)
	11-20	36 (96.78)	0 0	1 (03.22)	31 (100)
	>21	24 (100.0)	0 0	0 0	24 (100)
	Total	103 (98.10)	0 0	2 (01.90)	105 (100)

Source: Computed from Primary Data

The response of the teachers whether they provide notes to the students has been presented in the table 4.2.14. Majority of the elementary teacher respondents, above (96.29%) irrespective of any variable of any categories responded that they provide notes to the students and a minimum number (1.90%) have not responded to this item. Further all the respondents i.e. (100%) of graduate with B.Ed, post graduate and above 21 years of experiences responded positively saying that they provide notes to the students.

Table 4.2.15: Do you check the Note Book of each Student?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	102 (97.15)	0	3 (02.85)	105 (100)
Gender	Male	76 (97.44)	0	2 (02.56)	78 (100)
	Female	26 (96.30)	0	1 (03.70)	27 (100)
	Total	102 (97.15)	0	3 (02.85)	105 (100)
Academic Qualification	Under Graduate	60 (98.37)	0	1 (01.63)	61 (100)
	Graduate	32 (94.12)	0	2 (05.88)	34 (100)
	Graduate with B.Ed	6 (100.0)	0	0 (00.0)	6 (100)
	Post Graduate	4 (100)	0	0 (00.0)	4 (100)
	Total	102 (97.15)	0	3 (02.85)	105 (100)
Years in job	<10	48 (96.00)	0	2 (4)	50 (100)
	11-20	30 (96.78)	0	1 (03.22)	31 (100)
	>21	24 (100.0)	0	0 (00.0)	24 (100)
	Total	102 (97.15)	0	3 (02.85)	105 (100)

Source: Computed from Primary Data

As indicated in the table 4.2.15, majority (97.15%) of teachers check the note book of the students. None of the teachers', respondents were disagreed on the view and a minimum number (2.85%) had not responded to this item.

On the basis of variable gender, the male respondents (97.44%) and female teacher respondents (96.30%) responded positively. While analysing the academic qualification variable (98.12%) of undergraduate, (94.12%) of graduate responded positively. On the basis of experience variable (96%) of 1-10 years and (96.78%) of 11-20 years were in agreement with the view. Interestingly, all the respondents i.e. (100%) of graduate with B.Ed, post graduate qualification and above 21 years of

experience were in agreement with the query saying that they check the note books of the students. It indicates that teacher had the sense of responsibility and concern for the students.

Table 4.2.16: Do you reside in your own posting place?

Attributes/ Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	86 (81.91)	10 (09.52)	9 (08.57)	105 (100)
Gender	Male	63 (80.77)	9 (11.54)	6 (07.69)	78 (100)
	Female	23 (85.19)	1 (03.70)	3 (11.11)	27 (100)
	Total	86 (81.91)	10 (09.52)	9 (08.57)	105 (100)
Academic Qualification	Under Graduate	49 (80.33)	5 (08.20)	7 (11.47)	61 (100)
	Graduate	28 (82.35)	4 (11.77)	2 (05.88)	34 (100)
	Graduate with B.Ed	5 (83.34)	1 (16.66)	0 (00.0)	6 (100)
	Post Graduate	4 (100.0)	0 (00.0)	0 (00.0)	4 (100)
	Total	86 (81.91)	10 (09.52)	9 (08.57)	105 (100)
Years in job	<10	43 (86.00)	5 (10.00)	2 (04.00)	50 (100)
	11-20	25 (80.64)	3 (09.68)	3 (09.68)	31 (100)
	>21	18 (75.00)	2 (08.34)	4 (16.66)	24 (100)
	Total	86 (81.91)	10 (09.52)	9 (08.57)	105 (100)

Source: Computed from Primary Data

Logistic is important for more effective work. Table 4.2.16, shows that majority of the teachers (81.91%) were residing in their own posting place. Out of 105 teachers, (9.52%) were not residing in their work place.

On the basis of variable gender, (80.77%) of male and (85.19%) of female were residing in their own posting place. Interestingly, with the increase of qualification the respondents on agreed responses also increased. Further (86%) of below 10 years of experience, (80.64%) of 11-20 years, (75%) Of above 21 years of experience responded positively to the query saying that they resides in their own posting place.

Table 4.2.17: Are you satisfied with your Pay Scale?

Attributes/Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	75 (71.43)	19 (18.09)	11 (10.48)	105 (100)
Gender	Male	54 (69.24)	15 (19.23)	9 (11.53)	78 (100)
	Female	21 (77.78)	4 (14.82)	2 (07.40)	27 (100)
	Total	75 (71.43)	19 (18.09)	11 (10.48)	105 (100)
Academic Qualification	Under Graduate	43 (70.49)	12 (19.68)	6 (09.83)	61 (100)
	Graduate	23 (67.65)	6 (17.65)	5 (14.70)	34 (100)
	Graduate with B.Ed	5 (83.34)	1 (16.66)	0 (00.0)	6 (100)
	Post Graduate	4 (100.0)	0 (00.0)	0 (00.0)	4 (100)
	Total	75 (71.43)	19 (18.09)	11 (10.48)	105 (100)
Years in job	<10	35 (70.00)	10 (20.00)	5 (10.00)	50 (100)
	11-20	24 (77.42)	4 (12.90)	3 (09.68)	31 (100)
	>21	16 (66.67)	5 (20.83)	3 (12.50)	24 (100)
	Total	75 (71.43)	19 (18.09)	11 (10.48)	105 (100)

Source: Computed from Primary Data

The view of the teachers on whether they are satisfied with their pay scale is presented in the table 4.2.17. On analyzing the data majority of the respondents, (71.43%) responded positively to the query whereas (18.09%) answered negatively

saying that they are not satisfied with their pay and (10.48%) have not responded to this item.

Analysing the above under the variable gender, it is found that 69.24% of male, (77.78%) of female responded positively to the view. On the basis of academic qualification variable, the post graduates respondents (100%) had the highest agreed responses followed by the graduate with B.Ed i.e. (83.34%) and the least agreed responses from the graduates' respondents with (66.65%). Further, majority of the respondents of below 10 years of experience with (70%), above (77%) from 11-20 years of experiences and (66.67%) of above 21 years of experiences agreed with the aspects that they were satisfied with their pay scale.

Table 4.2.18: Is your school under Communitisation of Elementary Education?

Attributes/Response	Rank	Yes%	No%	NR%	Total%
In all variable	-	105 (100)	0	0	105 (100)
Gender	Male	78 (100)	0	0	78 (100)
	Female	27 (100)	0	0	27 (100)
	Total	105 (100)	0	0	105 (100)
Academic Qualification	Under Graduate	61 (100)	0	0	61 (100)
	Graduate	34 (100)	0	0	34 (100)
	Graduate with B.Ed	6 (100)	0	0	6 (100)
	Post Graduate	4 (100)	0	0	4 (100)
	Total	105 (100)	0	0	105 (100)
Years in job	<10	50 (100)	0	0	50 (100)
	11-20	31 (100)	0	0	31 (100)
	>21	24 (100)	0	0	24 (100)
	Total	105 (100)	0	0	105 (100)

Source: Computed from the Primary Data

Recognizing the needs and desires of the people through observation in the first one year of communitisation programme, the state government decided to communitised all the elementary educational institutions in the state from 2004 onwards. Since then, all the elementary schools in the state have formally been communitised through official notification. On enquiring awareness of communitisation to the elementary teacher whether the school is covered under communitisation of Elementary Education, is presented in the table 4.2.18, all the elementary teacher respondents i.e. (100%) responded positively saying that their school was under Communitisation of Elementary Education. It shows the concept of transferring power to the community to take responsibility for the management and supervision of the schools actually could bring about a total change in the overall standard of education in government school.

Table 4.2.19: Is the School administered under the Village Education Committee (VEC)?

Attributes/ Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	94 (89.53)	6 (05.71)	5 (04.76)	105 (100)
Gender	Male	69 (88.47)	6 (07.69)	3 (03.84)	78 (100)
	Female	25 (92.60)	0 (00.0)	2 (07.40)	27 (100)
	Total	94 (89.53)	6 (05.71)	5 (04.76)	105 (100)
Academic Qualification	Under Graduate	54 (88.53)	4 (06.56)	3 (04.91)	61 (100)
	Graduate	32 (94.12)	0 (00.0)	2 (05.88)	34 (100)
	Graduate with ,B.Ed	5 (83.34)	1 (16.66)	0 (00.0)	6 (100)
	Post Graduate	3 (75.00)	1 (25.00)	0 (00.0)	4 (100)
	Total	94 (89.53)	6 (05.71)	5 (04.76)	105 (100)
Years in job	<10	45 (90.00)	4 (08.00)	1 (02.00)	50 (100)
	11-20	28 (90.33)	1 (03.22)	2 (06.45)	31 (100)
	>21	21 (87.50)	1 (04.17)	2 (08.33)	24 (100)
	Total	94 (89.53)	6 (05.71)	5 (04.76)	105 (100)

Source: Computed from primary Data

The ownership of the school is transferred to the community with legally delegated powers and function to manage and administer the school. The community through VEC initiates and take appropriate disciplinary action against any erring teacher or students. Regularity of teachers and students in schools is checked.

On asking the question to the teachers that the school is administered under the village education committee (VEC) has been presented in the table 4.2.19 which reveals that most of the schools were administered under the Village Education Committee (VEC). The percentage shows that (89.53%) responded that their school are administered by the Village Education Committee (VEC). A minimum number of the teacher answered negatively (5.71%) and (4.76%) have not responded to this item. On the basis of variable gender, more of female respondents (92.60%) agreed than those of male respondents (88.47%). While analyzing the data, on the basis of academic qualification variable, (88.53%) of undergraduates, (94.12%) of graduates, (83.34%) of graduates with B.Ed and (75%) of post graduates answered positively. Further, majority of the respondents above (87.5%) of experiences of any categories were in agreement with the query.

Table 4.2.20: Is there a parent-teacher association (PTA)?

Attributes/ Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	58(55.24)	40(38.10)	7(06.66)	105(100)
Gender	Male	41(52.57)	31(39.74)	06(07.69)	78(100)
	Female	17(62.97)	9(33.33)	1(03.70)	27(100)
	Total	58(55.24)	40(38.10)	7(06.66)	105(100)
Academic Qualification	Graduate	35(57.38)	23(37.71)	3(04.91)	61(100)
	Graduate	17(50.00)	13(38.24)	4(11.76)	34(100)
	Graduate with B.Ed	3(50.00)	3(50.00)	0(00.0)	6(100)
	Post Graduate	3(75.00)	1(25.00)	0(00.0)	4(100)
	Total	58(55.24)	40(38.10)	7(06.66)	105(100)
Years in job	<10	26(52.00)	21(42.00)	3(06.00)	50(100)
	11-20	18(58.07)	18(35.48)	2(06.45)	31(100)
	>21	14(58.34)	8(33.33)	2(08.33)	24(100)
	Total	58(55.24)	40(38.10)	7(06.66)	105(100)

Source: Computed from primary data

Under communitisation roles parent teacher association can be formed in every school with the objective to improve quality relationship between teachers and community particularly parents so as to improve the performance of their children in the school.

The parent-teacher association (PTA) can discuss and share the children's problem, difficulties, performance and progress and take necessary remedial measures.

This association is a platform for discussion with teachers and parents on how to improve study habits, how to deal with psychological and emotional problems of children, encourage teachers for home visit, encourage parents to visit schools, etc

The query to the teachers about is there a parent-teacher association is presented in the table 4.2.20, (55.24%) of elementary teacher acknowledge having and existing parent-teacher association in connection with the school related activities, whereas 38.10% of teacher did not do so and (6.66%) have not responded to this question.

On the basis of gender variable, more of female respondents (62.97%) had responded positively as compare to male respondents (52.57%).

While analysing on academic qualification variable, more than half of undergraduates (57.38%), majority (75%) of post graduates and (50%) of graduates responded positively. However, the respondents of graduate with B.Ed qualification had equal divided responses to the given option.

Further, on the basis of experience variable, (52%) of below 10 years of experiences, (58.07%) of 11-20 years and (58.34%) of 21 years and above responded positively saying that there is parent teacher association. Similar finding of the work was reported by Arrington. Josie Howard 2001.

Table 4.2.21: Do you receive help from the Community?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	57 (54.29)	41 (39.05)	7 (06.66)	105 (100)
Gender	Male	44 (56.42)	30 (38.46)	4 (05.12)	78 (100)
	Female	13 (48.15)	11 (40.74)	3 (11.11)	27 (100)
	Total	57 (54.29)	41 (39.05)	7 (06.66)	105 (100)
Academic Qualification	Under Graduate	31 (50.82)	27 (44.27)	3 (04.91)	61 (100)
	Graduate	18 (52.95)	12 (35.29)	4 (11.76)	34 (100)
	Graduate with B.Ed	5 (83.34)	1 (16.66)	0 (00.0)	6 (100)
	Post Graduate	3 (75.00)	1 (25.00)	0 (00.0)	4 (100)
	Total	57 (54.29)	41 (39.05)	7 (06.66)	105 (100)
Years in job	<10	27 (54.00)	20 (40.00)	3 (06.00)	50 (100)
	11-20	18 (58.07)	10 (32.26)	3 (09.67)	31 (100)
	>21	12 (50.00)	11 (45.84)	1 (04.16)	24 (100)
	Total	57 (54.29)	41 (39.05)	7 (06.66)	105 (100)

Source: Computed from Primary Data

The data presented in the table 4.2.21 reflects about whether the teachers receive help from the community, it is found that (54.29%) of the teachers respondents responded positively saying that they received help from the community in sort of encouragement and concerned and so on, whereas (39.05%) answered negatively and (6.66%) have not responded to this item.

Majority of the parents contribute to the working of the school, nevertheless the community as a whole is contributing for the improvement of the school. Since most of the community members are farmer, majority of them contribute in the form of labour, few of the community contribute in cash and in kind. It must be noted that

the contribution of youth organization, students union and others are not so forthcoming.

Table 4.2.22: Has the function of the School improved after Communitisation?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	88 (83.81)	7 (06.67)	10 (09.52)	105 (100)
Gender	Male	66 (84.62)	5 (06.41)	7 (08.97)	78 (100)
	Female	22 (81.49)	2 (07.40)	3 (11.11)	27 (100)
	Total	88 (83.81)	7 (06.67)	10 (09.52)	105 (100)
Academic Qualification	Under Graduate	51 (83.61)	6 (09.84)	4 (06.55)	61 (100)
	Graduate	29 (85.30)	1 (02.94)	4 (11.76)	34 (100)
	Graduate with B.Ed	5 (83.34)	0 (00.0)	1 (16.66)	6 (100)
	Post Graduate	3 (75.00)	0 (00.0)	1 (25.00)	4 (100)
	Total	88 (83.81)	7 (06.67)	10 (09.52)	105 (100)
Years in job	<10	38 (76.00)	6 (12.00)	6 (12.00)	50 (100)
	11-20	28 (90.33)	1 (03.22)	2 (06.45)	31 (100)
	>21	22 (91.67)	0 (00.0)	2 (08.33)	24 (100)
	Total	88 (83.81)	7 (06.67)	10 (09.52)	105 (100)

Source: Computed from Primary Data

The above table 4.2.22 clearly shows that there is an improvement in the school functioning after the implementation of the Communitisation Programme. (83.81%) of the elementary teacher respondents responded that the school has made lots of improvement after the implementation of Communitisation in Elementary Education. However, (6.67%) of the respondent did not see any improvement and changes even after the implementation of Communitisation Programme and (9.52%) of questionnaire distributed did not get response.

On the basis of variable gender, majority (84.62%) of male and (81.49%) of female responded positively. Further, on the basis of academic qualification, majority

of the respondents, (varying from 75% to 100%) irrespective of any variable responded positively to the query. Interestingly, with the increase of experiences of teachers the positive response also increased.

Table 4.2.23: Is there any increase in the Enrolment of Students in your Class?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	96 (91.43)	5 (04.77)	4 (03.80)	105 (100)
Gender	Male	70 (89.75)	5 (06.41)	3 (03.84)	78 (100)
	Female	26 (96.30)	0 (00.0)	1 (03.70)	27 (100)
	Total	96 (91.43)	5 (04.77)	4 (03.80)	105 (100)
Academic Qualification	Undergraduate	56 (91.81)	3 (04.92)	2 (03.27)	61 (100)
	Graduate	30 (88.24)	2 (05.88)	2 (05.88)	34 (100)
	Graduate with B.Ed	6 (100.0)	0 (00.0)	0 (00.0)	6 (100)
	Post Graduate	4 (100.0)	0 (00.0)	0 (00.0)	4 (100)
	Total	96 (91.43)	5 (04.77)	4 (03.80)	105 (100)
Years in job	<10	43 (86.00)	5 (10.00)	2 (04.00)	50 (100)
	11-20	30 (96.78)	0 (00.0)	1 (03.22)	31 (100)
	>21	23 (95.84)	0 (00.0)	1 (04.16)	24 (100)
	Total	96 (91.43)	5 (04.77)	4 (03.80)	105 (100)

Source: Computed from Primary Data

The table 4.2.23 shows that there is an increasing number of students' enrolment in the school with (91.43%). Only few respondents (4.77%) said there is no increment in regards to enrolment of students in the class. However, it is clear from the table that the enrolment of students in class were definitely increased after the implementation of communitisation in Elementary Education and (3.80%) have not responded to this item.

While analyzing the data across the different variable, majority of the respondents (varying from 88.24% to 100%) irrespective of any variable were in agreement with the query saying that the enrolment of students has increase after the implementation of communitisation. Further, all the respondents i.e. (100%) of graduates with B.Ed and Post graduate responded positively to the view.

Table 4.2.24: Has the retention rate of students improved after Communitisation?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	88 (83.80)	6 (05.72)	11 (10.48)	105 (100)
Gender	Male	64 (82.05)	5 (06.41)	9 (11.54)	78 (100)
	Female	24 (88.89)	1 (03.70)	2 (07.41)	27 (100)
	Total	88 (83.80)	6 (05.72)	11 (10.48)	105 (100)
Academic Qualification	Undergraduate	51 (83.61)	4 (06.56)	6 (09.83)	61 (100)
	Graduate	29 (85.30)	2 (05.88)	3 (08.82)	34 (100)
	Graduate with B.Ed	5 (83.34)	0 (00.0)	1 (16.66)	6 (100)
	Post Graduate	3 (75.00)	0 (00.0)	1 (25.00)	4 (100)
	Total	88 (83.80)	6 (05.72)	11 (10.48)	105 (100)
Years in job	<10	42 (84.00)	3 (06.00)	5 (10.00)	50 (100)
	11-20	25 (80.65)	2 (06.45)	4 (12.90)	31 (100)
	>21	21 (87.50)	1 (04.16)	2 (08.34)	24 (100)
	Total	88 (83.80)	6 (05.72)	11 (10.48)	105 (100)

Source: Computed from Primary Data

In Table 4.2.24, the teachers were asked on the improvement of retention rate of students after communitisation. It is found that majority of the elementary teacher respondent (83.80%) were in the view that the retention rate of students has improved

after communitisation. While analyzing the same, across the variable gender, it has been found that female teachers (88.89%) and male teachers (88.05%) responded positively to the query. Under the variable of academic qualifications, (83.61%) undergraduates, (85.30%) Graduates, (83.34%) Graduates with graduate in teacher education and (75%) post graduate responded positively. Similarly, under the variable of years in job, (87.5%) of 21 and above years of teaching experience, (84%) of 1-10 years and (80.65%) of 11-20 years of teaching experience responded that students retention rate has improved after the implementation of Communitisation.

4.2.25. Do the VEC'S monitor and supervise the Class?

Attributes Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	59 (56.20)	37 (35.23)	9 (08.57)	105 (100)
Gender	Male	46 (58.98)	25 (32.05)	7 (08.97)	78 (100)
	Female	13 (48.15)	12 (44.45)	2 (07.40)	27 (100)
	Total	59 (56.20)	37 (35.23)	9 (08.57)	105 (100)
Academic Qualification	Under Graduate	35 (57.38)	24 (39.35)	2 (03.27)	61 (100)
	Graduate	16 (47.06)	13 (38.24)	5 (14.70)	34 (100)
	Graduate with B.Ed	5 (83.34)	0 (00.0)	1 (16.66)	6 (100)
	Post Graduate	3 (75.00)	0 (00.0)	1 (25.00)	4 (100)
	Total	59 (56.20)	37 (35.23)	9 (08.57)	105 (100)
Years in job	<10	24 (48.00)	22 (44.00)	4 (08.00)	50 (100)
	11-20	20 (64.52)	8 (25.81)	3 (09.67)	31 (100)
	>21	15 (62.50)	7 (29.17)	2 (08.33)	24 (100)
	Total	59 (56.20)	37 (35.23)	9 (08.57)	105 (100)

Source: Computed from Primary Data

When question was put forward as do the VEC'S monitor and supervise the class the responses is presented in the table 4.2.25. In the entire variable, more than half of the teacher respondents (56.20%) responded that VEC do monitor and supervise the class, whereas (35.23%) answered negatively and (8.57%) have not responded to this item.

On the basis of gender variable, majority (58.98%) of male and (48.15%) of female were in agreement with the view.

On the basis of academic qualification, the highest agreed response comes from Graduates with B.Ed qualification with (83.34%) and the least agreed response comes from Graduate with (47.06%). Further on the basis of experiences (48%) of below 10 years, (64.52%) of 11-20 years and (62.5%) of above 21 years of experiences were responded positively with the query.

4.2.26. How is the Students' performance after Communitisation?

Rating	In all variable	Gender		Academic Qualification			Years in job			
		Male %	Female %	U.G %	G %	G, B.Ed %	P.G %	1-10 %	11-20 %	21 & Above %
A	14 (13.34)	12 (15.38)	2 (07.41)	8 (13.11)	4 (11.77)	2 (33.34)	0 (00.00)	2 (04.00)	7 (22.58)	5 (20.83)
B	87 (82.86)	64 (82.06)	23 (85.18)	51 (83.62)	28 (82.35)	4 (66.66)	4 (100)	46 (92.00)	23 (74.20)	18 (75.00)
C	4 (03.80)	2 (02.56)	2 (07.41)	2 (03.27)	2 (05.88)	0 (00.00)	0 (00.00)	2 (04.00)	1 (03.22)	1 (04.17)
D	105 (100)	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from Primary Data

Note:

- A Very Satisfactory B Satisfactory
C No Change D Total

Regarding the students performance after communitisation, the opinion of the elementary teachers was sought in three point scales. The result in table 4.2.26 shows majority of the schools (82.86%) found it satisfactory. In some few schools, it was not very satisfactory but overall when it was tabulated; the data clearly shows that majority of the schools found students' performance satisfactory after implementation of Communitisation Programme.

Analyzing the above data under the variable gender, it was found that majority (82.06%) of male and (85.18%) of female were satisfied with the students performance after the implementation of communitisation.

While analysing the same, across the variable academic qualification, it has been found that ((83.62%) of undergraduates, (82.35%) of graduate, (66.66%) of graduates with B.Ed and (100%) of post graduates responded that they found the students performance satisfactory.

On the basis of experiences variable majority 92% of below 10 years of experience, (74.20%) of 11-20 years and (75%) of above 21 years of experience responded that they found the students performance satisfactory after the implementation of communitisation.

4.2.27. In one academic year how many Internal Examination/Evaluation/Assessment are conducted

Rating	Gender			Academic Qualification				Years in Job		
	In all Variable %	Male %	Female %	U.G %	G %	G, B.Ed %	P.G %	1-10 %	11-20 %	>21 %
A	4 (3.81)	3 (03.84)	1 (03.70)	4 (06.56)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.00)	1 (03.22)	2 (08.33)
B	21 (20.00)	15 (19.24)	6 (22.22)	10 (16.39)	10 (29.41)	1 (16.67)	0 (00.0)	10 (20.00)	7 (22.58)	4 (16.67)
C	25 (23.80)	17 (21.79)	8 (29.63)	14 (22.96)	9 (26.47)	1 (16.67)	1 (25.00)	16 (32.00)	6 (19.36)	3 (12.50)
D	55 (52.39)	43 (55.13)	12 (44.45)	33 (54.09)	15 (44.12)	4 (66.66)	3 (75.00)	23 (46.00)	17 (54.84)	15 (62.50)
E	105 (100)	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from primary data

Note:

A. Once B. Twice C. Thrice
D. Monthly E. Total

Table 4.2.27 shows that internal examination/evaluation/assessment is essential to test the learning progress of the students. When question were put forward regarding the number of the Internal examination, the elementary school teachers were of the view that in one academic year internal examination/evaluation/assessment should be held monthly rather than thrice, twice, and once. They felt that it would help the students to perform more efficiently and produce better result. The percentage shows that (52.39%) monthly, (23.80%) thrice, (20%) twice and (3.81%) once. Teachers also conducted midterm test, unit test, oral test, individual test, surprise test besides those test suggested.

4.2.28. The Students in the elementary School are:

Rating	In all Variable %	Gender		Academic Qualification				Years in Job		
		Male %	Female %	U.G %	G %	G, B.Ed %	P.G %	1-10 %	11-20 %	>21 %
A	18 (17.15)	11 (14.10)	7 (25.92)	10 (16.39)	5 (14.70)	2 (33.34)	1 (25.00)	9 (18.00)	7 (22.58)	2 (08.34)
B	61 (58.09)	44 (56.42)	17 (62.96)	38 (62.30)	16 (47.06)	4 (66.66)	3 (75.00)	24 (48.00)	17 (54.84)	20 (83.34)
C	4 (03.80)	4 (05.12)	0 (00.0)	4 (06.55)	0 (00.0)	0 (00.0)	0 (00.0)	3 (06.00)	0 (00.0)	1 (04.16)
D	22 (20.96)	19 (24.36)	3 (11.12)	9 (14.76)	13 (38.24)	0 (00.0)	0 (00.0)	14 (28.00)	7 (22.58)	1 (04.16)
E	7 (100)	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from primary data

Note:

A. So Noisy B. Obedient C. Not Manageable
D. Well Disciplined E. Total

Regarding the management of the Students in the primary School, table 4.2.28 shows that majority of the elementary teacher respondents responded that most of the students are found obedient with (58.09%) and well disciplined (20.29%).

While analysing the same, across the variable gender it has been found that majority of male elementary teacher with (56.42%) and female teachers with (62.96%) responded that the students in the elementary school are obedient.

Under the variable nature of academic qualification and experiences, the majority of the elementary teacher respondents (62.30%) of undergraduate, (47.06%) of graduate, (66.66%) of graduate with graduate in education, (75%) of post graduate qualification and (48%) of below 10 years of experiences, (54.84%) of 11-20 years, and (83.34%) of above 21 years of experiences responded that the students in elementary school are good and obedient.

4.2.29. What is the action against irregular attendance of Students?

Rating	In all Variable %	Gender		Academic Qualification				Years in Job		
		Male %	Female %	U.G %	G %	G, B.Ed %	P.G %	1-10 %	11-20 %	>21 %
A	70 (66.67)	55 (70.52)	15 (55.56)	41 (67.22)	23 (67.65)	3 (50.00)	3 (75.00)	31 (62.00)	23 (74.19)	16 (66.67)
B	31 (29.53)	19 (24.36)	12 (44.44)	17 (27.87)	11 (32.35)	2 (33.34)	1 (25.00)	19 (38.00)	6 (19.35)	6 (25.00)
C	4 (03.80)	4 (05.12)	0 (00.0)	3 (04.91)	0 (00.0)	1 (16.66)	0 (00.0)	0 (00.0)	2 (06.46)	2 (08.33)
D	105 (100)	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from primary data

Note:

- A Report to Parents B Report to Head/ in charge
C Punishment D Total

Regarding the question of the irregular attendance of students, the table No 4.2.29 reveals that, majority of the elementary teachers respondents (66.67%) report to the students parents for irregular attendance of students, (29.53%) report to the

Head or In-charge whereas only (3.80%) were punished against irregular attendance of students.

While analysing across the variable gender, majority (70.52%) of male and (55.56%) of female teachers report to students' parents about the irregular attendance of students. On the basis of academic qualification and experience variables majority of the respondents above (50%) irrespective of any variable of any categories report to the student's parents of student's irregularity.

4.2.30. Do you visit the house of the student's parents?

Attributes/ Response	Rank	Yes %	No %	NR %	Total %
In all variable	-	51 (48.58)	43 (40.95)	11 (10.47)	105 (100)
Gender	Male	38 (48.72)	31 (39.74)	9 (11.54)	78 (100)
	Female	13 (48.15)	12 (44.45)	2 (07.40)	27 (100)
	Total	51 (48.58)	43 (40.95)	11(10.47)	105 (100)
Academic Qualification	U.G	29 (47.55)	26 (42.62)	6 (09.83)	61 (100)
	G	15 (44.12)	14 (41.18)	5 (14.70)	34 (100)
	G, B.Ed	4 (66.67)	2 (33.33)	0(00.00)	6 (100)
	P.G,B.Ed	3 (75.00)	1 (25.00)	0(00.00)	4 (100)
	Total	51 (48.58)	43 (40.95)	11 (10.47)	105 (100)
Years in job	<10	24 (48.00)	22 (44.00)	4 (08.00)	50 (100)
	11-20	16 (51.62)	11 (35.48)	4 (12.90)	31 (100)
	>21	11 (45.84)	10 (41.66)	3 (12.50)	24 (100)
	Total	51 (48.58)	43(40.95)	11 (10.47)	105 (100)

Source: Computed from Primary Data

In the roles of parent-teacher association (PTA), in order to improve the performance of children in the school, there was a suggestion that encourage teachers for home visit. So on enquiry to the teacher whether they visit the house of the students' parents is presented in the table 4.2.30 which highlights an interestingly split responses on the query. On the basis of the gender variable the male respondents (48.72%) and female (48.15%) were in agreement with the query, whereas (39.74%)

in the second place according to the teachers' opinion followed by home work and social studies.

4.2.32. What steps are taken by the School for Backward Students?

Rating	Gender		Academic Qualification				Years in Job		
	Male	Female	U.G	G	G, B.Ed	P.G	1-10	11-20	>21
	%	%	%	%	%	%	%	%	%
A	35 (44.88)	11 (40.74)	27 (44.27)	15 (44.12)	2 (33.34)	2 (50.00)	22 (44.00)	14 (45.16)	10 (41.67)
B	12 (15.38)	4 (14.81)	8 (13.11)	6 (17.64)	1 (16.66)	1 (25.00)	7 (14.00)	7 (22.58)	2 (08.33)
C	31 (39.74)	12 (44.45)	26 (42.62)	13 (38.24)	3 (50.00)	1 (25.00)	21 (42.00)	10 (32.26)	12 (50.00)
D	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from primary data

Note:

- A Personal counselling is given B Special class is assigned
C Find Out Their Problems D Total

Question to “What steps are taken by the school for backward and drop-out students has been presented in the table 4.2.32. Special attentions to weak students were given by majority of the teachers. On the basis of gender variable, the highest response is personal counselling with (44.88%) followed by finding out their problems with (39.74%) and special classes is assigned with (15.38%), whereas the female teacher respondents the highest response is to ‘find out the students problems’ with (44.45%), followed by personal counselling with (40.74%) and ‘special class assigned’ with (14.81%). On the basis of academic qualification variable the highest responses came from personal counselling with (44.27%) of undergraduate, (44.12%) of graduate, (50%) of post graduates except graduate with graduates in education the highest response is to finding out the students problems followed by personal counselling and special class assigned. Further on the basis of experiences variable

(44%) of below 10 years of experiences, (45.16%) of 11-20 years of experience and (41.67%) of above 21 years of experiences responded that the step taken by the school for backward and drop-out students is that they gave personal counselling followed by to find out the students problems and special classes are assigned. Castle E.B. (1969) found that the teacher is also a doctor because the teacher is not hostile to the backward or lazy or rebellious child, but will use his professional skills to help him out off his difficulties. He will not regard unruly behaviour as an offence against his personal dignity but as a class-room problem to be solved and similar finding were reported by Greer, Vinson 1998.

4.2.33. Do you think quality of teaching and quality of education has made some improvement after the implementation of Communitisation.

Attributes	Ranks	Yes %	No %	NR %	Total %
In all Variabl	-	91(86.67)	4(03.80)	10(09.53)	105(100)
Gender	Male	68(87.18)	3(03.85)	7(08.97)	78(100)
	Female	23(85.19)	1(03.70)	3(11.11)	27(100)
	Total	91(86.67)	4(03.80)	10(09.53)	105(100)
Academic Qualification	Under Graduate	54(88.53)	2(03.28)	5(08.19)	61(100)
	Graduate	29(85.30)	2(05.88)	3(08.82)	34(100)
	Graduate with ,B.Ed	5(83.34)	0(00.0)	1(16.66)	6(100)
	Post Graduate	3(75.00)	0(00.0)	1(25.00)	4(100)
	Total	91(86.67)	4(03.80)	10(09.53)	105(100)
Years in Job	1-10	42(84.00)	3(06.00)	5(10.00)	50(100)
	11-20	27(87.10)	1(03.23)	3(09.67)	31(100)
	>21	22(91.67)	0(00.0)	2(08.33)	24(100)
	Total	91(86.67)	4(03.80)	10(09.53)	105(100)

Source: Computed from primary data

With the launch of communitisation programme, the attendance of teachers and students has been closely monitored and supervised by the community leaders – Village Education Committee (VEC), Village Council (VC), Students' union and youth society at the village level. With this new development, the regularity of teachers and students in the school is considerably improved.

The principle of 'No Work', 'No Pay' is being enforced where daily wage of a teacher is deducted from his/her salary according to the number of days he/she is found absent in the school.

Enforcing this has made teachers develop a sense of accountability and commitment towards the school and children and so the quality of teaching and education has made lot of improvement after the implementation of Communitisation in Elementary Education. The above table 4.2.33 reveal that majority (86.67%) of the respondent marked as "Yes" which means there was improvement whereas only (3.80%) of the respondents marked as "No" and they did not see any changes even after the implementation of Communitisation and (9.53%) did not respond to this item.

While analysing the same, across the variable gender it has been found that male teacher (87.18%) were found with little higher improvement of quality teaching and education after the implementation of communitisation than that of the female teacher (85.19%).

On the basis of academic qualification, the highest respondents on agreed response option coming from the respondents of under graduates with (88.53%) followed by graduate qualification with (85.30%) and graduate with B.Ed with (83.34%).

Interestingly, with the increase of teaching experiences the agreed responses also increased.

4.2.34. Do you get satisfactory co-operation from Parents and Community?

Attributes	Ranks	Yes %	No %	NR %	Total %
In all Variable	-	72 (68.58)	18 (17.14)	15 (14.28)	105 (100)
Gender	Male	57 (73.08)	10 (12.82)	11 (14.10)	78 (100)
	Female	15 (55.56)	8 (29.63)	4 (14.81)	27 (100)
	Total	72 (68.58)	18 (17.14)	15 (14.28)	105 (100)
Academic Qualification	Under Graduate	38 (62.30)	13 (21.31)	10 (16.39)	61 (100)
	Graduate	25 (73.53)	4 (11.77)	5 (14.70)	34 (100)
	Post Graduate	5 (83.34)	1 (16.66)	0 (00.0)	6 (100)
	Graduate with B.Ed	4 (100)	0 (00.0)	0 (00.0)	4 (100)
	Total	72 (68.58)	18 (17.14)	15 (14.28)	105 (100)
Years in Job	<10	36 (72.00)	10 (20.00)	4 (08.00)	50 (100)
	11-20	20 (64.52)	5 (16.13)	6 (19.35)	31 (100)
	>21	16 (66.67)	3 (12.50)	5 (20.83)	24 (100)
	Total	72 (68.58)	18 (17.14)	15 (14.28)	105 (100)

Source: Computed from primary data

On enquiring to the elementary teachers on whether they get satisfactory cooperation from parents and community, the response is presented in the table 4.2.35. Majority of the respondents (68.58%) responded positively saying that they get satisfactory cooperation from parents and community, whereas (17.14%) answered negatively and (14.28%) have not responded to this item.

Analysing the above under the variable gender, it is found that male teacher (73.08%) were found with positive response than that of female teacher (55.56%)

On the basis of experience variable, (72%) of below 10 years of experience, (64.52%) of 11-20 years of experiences and (66.67%) of above 21 years of experiences were in agreement with the view. Interestingly, with the increase of qualification the positive response also increased.

4.2.35. Do you think the School is doing well?

Attributes	Ranks	Yes	No	NR	Total
		%	%	%	%
In all Variable	-	82 (78.10)	9 (08.57)	14 (13.33)	105 (100)
Gender	Male	60 (76.93)	7 (08.97)	11 (14.10)	78 (100)
	Female	22 (81.48)	2 (07.41)	3 (11.11)	27 (100)
	Total	82 (78.10)	9 (08.57)	14 (13.33)	105 (100)
Academic Qualification	Under Graduate	46 (75.41)	6 (09.84)	9 (14.75)	61 (100)
	Graduate	26 (76.48)	3 (08.82)	5 (14.70)	34 (100)
	Graduate with B.Ed	6 (100)	0 (00.00)	0 (00.00)	6 (100)
	Post Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Total	82 (78.10)	9 (08.57)	14 (13.33)	105 (100)
Years in Job	<10	40 (80.00)	6 (12.00)	4 (08.00)	50 (100)
	11-20	24 (77.42)	1 (03.23)	6 (19.35)	31 (100)
	>21	18 (75.00)	2 (08.34)	4 (16.66)	24 (100)
	Total	82 (78.10)	9 (08.57)	14 (13.33)	105 (100)

Source: Computed from primary data

Most of the respondents believed that their school is doing well with the implementation of Communitisation in Elementary Education. The responses were (78.10%) of the respondents marked as “Yes” and (8.57%) respondent marked as “No”. While analyzing the variable gender, academic qualifications, and experiences, the majority of the respondents above (75%) irrespective of any variable of any categories were responded positively saying that their school is doing well. Interestingly all the respondents (100%) of Graduates with B.Ed and Post Graduates

responded positively saying that the school is doing well after the implementation of communitisation.

4.2.36. What is the rating of your Schools Performance?

Rating	In all Variable	Gender		Academic Qualification				Years in Job		
		Male	Female	U.G	G	G, B.Ed	P.G	1-10	11-20	>21
A	19 (18.10)	15 (19.24)	4 (14.82)	8 (13.12)	7 (20.59)	2 (33.33)	2 (50.00)	11 (22.00)	6 (19.35)	2 (8.33)
B	37 (35.24)	25 (32.05)	12 (44.44)	23. (37.70)	11 (32.35)	2 (33.33)	1 (25.00)	12 (24.00)	16 (51.62)	9 (37.50)
C	42 (40.00)	31 (39.74)	11 (40.74)	26 (42.63)	13 (38.24)	2 (33.34)	1 (25.00)	21 (42.00)	8 (25.80)	13 (54.17)
D	7 (06.66)	7 (08.97)	0 (00.00)	4 (06.55)	3 (08.82)	0 (00.00)	0 (00.00)	6 (12.00)	1 (03.23)	0 (00.00)
E	105 (100)	78 (100)	27 (100)	61 (100)	34 (100)	6 (100)	4 (100)	50 (100)	31 (100)	24 (100)

Source: Computed from primary data

Note:

- A. Above 70% B. Between 60-70%
 C. Between 50-60% D. Below 50%
 E. Total

The above table 4.2.36 shows the rating of the school performance majority of the teacher respondents (40%) were rating between 50-60%, (35.24%) respondents rating were between 60-70%, (18.10%) respondents were above 70% and only (6.66%) were below 50%.

While analysing the same, across the variable gender the highest rating of male respondents (39.74%) were 50-60% rating and also the female teacher respondents the highest rating comes 50-60%. On the basis of academic qualification variable majority (42.63%) of undergraduate, (38.24%) of graduate, (33.34%) of graduate with B.ED rating were between 50-60%. However (50%) of postgraduate highest rating was above 75%. Further majority (42%) of below 10 years of experiences, (54%) of above 21 years of experiences rating were between 50-60%.

However majority (51%) of 11-20 years rating was between 60-70%. It indicated that majority of the school rating were between 50-60%.

4.2.37. Have you been a victim of “No Work No Pay”?

Attributes/Response	Ranks	Yes %	No %	NR %	Total %
In all variable		12(11.43)	85(80.96)	8(7.61)	105(100)
Gender	Male	11(14.10)	59(75.64)	8(10.26)	78(100)
	Female	1(03.71)	26(96.29)	0(00.00)	27(100)
	Total	12(11.43)	85(80.96)	8(07.61)	105(100)
Academic Qualification	Under Graduate	8(13.12)	50(81.96)	3(04.92)	61(100)
	Graduate	4(11.76)	29(85.30)	1(02.94)	34(100)
	Graduate with B. Ed	0(00.00)	4(66.66)	2(33.34)	6(100)
	Post Graduate	0(00.00)	2(50.00)	2(50.00)	4(100)
	Graduate	12(11.43)	85(80.96)	8(07.61)	105(100)
	Total				
Teaching experience	<10	2(04.00)	45(90.00)	3(06.00)	50(100)
	11-20	3(09.68)	24(77.42)	4(12.90)	31(100)
	>21	7(29.17)	16(66.67)	1(04.16)	24(100)
	Total	12(11.43)	85(80.96)	8(07.61)	105(100)

Source: Computed from primary data

Communitisation ensures discipline and regularity of teachers by implementing the principles of “No Work, No pay policy. Salary is deducted from the teacher(s) who is/are found absent from the school. Heads of the school started maintaining more accurate records of teachers’ attendance as per the directives in the prescribed forms. An enquiry was conducted to the elementary teachers whether they have been a victim of ‘No Work, No Pay’ policy the above table 4.2.37 shows that

majority (80.95%) of the teachers have not been victims of 'no work no pay' policy. About (11.43%) has been victimized by this policy.

While analysing the same, across the variable gender, it is found that the female teacher (96.29%) were found with little higher regularity level than that of male teachers (75.64%). On the basis of academic qualifications and experience variables, majority of the teacher respondents were not been victimized by "No Work, No Pay" policy.

Some of the major problems faced by majority of the teachers were:

- a. lack of motivation and interest from the students
- b. indiscipline behaviour of the students
- c. weak students
- d. lack of parental support and encouragement

Category - 3**Data on Village Education Committee (VEC's)****VECs Members**

Education plays a vital role in moulding ideas, habits and attitudes with a view to producing a well – balanced personality of an individual – physically strong, mentally alert and socially efficient, Towards that end, school is one of the most important formal agencies of education set up in a community. Every community sets the climate or the environment in which school has to function. Thus, the social philosophy of a community determines the climate of the school in which it has to function. The school is responsible for development of desirable values and attitudes among the children of a community. The values system cherished by the community has to be transmitted to new members through schools without which it will not be possible for a community to sustain its value system; because children require proper guidance and instruction with regard to what they should believe and value.

The community is essentially a whole range of social structures which generate a variety of learning systems for every individual to realize his potential as a social entity and to develop himself or herself and participate creatively in the development of others. It could be through the panchayat bodies, voluntary agencies, Mahila Mandala, youth clubs or any other form or organization form community participation. It also refers to the ordinary people thinking and acting together for a set of common goals. Community participation has been recognized as one of the effective strategies of achieving the goal of education in any given community or society. Such recognition has been a matter of record in the work of various commissions/committee on education for well over century now. However, the phase has been viewed more as contribution than participation right from the beginning.

Since the 1990s, India has moved to decentralize governance of education through the 73rd and 74th Constitutional Amendment Act that authorizes states to establish a tier governance structure to implement central and state education policies and schemes. Through this process village, block and district-level bodies were created and empowered. The aim of this decentralized planning and management of

education is to ensure local participation and involvement in the education process. Equal accessibility of public schools to all children coupled with improved teaching methods and closer links between teachers and parents can thus have a deep impact on village, society and economy. As neither parents nor other members of the community nor teachers are able and willing to promote school quality, the role of the state remains central. The formation of Parent-Teacher Associations (PTAs) in schools and Village education Committees (VECs) at the local level are efforts directed towards bringing about changes at the school level through local efforts.

The community involvement in the school's management and functioning is a key component in obtaining material improvements. With the strong push towards decentralization under the newly launched SSA scheme, the education system is looking to the community for participation in the functioning and monitoring of their schools. The community ownership is central to the SSA programme. By far the most significant recommendation is to empower local bodies to monitor the functioning of the school and teachers that are meant to serve their communities. Communities must be made aware of how they can and must hold schools, principals and teachers accountable. Officially, decentralization allows closer interactions between parents, teachers and local institutions to improve the quality of schools.

A total of 101 VEC respondents were selected for the study out of which 84 VEC were Male while 17 VEC were female. VEC were also classified on the basis of the level of the academic qualification as 28 VEC belonged to under matric (which includes Primary/Middle/High School), 30 VEC belonged to matriculate, 19 VEC belonged to 12 pass, 4 VEC belonged to graduate, 2 VEC belonged to post graduate. In the discussion to follow, the researcher has posed certain queries to the VEC to examine their opinions towards communitisation of elementary education of Phek district.

4.3.1 Sex wise distribution of the VEC members

Sex	No. of VEC	%
a. Male	84	83.16
b. Female	17	16.84
Total	101	100

From the data in Table 4.3.1 it is clear that out of 101 VEC, 84 (83.16%) were male and 17 (16.84%) were female in the sample.

4.3.2. Educational qualification of the VEC

Qualification	No of VEC	%
Under matric	37	36.63
Matriculate	36	35.64
12 passed	22	21.78
Graduate	4	3.97
Post Graduate	2	1.98
Total	101	100

Data pertaining to table 4.2.2, reveal that out of 101 VEC; 37(36.63%) VEC were under matric, 36(35.64%) matriculate, 22(21.78%) VEC were 12 passed, 4(3.97%) VEC were graduates, 2(1.98%) VEC were highly qualified having Post Graduate Degrees. It indicates that undermatric constituted the highest, whereas post graduates the lowest.

4.3.3. Are the VEC being informed about the Communitisation Programme by the Higher Authority?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable	-	83 (82.18)	0 (00.00)	18 (17.82)	101 (100)
Gender	Male	68 (80.96)	0 (00.00)	16 (19.04)	84 (100)
	Female	15 (88.24)	0 (00.00)	2 (11.76)	17 (100)
	Total	83 (82.18)	0 (00.00)	18 (17.82)	101 (100)

Academic qualification	Under Matric	28 (75.68)	0 (00.00)	9 (24.32)	37 (100)
	Matriculate	30 (83.33)	0 (00.00)	6 (16.67)	36 (100)
	12 pass	19 (86.37)	0 (00.00)	3 (13.63)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	83 (82.18)	0 (00.00)	18 (17.82)	101 (100)

Source: Computed from primary data

The data presented in table 4.3.3 examine the view on whether the VECs were being informed about the Communitisation Programme by the higher authority, it can be seen that majority of the respondents (varying from 75.68% to 100%) irrespective of any variable of any category were in agreement with the view that they were being informed. Only (17.82%) had not responded to this item. Further with the increased of qualification the agreed responses also increased. Interestingly, all the respondents (100%) of graduate and post graduates responded positively to this view.

4.3.4. How is the VEC's constituted?

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	Under Matric %	Matriculate %	12 pass %	G %	P.G %
Government directives	71 (70.30)	61 (72.62)	10 (58.83)	24 (64.87)	26 (72.23)	17 (77.28)	3 (75.00)	1 (50.00)
Nomination from different village department	30 (29.70)	23 (27.38)	7 (41.17)	13 (35.13)	10 (27.77)	5 (22.72)	1 (25.00)	1 (50.00)
Others	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)
Total	101 (100)	84 (100)	17 (100)	37 (100)	36 (100)	22 (100)	4 (100)	2 (100)

Source: Computed From Primary Data

Since the primary objective of constituting VEC was to ensure the participation of the community and create within it a sense of ownership, the model incorporates diverse stakeholders as its members. This includes, Person elected/selected by village council will be the chairman, and the members were VDB secretary, Head teacher of the communitised school of the village, three parents/guardian representative at least one woman, two teachers representative, one member from village council, one representative from different church denomination in the village, two members from village community, Sub-Inspector of school of the area and Head Teacher of government middle school (GMS) or where GMS does not exist in village senior most teacher. Members are enrolled for a term of three years, and meet at least once in three months. The term of VEC differs in name as Ward Education Committee, Station Education Committee, and Village Education Committee.

The data presented in the table 4.3.4 clearly reflects about how is the VEC's constituted as in general (70.30%) of the VEC constituted on the directives of the government. About (27.70%) of the VEC constituents were selected by nomination from different departments of the village. While analyzing the same, across the variable gender and academic qualification majority of the respondents irrespective of any variable of any categories responded that the VECs were constituted on the directives of the government.

4.3.5. How often do the VEC's convene meeting in a month?

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	Under Matric %	Matriculate %	12 pass %	G %	P.G %
Once	75 (74.26)	68 (80.96)	7 (41.18)	29 (78.38)	26 (72.23)	16 (72.73)	2 (50.00)	2 (100)
Twice	6 (05.94)	4 (04.76)	2 (11.76)	3 (08.10)	2 (05.56)	1 (04.54)	0 (00.00)	0 (00.00)
More than twice	7 (06.93)	3 (03.57)	4 (23.53)	2 (05.41)	3 (08.33)	2 (09.10)	0 (00.00)	0 (00.00)
Others	13 (12.87)	9 (10.71)	4 (23.53)	3 (08.11)	5 (13.88)	3 (13.63)	2 (50.00)	0 (00.00)
Total	101 (100)	84 (100)	17 (100)	37 (100)	36 (100)	22 (100)	4 (100)	2 (100)

Sources: Computed from primary data

The data presented in the table 4.3.5 clearly reflects on how often the VECs convene meeting in a month, in general about (74.26%) convene meeting once in a month, (5.94%) twice in a month and (12.87%) dors so and when need arises and 6.93% more than twice.

While analysing the same across the variable gender it has been found that the male VEC with (80.96%) were found little higher convene meeting in a month than that of female VEC with (41.18%). On the basis of academic qualification variable majority of the respondents irrespective of any categories responded that the VEC's convene meeting once in a month. Interestingly, all the respondents i.e. (100%) of the post graduate respondents responded that the VECs convene meeting once in a month.

4.3.6. How many VEC's Training have you attended?

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	Under Matric %	Matriculate %	12 pass %	G %	P.G %
1 to 3	89 (88.12)	76 (90.48)	13 (76.48)	32 (86.49)	33 (91.66)	18 (81.82)	4 (100)	2 (100)
4 to 6	8 (07.92)	5 (05.95)	3 (17.64)	4 (10.81)	1 (02.78)	3 (13.64)	0 (00.00)	0 (00.00)
7 to 9	2 (01.98)	1 (01.19)	1 (05.88)	0 (00.00)	1 (02.78)	1 (04.54)	0 (00.00)	0 (00.00)
Others	2 (01.98)	2 (02.38)	0 (00.00)	1 (02.70)	1 (02.78)	0 (00.00)	0 (00.00)	0 (00.00)
Total	101 (100)	84 (100)	17 (100)	37 (100)	36 (100)	22 (100)	4 (100)	2 (100)

Sources: Computed from primary data

The chairman, secretaries and selected members of VEC of communitised schools were trained at the District and Block levels by four teams of resource persons. The training was attended by the District Education Officers, Principals of DIET, office assistants of DEO, and DIS officers and the citizens of towns and villages. The training laid special emphasis on the concept, rules and procedures of communitisation, dwelling on specific issues such as financial transaction with clarity and transparency, educational administration at village level through VEC with understanding, dedication and confidence, local academic inputs and administrative linkage with higher levels in the hierarchy, besides general areas related to education.

The data in table 4.3.6 reflects about how many VEC training the VEC have attended as majority of the respondents with (88.12%) attended 1 to 3 times, (7.92%) 4 to 6 times, (1.98%) 7 to 9 times and (1.98%) others as and when need arises. On the basis of variable gender and academic qualification, majority of the respondents irrespective of any variable of any categories responded that they attended 1-3 times

training programmes. Further, all the respondents (100%) of graduate and post graduates responded that they attended VEC training 1-3 times.

4.3.7. How often does the VEC convene meeting with the DIS?

Rating	In all variable%	Gender		Qualification				
		Male %	Female %	Under Matric %	Matriculate %	12 pass %	G %	P.G %
a. Once	84 (83.17)	71 (84.53)	13 (76.48)	27 (72.98)	33 (91.67)	20 (90.91)	2 (50.00)	2 (100)
b. Frequent	8 (07.92)	7 (08.33)	1 (05.88)	2 (05.40)	2 (05.56)	2 (09.09)	2 (50.00)	0 (00.00)
c. Never	7 (06.93)	5 (05.95)	2 (11.76)	6 (16.22)	1 (02.77)	0 (00.00)	0 (00.00)	0 (00.00)
d. Others	2 (01.98)	1 (01.19)	1 (05.88)	2 (05.40)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)
Total	101 (100)	84 (100)	17 (100)	37 (100)	36 (100)	22 (100)	4 (100)	2 (100)

Sources: Computed from primary data

From the above table no.4.3.7, the majority of the VEC respondents with 83.17% convene meeting with the DIS only once, (7.92%) of the VECs convene meeting with the DIS frequently, (6.93%) never had meeting with the DIS and (1.98%) stated as others.

On the basis of variable gender, majority of the male respondents with (84.53%) responded that the VECs convene meeting with the DIS only once and majority of the female VEC (76.44%) convened meeting with the DIS once. On the basis of academic qualification variable majority of the respondents irrespective of any categories responded that they convene meeting with DIS only once.

4.3.8. Does the VEC perform the following Administrative Duties?

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	Under Matric %	Matriculate %	12 pass %	G %	P.G %
Day to day management of the School	56 (55.44)	40 (47.61)	16 (94.11)	20 (54.05)	21 (58.33)	9 (40.90)	4 (100)	2 (100)
Appointment of substitute Teacher.	43 (42.57)	31 (36.90)	12 (70.58)	19 (51.35)	18 (50.00)	4 (18.18)	2 (100)	0 (00.00)
Monitor attendance and Retention	59 (58.41)	49 (58.33)	10 (58.82)	26 (70.27)	17 (47.22)	12 (54.54)	4 (100)	0 (00.00)
Drawal and disbursement of Salaries	85 (84.15)	69 (82.14)	16 (94.11)	30 (81.08)	29 (80.55)	20 (90.90)	4 (100)	2 (100)
Disciplinary action against irregular Teacher.	69 (68.31)	58 (69.04)	11 (64.70)	25 (67.56)	22 (61.11)	18 (81.81)	4 (100)	0 (00.00)

Sources: Computed from primary data

Some major principles and salient features of communitisation of elementary education institution includes: community empowerment which means the village community through VEC is legally empowered to own, manage, administer and develop elementary school(s) in their own village or locality as their own where the village education committee (VEC) is recognized as a legal authority.

Decentralization of power and function which includes the community through VEC is given power and authority to plan the school programmes, utilize resources, manage and administer the school programmes; evaluate, supervise and monitor all the school programmes. The VEC is empowered to disburse the monthly salary of the school staff transacted through the VEC saving bank account. It has been authorized to initiate a disciplinary action against any erring school staff if any irregularities are detected.

A unique partnership between the government and community: breaking the traditional barriers of hierarchical orders in the government setup, the educational functionaries-administrator, supervisor, field functionaries and school personnel of all levels become co-partners of community to work together in the interest of quality education for their own children in the schools. In this way, the convention of formal powers has been broken.

Power of recruitment and transfer of school personnel which means the community through VEC is empowered to select and recommend for appointment of substitute teachers for a period of three months to one year against long term vacancy. The VEC is also authorized to recommend for transfer of teachers from one school to another.

Responsibility for children's enrolment and retention in the school: the VEC is given responsibility to ensure universal enrolment and universal retention of children in the school. It is the responsibility of the VEC to see that all children within the age group of 6-14 years are enrolled and retained in the schools.

On enquiring to the VEC about whether they perform the following administrative duties is presented in the table 4.3.8 as (84.15%) of the VEC respondents perform drawal and disbursement of salaries, (68.31%) to ensure disciplinary action against irregular teacher, (58.41%) monitor attendance and retention and to identify dropout to rejoin school, (55.44%) perform day to day management of the school and (42.57%) perform the appointment of substitute teachers. While analyzing the same across variable gender and academic qualification majority of the respondents irrespective of any variable give the highest agree response that the VEC perform drawal and disbursement of salaries.

It was found that (100%) of graduate and post graduate perform day to day management of the schools and also perform drawal and disbursement of salaries.

4.3.9: After the implementation of Communitisation, which area is the most effective?

Rating	In all variable%	Gender		Qualification				
		Male %	Female%	Under Matric%	Matriculate %	12 pass %	G %	P.G %
Teacher are more regular	95 (94.05)	80 (95.23)	15 (88.23)	32 (86.48)	35 (97.22)	22 (100)	4 (100)	2 (100.00)
Increase in enrolment	88 (87.12)	75 (89.28)	13 (76.47)	30 (81.08)	32 (88.88)	21 (95.45)	3 (75.00)	88 (87.12)
Improve retention rate	66 (65.34)	56 (66.66)	10 (58.82)	24 (64.86)	21 (58.33)	19 (86.36)	2 (50.00)	66 (65.34)
Improvement in the performance of the students.	70 (69.30)	58 (69.04)	12 (70.58)	26 (70.27)	22 (61.11)	20 (90.90)	2 (50.00)	70 (69.30)
Increase in more number of girl students	61 (60.39)	52 (61.90)	9 (52.94)	23 (62.16)	20 (55.55)	18 (81.81)	0 (00.00)	61 (60.39)

Sources: Computed from primary data

Table 4.3.9 stated some more visible impact of communitisation programme as (94.05%) stated that teachers are more regular after the implementation of communitisation, (87.12%) increased in enrolment, (65.35%) improved retention rate, (69.30%) improvement in the performance of the students and (60.39%) increase in more number of girls students.

While analyzing the same across the variable gender it has been found that the male VEC members were found with little higher responses nearly almost all the categories than that of female VEC respondents. On the basis of academic qualification variable (86.84%) of undermatric, (97.22%) of matriculate, (100%) of 12 pass and (100%) of graduate, (94.05%) of post graduate shared their view that teachers are more regular after the implementation of communitisation followed by increased in students enrolment with (81.08%) of undermatric, (88.88%) of matriculate, (95.45%) of 12 pass, (75%) of graduate and (87.12%) of post graduate and above (50%) of any categories shared their view that after the communitisation there is improvement in students retention rate, improvement in the performance of the students and also increased in more number of girls students.

A remark was made by one of the VEC respondents that prior to the communitisation programme; the enrolment of children in the school was

significantly decreasing in government run schools. Parents enrolled their children in the private schools in which the hope to get better quality education. However, with the communitisation programme launched in the state, the school performances, performances of teachers, school administration and management system considerably improved. This led to producing better students' performance and better results of the schools. This attracted the parents to enrol their children/wards in the schools. There were reports of a significant increase in the enrolment of children in the schools. Similar finding of the work was done by Liegise, Buno 2009.

4.3.10. Does the VEC arrange short term courses for teachers?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		5 (04.96)	88 (87.12)	8 (07.92)	101 (100)
Gender	Male	5 (05.96)	71 (84.52)	8 (09.52)	84 (100)
	Female	0 (00.00)	17 (100.0)	0 (00.00)	17 (100)
	Total	5 (04.96)	88 (87.12)	8 (07.92)	101 (100)
Academic qualification	Under matric	1 (02.71)	30 (81.08)	6 (16.21)	37 (100)
	Matriculate	0 (00.00)	35 (97.22)	1 (02.78)	36 (100)
	12 pass	0 (00.00)	22 (100.0)	0 (00.00)	22 (100)
	Graduate	2 (50.00)	1 (25.00)	1 (25.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	5 (04.96)	88 (87.12)	8 (07.92)	101 (100)

Sources: Computed from primary data.

Certain specific administrative powers and function of VEC includes the arrangement short duration training programmes for teachers in the school complex in order to develop up-to-date technique and teaching methodology. Assistance may be sought from and given by experts in DIET another departmental functionaries.

From the analysis of the data presented in the table 4.3.10, It was found that majority of the respondents with (87.12%) responded that there was no arrangement of short term courses for teachers in the school premises, or any other related programmes, whereas (04.96%) of the VEC's arrange short term courses for teachers, and a minimum number (7.92%) had not responded to this item. This shows their lack of interest along with the constraint of financial resource. On the basis of variable gender, (84.52%) of male and (100%) of female VECs members responded that they did not arrange short term course for teacher in the school premises or any other related programme. Similarly, on the basis of academic qualification variable (91.08%) of undermatric, (97.22%) of matriculate, all the respondents i.e. (100%) of 12 passed responded that the VEC does not arrange any short term course for the teacher as against (50%) of graduate and all the respondents i.e. (100%) of post graduate had affirmed with it.

4.3.11. Does the VEC sponsor Teachers for Training?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		29 (28.72)	65 (64.35)	7 (06.93)	101 (100)
Gender	Male	25 (29.77)	55 (65.47)	4 (04.76)	84 (100)
	Female	4 (23.53)	10 (58.82)	3 (17.65)	17 (100)
	Total	29 (28.72)	65 (64.35)	7 (06.93)	101 (100)
Academic qualification	Under matric	7 (18.92)	24 (64.86)	6 (16.22)	37 (100)
	Matriculate	11 (30.56)	24 (66.66)	1 (02.78)	36 (100)
	12 pass	9 (40.90)	13 (59.10)	0 (00.00)	22 (100)
	Graduate	2 (50.00)	2 (50.00)	0 (00.00)	4 (100)
	Post Graduate	0 (00.00)	2 (100)	0 (00.00)	2 (100)
	Total	29 (28.72)	65 (64.35)	7 (06.93)	101 (100)

Sources: Computed from primary data

On enquiring into aspect whether the VEC sponsor teacher for training, the data presented in the table 4.3.11 indicates that the respondents in all variables with (64.35%) had negated with the view against (28.72%) had affirmed with it, and (6.93%) have not responded to this item.

On the basis of qualification variable the graduate qualification had equal agreed as well as disagreed. Whereas (64.86%) of under matric, (66.66%) of matriculate, (59.10%) of 12 pass and (100%) of post graduate qualifications disagreed with the view. Further (65.47%) of male and (58.82%) of female respondents disagreed with the view.

4.3.12. Does the VEC have workshop with Anganwadi Centre?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		64 (63.37)	28 (27.72)	9 (08.91)	101 (100)
Gender	Male	54 (64.29)	24 (28.57)	6 (07.14)	84 (100)
	Female	10 (58.83)	4 (23.53)	3 (17.64)	17 (100)
	Total	64 (63.37)	28 (27.72)	9 (08.91)	101 (100)
Academic qualification	Under Matric	18 (48.65)	13 (35.14)	6 (16.21)	37 (100)
	Matriculate	28 (77.78)	6 (16.67)	2 (05.55)	36 (100)
	12 pass	12 (54.56)	9 (40.90)	1 (04.54)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	64 (63.37)	28 (27.72)	9 (08.91)	101 (100)

Sources: Computed from primary data.

The data presented in the table 4.3.12 highlights that more of the VEC (63.37%) agreed that they have workshop with Angawadi Centre whereas (27.72%) disagreed with the query and (8.91%) had not responded to this item.

On the basis of variable gender, more of male respondent with (64.29%) were in agreement as compared to that of female rated (58.82%) with the view.

On the basis of academic qualification, majority of the respondents of any categories were in agreement with the query. Further, all the respondents i.e. (100%) of the graduates and post graduates responded positively to the query.

4.3.13. Does VEC ensure Universal Enrolment and Retention?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		65 (64.36)	27 (26.73)	9 (08.91)	101 (100)
Gender	Male	55 (65.48)	20 (23.80)	9 (10.72)	84 (100)
	Female	10 (58.83)	7 (41.17)	0 (00.00)	17 (100)
	Total	65 (64.36)	27 (26.73)	9 (08.91)	101 (100)
Academic qualificatio n	Under matric	24 (64.88)	6 (16.21)	7 (18.91)	37 (100)
	Matriculate	21 (58.33)	13 (36.11)	2 (05.56)	36 (100)
	12 pass	14 (63.63)	8 (36.37)	0 (00.00)	22 (100)
	Graduate	4 (100)	0	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	65 (64.36)	27 (26.73)	9 (08.91)	101 (100)

Sources: Computed from primary data

Under communitisation of elementary education institution, responsibility for children's enrolment and retention in the school is one of the principles and salient features. The VEC is given responsibility to ensure universal enrolment and universal retention of children in the school. It is the responsibility of the VEC to see that all children within the age group of 6-14 years are enrolled and retained in the schools.

The data presented in the table 4.3.13, examined the view that VEC ensured universal enrolment and retention, it can be seen that majority of the respondents with (64.36%) were in agreement with the query whereas (26.73%) were disagreed with the query and (08.91%) did not answer to this item.

On the basis of variable gender and academic qualification, majority above (58.33%) irrespective of any variable, were in agreement with the view. Interestingly, all the respondents (100%) of graduates and post graduates responded positively to the view saying that they ensure universal enrolment and retention.

4.3.14. Are the VEC's consulted in organizing programmes of the school?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		92 (91.08)	3 (02.98)	6 (05.94)	101 (100)
Gender	Male	82 (97.62)	1 (01.19)	1 (01.19)	84 (100)
	Female	10 (58.82)	2 (11.77)	5 (29.41)	17 (100)
	Total	82 (91.08)	3 (02.97)	6 (5.95)	101 (100)
Academic qualification	Under matric	31 (83.78)	1 (02.70)	5 (13.52)	37 (100)
	Matriculate	35 (97.22)	0 (00.00)	1 (02.78)	36 (100)
	12 pass	20 (90.90)	2 (09.10)	0 (00.00)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	92 (91.08)	3 (02.98)	6 (05.94)	101 (100)

Sources: Computed from primary source

The community is entrusted with the responsibility of supervising the school, children's performance, teachers' performance and quality teaching-learning experiences. All the school supervisory and monitoring works are to be based on the initiatives and co-operation of the community. The community may be informed or consulted whenever school supervisory and monitoring works are carried out

The data in the table 4.3.14 highlights that more of the VECs with (91.08%) had agreed that they consulted in organizing programme of the school along with the faculties.

On the basis of variable gender, more of male respondents with (97.62%) had agreed response to that of female respondents with (58.82%). Further, (83.78%) of under matric, (97.22%) of matriculate, (90.90%) of 12 pass were responded positively to the query. Interestingly all the respondents i.e. (100%) of graduates and post graduates responded positively saying that the VEC consulted in organizing programme of the school.

4.3.15. Does the VEC receive any help from the Community?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		81 (80.19)	13 (12.88)	7 (06.93)	101 (100)
Gender	Male	71 (84.52)	10 (11.90)	3 (03.58)	84 (100)
	Female	10 (58.82)	3 (17.65)	4 (23.53)	17 (100)
	Total	81 (80.19)	13 (12.88)	7 (06.93)	101 (100)
Academic qualification	Under matric	26 (70.28)	6 (16.21)	5 (13.51)	37 (100)
	Matriculate	30 (83.33)	5 (13.89)	1 (02.78)	36 (100)
	12 pass	21 (95.45)	0 (00.00)	1 (04.55)	22 (100)
	Graduate	2 (50.00)	2 (50.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	81 (80.19)	13 (12.88)	7 (06.93)	101 (100)

Sources: Computed from primary data

The analysis of the data presented in the table 4.3.15 clearly indicates from the responses of the VEC's that majority (80.19%) received help from the community at the village level like students' union, youth society, women organization, church and

other social organization came forward with great enthusiasm to help implement the programme of communitisation whereas (12.88%) VEC respondents responded that they did not receive any help and (6.93%) had not responded to this item.

On the basis of variable gender, more of male respondent with (84.52%) had agreed response than that of female with (58.82%). Analysing the data of academic qualification variable, (70.28%) of under matric, (83.33%) of matriculate and (95.45%) of 12 passed responded positively saying that they received help from the community. The respondents with graduate qualification had equally divided agreed as well as disagreed responses. All the respondents of post graduate qualification i.e. (100%) responded positively to the query.

4.3.16. Does the VEC have any Education Fund?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		49 (48.52)	46 (45.54)	6 (05.94)	101 (100)
Gender	Male	44 (52.38)	36 (42.86)	4 (04.76)	84 (100)
	Female	5 (29.42)	10 (58.82)	2 (11.76)	17 (100)
	Total	49 (48.52)	46 (45.54)	6 (05.94)	101 (100)
Academic qualification	Under matric	17 (45.95)	15 (40.54)	5 (13.51)	37 (100)
	Matriculate	17 (47.23)	18 (50.00)	1 (02.77)	36 (100)
	12 pass	13 (59.10)	9 (40.90)	0 (00.00)	22 (100)
	Graduate	2 (50.00)	2 (50.00)	0 (00.00)	4 (100)
	Post Graduate	0 (00.00)	2 (100)	0 (00.00)	2 (100)
	Total	49 (48.52)	46 (45.54)	6 (05.94)	101 (100)

Sources: Computed from primary data

The community through VEC is empowered to operate two VECs bank accounts – one current account for transaction school staff salary and one saving account for depositing other financial grants and contribution for school development are opened. Received grants from the government; to generate resources from the

community and to operate one educational fund. The interest earned out of saving bank account will form part of the education fund. This includes funds for purposes such as purchase of text books, furniture, construction of buildings etc. That way, the financial powers are decentralised to the village community.

On enquiring into aspect whether the VEC has any educational fund, the data presented in the table 4.3.16 indicates that in general (45.54%) had negated with the view as against (48.52%) had affirmed with it. A minimum number of (5.94%) had not responded to the query. On the basis of the variable gender, majority of the male responded with (52.38%) had agreed with the view. Further (45.95%) of under matric responded positively as against (40.54%) disagreed with it. However all the respondents with (100%) of post graduates, (40.90%) of 12 pass and (50%) of matriculate had negated the view as against (50%) of graduate, (59.10%) of 12 passed and (47.23%) of matriculate had affirmed with it.

4.3.17. Are the Grants and Funds utilized successfully according to the purpose?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable	-	84 (83.17)	11 (10.89)	6 (05.94)	101 (100)
Gender	Male	71 (84.52)	8 (09.52)	5 (05.96)	84 (100)
	Female	13 (76.48)	3 (17.64)	1 (05.88)	17 (100)
	Total	84 (83.16)	11 (10.89)	6 (05.95)	101 (100)
Academic qualification	Under matric	29 (78.38)	3 (08.10)	5 (13.52)	37 (100)
	Matriculate	30 (83.34)	5 (13.88)	1 (02.78)	36 (100)
	12 pass	19 (86.37)	3 (13.63)	0 (00.00)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	84 (83.17)	11 (10.89)	6 (05.94)	101 (100)

Sources: Computed from primary data

On enquiring the VEC, whether the funds and grants utilize according to the purpose is presented in the table 4.3.17. Majority of the respondents with (83.17%)

were in agreement with the view by saying that grants and funds are utilized according to the purpose. A minimum number of VECs had not given any response with (5.94%) and (10.89%) answered negatively saying that grants and funds are not utilized according to the purpose.

While analyzing the same across the variable gender and academic qualification as majority of the respondents above (76.48%) irrespective of any variable, were in agreement with the query. Further, all the respondents with (100%) in graduate and post graduate qualifications answered positively saying that grants and funds are utilized successfully according to the purpose.

4.3.18. Are the Grants and Funds allotted sufficient to meet the requirements of the Schools?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		33 (32.67)	61 (60.39)	7 (06.94)	101 (100)
Gender	Male	28 (33.34)	51 (60.71)	5 (05.95)	84 (100)
	Female	5 (29.41)	10 (58.83)	2 (11.76)	17 (100)
	Total	33 (32.67)	61 (60.39)	7 (06.94)	101 (100)
Academic qualification	Under matric	12 (32.43)	19 (51.36)	6 (16.21)	37 (100)
	Matriculate	12 (33.33)	23 (63.89)	1 (02.78)	36 (100)
	12 pass	9 (40.90)	13 (59.10)	0 (00.00)	22 (100)
	Graduate	0 (00.00)	4 (100)	0 (00.00)	4 (100)
	Post Graduate	0 (00.00)	2 (100)	0 (00.00)	2 (100)
	Total	33 (32.68)	61 (60.39)	7 (06.93)	101 (100)

Sources: Computed from primary data

The data in the table 4.3.18 reflects the responses of the VEC on whether the grants and funds allotted are sufficient to meet the requirement of the school. Majority of the respondents with (60.39%) responded that grants and funds allotted are not

sufficient to meet the requirement of the school whereas (32.68%) respondents responded that it was sufficient and (6.93%) had not responded to this query.

On the basis of gender variable, (60.71%) of Male and (58.83%) of female disagreed with the query. Besides, (51.36%) of undermatric, (63.89%) of matriculate, (59.10%) of 12 passed, (100%) of graduate and post graduate qualification responded negatively saying that it was not sufficient to meet the requirement of the schools.

4.3.19. Does the VEC carry out Audit?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		71 (70.30)	19 (18.81)	11 (10.89)	101 (100)
Gender	Male	62 (73.81)	13 (15.47)	9 (10.72)	84 (100)
	Female	9 (52.95)	6 (35.29)	2 (11.76)	17 (100)
	Total	71 (70.29)	19 (18.82)	11 (10.89)	101 (100)
Academic qualification	Under Matric	27 (72.98)	3 (08.10)	7 (18.92)	37 (100)
	Matriculate	22 (61.11)	12 (33.33)	2 (05.56)	36 (100)
	12 pass	18 (81.81)	4 (18.19)	0 (00.00)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	0 (00.00)	0 (00.00)	2 (100)	2 (100)
	Total	71 (70.29)	19 (18.82)	11 (10.89)	101 (100)

Sources: Computed from primary sources

One of the financial roles of VEC is to maintain proper accounts of income and expenditure, assets of the school; to get the accounts audited: and to bring out authentic report for the same for information to the community and higher authority

The enquiry on whether VEC carries out audit is presented in the table 4.3.19 as majority of the respondents with (70.29%) were in agreement with the query. A few numbers of VEC have not responded with (10.89%) and (18.81%) answered negatively saying that the VEC does not carry out audit.

While analyzing the same across the variable gender, it has been found that the male VECs with (73.81%) were found with the higher agreed response than that of the female VECs with (52.95%). On the basis of academic qualification (72.98%) of under matric, (61.11%) of matriculate, (81.81%) of 12 passed were in agreement with the view. Interestingly, all the respondents, (100%) of graduate responded positively saying that VEC's carry out audit.

4.3.20. Do you maintain any Record Register?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		92 (91.09)	0 (00.00)	9 (08.91)	101 (100)
Gender	Male	77 (91.67)	0 (00.00)	7 (08.33)	84 (100)
	Female	15 (88.24)	0 (00.00)	2 (11.76)	17 (100)
	Total	92 (91.09)	0 (00.00)	9 (08.91)	101 (100)
Academic qualification	Under Matric	31 (83.79)	0 (00.00)	6 (16.21)	37 (100)
	Matriculate	35 (97.23)	0 (00.00)	1 (02.77)	36 (100)
	12 pass	20 (90.91)	0 (00.00)	2 (09.09)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	92 (91.09)	0 (00.00)	9 (08.91)	101 (100)

Sources: Computed from primary data

The query to the VEC about maintaining of any record register is presented in the table 4.3.20. Majority of the respondents with (91.09%) were in agreement with the query saying that the VEC maintain record register. However, (8.91%) had not responded to this query. On the basis of variable gender and academic qualification, majority of the respondents (varying from 83.79% to 100%) irrespective of any variables of any categories were in agreement with the query. Further, all the

respondents i.e. (100%) of graduate and post graduate qualifications responded positively saying that they maintain record register

4.3.21. What disciplinary action does the VEC take for misconduct of Teacher?

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	Under Matric %	Matriculate %	12 pass %	G %	P.G %
With holding of pay	8 (07.93)	6 (07.14)	2 (11.76)	3 (08.10)	4 (11.11)	1 (04.55)	0 (00.00)	0 (00.00)
No work no pay	74 (73.26)	60 (71.43)	14 (82.36)	23 (62.17)	25 (69.45)	20 (90.90)	4 (100)	2 (100)
Report to higher authorities	5 (04.95)	5 (05.96)	0 (00.00)	2 (05.40)	3 (08.33)	0 (00.00)	0 (00.00)	0 (00.00)
Others	14 (13.86)	13 (15.47)	1 (05.88)	9 (24.33)	4 (11.11)	1 (04.55)	0 (00.00)	0 (00.00)
TOTAL	101 (100)	84 (100)	17 (100)	37 (100)	36 (100)	22 (100)	4 (100)	2 (100)

Sources: Computed from the primary data.

The community through VEC is given power and authority to plan the school programme, utilize resources, manage and administer the school programme; evaluate, supervise and monitor all the school programmes. The VEC is empowered to disburse the monthly salary of the school staff transacted through the VEC's saving bank account. It has been authorized to initiate a disciplinary action against any erring school staff if any irregularities are detected. Since VEC is authorized to take appropriate disciplinary action against the erring school staff by withholding monthly salary under no work no pay policy and the VEC can also report to higher authority on any serious administrative problem beyond solution by the education committee.

So on enquiring to the VEC about what disciplinary action does it take for misconduct of teacher the response is presented in the table 4.3.21. Majority (73.26%) of the VEC take action of no work no pay for misconduct of teachers, (7.93%) withholding of pay, (4.95%) reporting to higher authority and (13.86%) as others. On

the basis of variable gender, majority of the male respondents, (71.43%) take action of ‘no work no pay’ policy followed by (15.47%) as others, (7.14%) of withholding of pay and (5.96%) report to higher authority whereas the female respondents, majority with (82.36%) take action of no work no pay policy followed by with holding of pay with (11.76%) and (5.88%) as others. However, in the female VEC respondents, there is no such serious problem as reporting to higher authority. On the basis of academic qualification variable, the highest respondents in all the categories comes from ‘no work, no pay’ policy with (62.17%) of undermatric, (69.45%) of matriculate, (90.90%) of 12 pass followed by others and withholding of pay. All the respondents i.e. (100%) of graduates and under graduates take action of “no work no pay” policy.

4.3.22. Has the Community Participation increased?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		84 (83.17)	6 (05.94)	11 (10.89)	101 (100)
Gender	Male	72 (85.72)	4 (04.76)	8 (09.52)	84 (100)
	Female	12 (70.59)	2 (11.76)	3 (17.65)	17 (100)
	Total	84 (83.17)	6 (05.94)	11 (10.89)	101 (100)
Academic qualification	Undermatric	29 (78.38)	3 (08.10)	5 (13.52)	37 (100)
	Matriculate	30 (83.34)	2 (05.55)	4 (11.11)	36 (100)
	12 pass	19 (86.37)	1 (04.54)	2 (09.09)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	84 (83.17)	6 (05.94)	11 (10.89)	101 (100)

Sources: Computed from primary data.

On enquiring into aspect whether the community participation has increased after the implementation of communitisation, has been presented in the table 4.3.22. It can be seen that majority of the respondents (varying from 70.59% to 100), irrespective of any variables, were in agreement with the view saying that community participation has increased after the implementation of communitisation. Interestingly,

all the respondents i.e. (100%) of graduate and post graduate qualification responded positively to the view.

4.3.23. Does the VEC carry out activities to improve the Enrolment and Retention?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		77 (76.24)	11 (10.89)	13 (12.87)	101 (100)
Gender	Male	66 (78.58)	7 (08.33)	11 (13.09)	84 (100)
	Female	11 (64.71)	4 (23.52)	2 (11.77)	17 (100)
	Total	77 (76.24)	11 (10.89)	13 (12.87)	101 (100)
Academic qualification	Under matric	25 (67.57)	5 (13.51)	7 (18.92)	37 (100)
	Matriculate	30 (83.34)	4 (11.11)	2 (05.55)	36 (100)
	12 pass	16 (72.73)	2 (09.09)	4 (18.18)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	77 (76.24)	11 (10.89)	13 (12.87)	101 (100)

Sources: Computed from primary sources

From the analysis of the data presented in table 4.3.23, it is found that majority of the respondents with (76.24%) responded positively to the query saying that the VEC carry out activities to improve the enrolment and retention in the school(s) children up to the age of 14 class VIII and encourage and bring the dropout children to the school. However (10.89%) disagreed with the query and (12.87%) had not answered so far.

On the basis of variable gender, both male and female respondents above (64.71%) were in agreement with the view.

Further, majority (67.57%) of under matric, (83.34%) of matriculate, (72.73%) of 12 pass were in agreement with the statement. Interestingly, all the respondents i.e. (100%) of graduates and post graduates were responded positively saying that VEC carry out activities to improve the enrolment and retention.

4.3.24. Does the VEC encourage to organise Co-Curricular activities?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all Variable		78 (77.23)	10 (09.90)	13 (12.87)	101 (100)
Gender	Male	68 (80.96)	6 (07.14)	10 (11.90)	84 (100)
	Female	10 (58.83)	4 (23.52)	3 (17.65)	17 (100)
	Total	78 (77.23)	10 (09.90)	13 (12.87)	101 (100)
Academic qualification	Under matric	24 (64.87)	5 (13.51)	8 (21.62)	37 (100)
	Matriculate	30 (83.34)	4 (11.11)	2 (05.55)	36 (100)
	12 pass	18 (81.82)	1 (04.54)	3 (13.64)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	78 (77.23)	10 (09.90)	13 (12.87)	101 (100)

Sources: Computed from primary data

Under the academic roles, the VEC have to encourage the children in co-scholastic and co-curricular activities, arranging competition among the schools in games and sports, literary, cultural activities, arrange field-trip and excursion for outdoors learning etc.

From the analysis of the data presented in the table 4.3.24, it is found that (77.23%) of the respondents were in agreement with the view saying that the VEC encourages co-curricular activities. A few numbers of the VEC's of about (9.90%)

answered negatively and (12.87%) had not responded. On the basis of gender variable, more of male respondents with (80.96%) agreed as compared to that of female i.e. (58.83%). Further, on academic qualification variable, (64.87%) of under matric, (83.34%) of matriculate and (81.82%) of 12 pass were in agreement with the view. Interestingly, (100%) of graduate and post graduates responded positively to the query.

Relating to the question on whether if the VEC encourages co-curricular activities then what are the items, opinion of the VEC respondents was sought.

4.3.25. If yes what are the item Please Tick

Rating	In all variable	Gender		Qualification				
		Male %	Female %	Under Matric %	matric ulate%	12 pass %	G %	P.G %
a. Traditional games and sports	70 (69.30)	59 (70.23)	11 (64.70)	24 (64.86)	26 (72.22)	18 (81.81)	2 (50.00)	0 (00.00)
b. Handicraft	61 (60.39)	56 (66.66)	5 (29.41)	22 (59.45)	21 (58.33)	16 (72.72)	2 (50.00)	0 (00.00)
c. Folksong, dance, story-telling	70 (69.30)	58 (69.04)	12 (70.58)	24 (64.86)	21 (58.33)	19 (86.36)	4 (100)	2 (100)
d. Literary activities	73 (72.27)	63 (75.00)	10 (58.82)	25 (67.56)	23 (63.88)	19 (86.36)	4 (100)	2 (100)
e. Social works	65 (64.35)	49 (58.33)	16 (94.11)	20 (54.05)	21 (58.33)	20 (90.90)	4 (100)	0 (00.00)
F. If any other please mention	-	-	-	-	-	-	-	-

Sources: Computed from primary data

The analysis of the data presented in the table 4.3.25, clearly indicates from the responses of the VEC that they encourage co-curricular activities as majority of the respondents with (69.30%) of them encourage traditional games and sports,

(69.39%) handicraft like weaving, carpentry work knitting, basket making, wood craft, bamboo craft etc, (69.30%) encourage folk song, dance, storytelling, (72.27%) literary activities and (64.35%) social works, few of VEC encourage moral values, encourage to learn medicinal plants, flowers, trees etc.

On the basis of variable gender and academic qualification majority of the respondents encourage folksong, dance, storytelling, literacy activities and social works. Further, (100%) of graduates and post graduates encourage folksong, dance, storytelling, literacy activities and social works.

4.3.26. Does the VEC face the following problem?

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	Under Matric %	matriculate %	12 pass %	G %	P.G %
a. Inadequate of teachers	75 (74.25)	62 (73.80)	13 (76.47)	29 (78.37)	23 (63.88)	18 (81.81)	3 (75.00)	2 (100)
b. Transfer of teacher with post	9 (08.91)	7 (08.33)	2 (11.76)	4 (10.81)	3 (08.33)	2 (09.09)	0 (00.00)	0 (00.00)
c. Non- posting of vocational teachers	10 (09.90)	8 (09.52)	2 (11.76)	6 (16.21)	1 (02.77)	1 (04.54)	2 (50.00)	0 (00.00)
d. Non reporting from joining of teachers	3 (02.97)	2 (02.38)	1 (05.88)	3 (08.10)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)

Sources: Computed from primary data

As seen from the table no.4.3.26, VEC reveals that the most difficult problem was inadequacy of teachers with (74.25%), transfer of teachers with post (8.91%), non-posting of vocational teachers rated (9.90%) and non-reporting from joining of teacher, (2.97%).

On the basis of variable gender, majority (73.80%) of male and (76.47%) female responded that the most difficult problem faced by them was shortage of teachers.

On the basis of academic qualification variable, majority of the respondents irrespective of any category responded that inadequate teacher was the most difficult problem. Further, (100%) of post graduates responded that inadequacy of teachers was the most difficult problem faced by the VEC.

4.3.27. Do you visit and inspect the School

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		88 (87.13)	0 (00.00)	13 (12.87)	101 (100)
Gender	Male	75 (89.29)	0 (00.00)	9 (10.71)	84 (100)
	Female	13 (76.48)	0 (00.00)	4 (23.52)	17 (100)
	Total	88 (87.13)	0 (00.00)	13 (12.87)	101 (100)
Academic qualification	Under matric	29 (78.38)	0 (00.00)	8 (21.62)	37 (100)
	Matriculate	33 (91.67)	0 (00.00)	3 (08.33)	36 (100)
	12 pass	20 (90.91)	0 (00.00)	2 (09.09)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	88 (87.13)	0 (00.00)	13 (12.87)	101 (100)

Sources: Computed from primary source

The data presented in the table 4.3.27 highlights that majority of the VEC respondents with (87.13%) responded positively saying that they visit and inspect the school whereas 12.87 had not responded to the query.

While analysing the same, across the variable gender it has been found that the male VEC of (89.29%) were found little higher in visiting and inspecting schools than that of female VEC with (76.48%).

On the basis of academic qualification variable, majority (78.38%) visit and inspect schools. Interestingly, all the respondents i.e. (100%) of graduates and post graduates visit and inspect schools to insure regular and effective running of the schools and to identify and explore their needs and problems. The respondents (varying from 76% to 100%) irrespective of any variables were in agreement with the view. Further, all the respondents i.e. (100%) of graduates and post graduates were in agreement with the view.

Relating to the question on whether the VEC visit and inspect the School then how and when do they visit, opinion of the VEC respondents were sought.

4.3.28. If yes please mention:

Rating	In all variable %	Gender		Qualification				
		Male %	Female %	UnderMatric%	matriculate%	12 pass %	G %	P.G %
Daily	1 (00.99)	1 (01.19)	0 (00.00)	1 (02.70)	0 (00.00)	0 (00.00)	0 (00.00)	0 (00.00)
Weekly	28 (27.73)	24 (28.58)	4 (23.52)	5 (13.52)	14 (38.89)	7 (31.82)	2 (100)	0 (00.00)
Alternatively	20 (19.80)	20 (23.80)	0 (00.00)	13 (35.13)	3 (08.34)	4 (18.18)	0 (00.00)	0 (00.00)
Monthly	52 (51.48)	39 (46.43)	13 (76.48)	18 (48.65)	19 (52.77)	11 (50.00)	2 (100)	2 (100)
Total	101 (100)	84 (100)	17 (100)	37 (100)	36 (100)	22 (100)	4 (100)	2 (100)

Sources: Computed from primary data

From the above table 4.3.28 it can be seen that VEC visits and inspects the schools as (51.48%) VEC stated that they visit the village schools monthly, (27.73%) weekly, (19.80%) alternatively and (0.99%) visits daily.

4.3.29 Are you concerned about the state of Elementary Education of Phek District?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Neutral %	Total %
In all variable		60 (59.41)	2 (01.98)	7 (06.93)	32 (31.68)	101 (100)
Gender	Male	51 (60.72)	2 (02.38)	6 (07.14)	25 (29.76)	84 (100)
	Female	9 (52.94)	0 (00.00)	1 (05.88)	7 (41.18)	17 (100)
	Total	60 (59.41)	2 (01.98)	7 (06.93)	32 (31.68)	101 (100)
Academic qualification	Under matric	21 (56.76)	1 (02.70)	5 (13.51)	10 (27.03)	37 (100)
	Matriculate	22 (61.11)	1 (02.78)	1 (02.78)	12 (33.33)	36 (100)
	12 pass	13 (59.10)	0 (00.00)	1 (04.54)	8 (36.36)	22 (100)
	Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (50.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	0 (00.00)	2 (100)
	Total	60 (59.41)	2 (01.98)	7 (06.93)	32 (31.68)	101 (100)

Source: computed from primary data

The enquiry to the VECs whether they are concerned about the state of Elementary Education in their District is presented in the table 4.3.29. This study shows that 59.41 were in agreement with the query, (31.68%) were neutral and a minimum member of VEC had not responded to this item with (6.93%) and (1.98%) answered negatively saying that they do not bother about it.

While analyzing across variables gender, the male respondents of (60.72%) had more agreed response to that of the female respondents with (52.94%) the query. On

the basis of academic qualification, above (56.76%) irrespective of any categories were in agreement with the view. (100%) of graduates and post graduates were very much concerned about the state of elementary education in the state.

4.3.30. In your opinion, Communitisation in Phek district is not up to the mark as compared to other district.

Attributes/ Responses	Ranks	Yes %	No %	NR %	Neutral %	Total %
In all variable		14 (13.87)	11 (10.89)	16 (15.84)	60 (59.40)	101 (100)
Gender	Male	11 (13.10)	11 (13.10)	15 (17.85)	47 (55.95)	84 (100)
	Female	3 (17.65)	0 (00.00)	1 (05.88)	13 (76.47)	17 (100)
	Total	14 (13.87)	11 (10.80)	16 (15.84)	60 (59.40)	101 (100)
Academic qualification	Under matric	4 (10.82)	5 (13.51)	6 (16.21)	22 (59.46)	37 (100)
	Matriculate	6 (16.67)	3 (08.34)	1 (02.77)	26 (72.22)	36 (100)
	12 pass	3 (13.64)	2 (09.09)	9 (40.90)	8 (36.37)	22 (100)
	Graduate	1 (25.00)	1 (25.00)	0 (00.00)	2 (50.00)	4 (100)
	Post Graduate	0 (00.00)	0 (00.00)	0 (00.00)	2 (100)	2 (100)
Total	14 (13.87)	11 (10.89)	16 (15.84)	60 (59.40)	101 (100)	

Sources: Computed from primary data

On enquiring about the opinion of the VEC whether Communitisation in Phek district is up to the mark as compared to other districts has been presented in the table 4.3.30. Majority of the respondents with (59.40%) had responded neutral, (13.87%) were in agreement with the view, and (10.89%) negated the view saying that Phek district is not lacking behind as compared to other districts and (15.84%) of the VEC had not responded which means they were not sure whether phek district communitisation is up to the mark as compared to other districts or not. On the basis of variable gender and academic qualification majority of the respondents regardless of any variable responded neutral. The highest number on neutral option coming from

the respondents of post graduate qualification was (100%) followed by female respondents (76.47%), matriculate with (72.22%) and under matric (59.46%). Further, the respondents of graduate qualification with (25%) are only respondents which had higher responses on agreement which clearly reflects that the VEC were satisfied with the communitisation of Phek district.

4.3.31. Communitisation of Elementary Education in Phek district is able to offer quality Education.

Attributes/ Responses	Ranks	Yes %	No %	NR %	Neutral %	Total %
In all variable		43 (42.58)	9 (08.91)	16 (15.84)	33 (32.67)	101 (100)
Gender	Male	34 (40.48)	7 (08.34)	15 (17.85)	28 (33.33)	84 (100)
	Female	9 (52.95)	2 (11.76)	1 (05.88)	5 (29.41)	17 (100)
	Total	43 (42.58)	9 (08.91)	16 (15.84)	33 (32.67)	101 (100)
Academic qualification	Under matric	21 (56.76)	3 (08.10)	6 (16.22)	7 (18.92)	37 (100)
	Matriculate	16 (44.45)	3 (08.33)	1 (02.77)	16 (44.45)	36 (100)
	12 pass	5 (22.73)	2 (09.10)	9 (40.90)	6 (27.27)	22 (100)
	Graduate	1 (25.00)	1 (25.00)	0 (00.00)	2 (50.00)	4 (100)
	Post Graduate	0 (00.00)	0 (00.00)	0 (00.00)	2 (100)	2 (100)
	Total	43 (42.58)	9 (08.91)	16 (15.84)	33 (32.67)	101 (100)

Sources: Computed from primary data

The enquiry about the opinion of VEC whether Communitisation of Elementary Education in Phek district is able to offer quality education has been presented in the table 4.3.31. Majority of the respondents with (42.58%) agreed with the view followed by neutral of (32.67%), a few of VEC with (15.84%) had not responded to this item.

On the basis of variable gender and qualification, the highest percentage on agreement option coming from the respondents of undermatric qualification was about (56.76%) followed by female (52.95%). Further, the respondents of post graduate qualification with (100%) and (50%) of graduate qualifications which had higher responses on neutrality. The respondents on disagreed option were low which reflects that communitisation of elementary education of Phek district is able to offer quality education.

4.3.32. Do you inspect the School with preparation?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		78 (77.23)	11 (10.89)	12 (11.88)	101 (100)
Gender	Male	67 (79.77)	9 (10.71)	8 (09.52)	84 (100)
	Female	11 (64.71)	2 (11.76)	4 (23.53)	17 (100)
	Total	78 (77.23)	11 (10.89)	12 (11.88)	101 (100)
Academic qualification	Under matric	28 (75.68)	4 (10.81)	5 (13.51)	37 (100)
	Matriculate	30 (83.34)	3 (08.33)	3 (08.33)	36 (100)
	12 pass	16 (72.72)	2 (09.10)	4 (18.18)	22 (100)
	B.A	2 (50.00)	2 (50.00)	0 (00.00)	4 (100)
	M.A	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	78 (77.23)	11 (10.89)	12 (11.88)	101 (100)

Sources: Computed from primary data

The data in the table 4.3.32 reveals that majority of the respondents with (77.23%) were in agreement with the view. A few numbers of VEC had not responded to this item (11.88%) and (10.89%) answered negatively saying that they do not inspect the school with preparation. While analyzing the variable gender, it has been found that the male VEC with (79.77%) were found with higher agreed

responses than that of female which is (64.71%). On the basis of academic qualification, (75.68%) of under matric, (88.34%) of matriculate, and (72.73%) of 12 passed were in agreement with the view. However, graduates had equally divided response on agreed as well as disagreed responses. Yet all the respondents (100%) of the post graduates were in agreement with the query saying that they inspect the schools with preparation.

4.3.33. Do you serve notice for Inspection?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		16 (15.85)	75 (74.25)	10 (09.90)	101 (100)
Gender	Male	13 (15.48)	63 (75.00)	8 (09.52)	84 (100)
	Female	3 (17.65)	12 (70.58)	2 (11.77)	17 (100)
	Total	16 (15.85)	75 (74.25)	10 (09.90)	101 (100)
Academic qualification	Under matric	5 (13.51)	27 (72.98)	5 (13.51)	37 (100)
	Matriculate	4 (11.12)	30 (83.33)	2 (05.55)	36 (100)
	12 pass	7 (31.82)	12 (54.54)	3 (13.64)	22 (100)
	Graduate	0 (00.00)	4 (100)	0 (00.00)	4 (100)
	Post Graduate	0 (00.00)	2 (100)	0 (00.00)	2 (100)
	Total	16 (15.85)	75 (74.25)	10 (09.90)	101 (100)

Sources: Computed from primary data

The data in the table 4.3.33 reflects the responses of the VEC on whether they serve notice for inspection. However about (74.25%) disagreed with the view by saying that they do not serve notice for inspection. Only, (15.85%) serve notice for inspection and (9.90%) did not respond to this item. On the basis of variable gender

and academic qualification, majority of the respondents above (54.54%) regardless of any variable of any categories were in disagreement with the query saying that they do not serve notice for inspection.

4.3.34. Do you receive positive remark from Teacher about your effort?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		86 (85.15)	7 (06.93)	8 (07.92)	101 (100)
Gender	Male	76 (90.48)	4 (04.76)	4 (04.76)	84 (100)
	Female	10 (58.83)	3 (17.64)	4 (23.53)	17 (100)
	Total	86 (85.15)	7 (06.93)	8 (07.92)	101 (100)
Academic qualification	Under matric	28 (75.68)	4 (10.81)	5 (13.51)	37 (100)
	Matriculate	32 (88.88)	2 (05.56)	2 (05.56)	36 (100)
	12 pass	20 (90.90)	1 (04.55)	1 (04.55)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	86 (85.15)	7 (06.93)	8 (07.92)	101 (100)

Sources: Computed from primary data

The data in the table 4.3.34 reflects the responses of the VECs on whether they receive positive remarks from teachers about their effort. Majority of the respondents with 85.15% were in agreement with the view saying that sometimes they received positive remarks for teachers about their efforts, whereas 6.93% answered negatively and 7.92% remained silent.

While analysing the same, across the variable gender, it is found that male VEC with (90.48%) were found with higher positive remark than that of female VEC with (58.83%). On the basis of academic qualification variable, (75%) of undermatric, (88.88%) of matriculate, (90.90%) of 12 passed were responded positively to the query. Interestingly, all the respondents' i.e. (100%) of graduates and post graduates

responded positively to the query. However, the disagreement and no response results were low.

4.3.35. Does the Authority take Remedial Measure in accordance with the Finding?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		48 (47.53)	40 (39.60)	13 (12.87)	101 (100)
Gender	Male	40 (47.63)	33 (39.28)	11 (13.09)	84 (100)
	Female	8 (47.06)	7 (41.18)	2 (11.76)	17 (100)
	Total	48 (47.53)	40 (39.60)	13 (12.87)	101 (100)
Academic qualification	Under matric	17 (45.95)	14 (37.84)	6 (16.21)	37 (100)
	Matriculate	17 (47.23)	15 (41.66)	4 (11.11)	36 (100)
	12 pass	10 (45.46)	9 (40.91)	3 (13.63)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	0 (00.00)	2 (100)	0 (00.00)	2 (100)
	Total	48 (47.53)	40 (39.60)	13 (12.87)	101 (100)

Sources: Computed from primary data

According to the projection drawn from the data presented in table 4.3.35, it can be noted that (47.53%) take remedial measures whereas (39.60%) does not take any remedial measures according to the findings and (12.87%) remained unanswered. On the basis of variable gender and academic qualification, majority of the respondents, regardless of any variable responded with slightly higher responses on positive option. The percentage shows that male respondents with (47.63%), female (47.6%), under matric (45.95%), matriculate (47.95%), 12 passed (45.46%) had higher respondents on positive option except graduates and post graduates had equal

divided responses as all respondents (100%) of the graduate qualifications agreed with the query whereas the respondents of post graduate, (100%) had disagreed responses to the query.

4.3.36. Do you submit Inspection Report of every visit to the concern Authority with Comments.

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable		64 (63.37)	30 (29.70)	7 (06.93)	101 (100)
Gender	Male	51 (60.72)	28 (33.33)	5 (5.95)	84 (100)
	Female	13 (71.48)	2 (11.76)	2 (11.76)	17 (100)
	Total	64 (63.37)	30 (29.70)	7 (06.93)	101 (100)
Academic qualification	Under matric	22 (59.46)	11 (29.73)	4 (10.81)	37 (100)
	Matriculate	19 (52.78)	15 (41.67)	2 (5.55)	36 (100)
	12 pass	17 (77.28)	4 (18.18)	1 (4.54)	22 (100)
	Graduate	4 (100)	0 (00.00)	0 (00.00)	4 (100)
	Post Graduate	2 (100)	0 (00.00)	0 (00.00)	2 (100)
	Total	64 (63.37)	30 (29.70)	7 (06.93)	101 (100)

Sources: Computed from primary data

The enquiry on the aspect whether the VEC submit inspection report of every visit to the concerned authority with comments, the data presented in the table 4.3.36 indicates that majority (63.37%) submit inspection report whereas, (29.70%) do not submit inspection report to the concerned authority and (6.93%) had not responded.

On the basis of variable gender, more of female respondents with (71.48%) had agreed response to that of male respondents with (60.72%). Analysing the data of academic qualification variable, the respondents of undermatric was (59.46%), matriculate (52.78%), 12 passed (77.28%) responded positively to the query.

Interestingly, all the respondents i.e. (100%) of graduates and post graduates agreed with the query saying that they submit inspection report of every visit to the concerned authority with comments.

Category – 4

Data on Students Parents

Parents

It is widely recognised that parents and families are the primary educators of children and are responsible for laying down the social and intellectual foundation for their learning and development. A strong partnership with parents and the community is essential to the success of any schools. Educators are beginning to realize that without the support and engagement of parents and community leaders at the local level, any attempts at improving the public schools will ultimately be ineffective. The Parents play a vital role in nurturing their children's education. They can become more involved in helping their school work by encouraging, arranging appropriate study time and space, modelling desirable behaviour (such as reading for pleasure), monitoring homework and actively tutoring their children at home. The partnership between school and families is an essential one. When schools work together with families to support learning, student achievement increases. When parents are involved in their children's education, both children and parents are likely to benefit. Researchers had reported that parents participation in their children's schooling frequently enhances children's self-esteem, improves children's academic achievement, improves parent-child relationships, helps parents develop positive attitudes towards school and a better understanding of the schooling process. Parents' involvement promotes a healthy and consistent learning environment by establishing mutual goals between parents and educators and developing activities that bridge home and school. Parents can actively engage through a variety of activities that enable them to be more fully participating in their children's education.

In this chapter, parents' satisfaction with the delivery of elementary education to their children has been examined by posing certain queries to them and from their responses relating to the communitisation and awareness of the school provision and schemes, about the teachers, school authority/management, about the knowledge of their own children has been examined. Further, their role, responsibilities and participation in the schools have been assessed on the basis of the responses of the parents.

For the study, a total of 200 parents were selected depending on their availability at the time of the field work, out of which 39 parents were in age group of 20 to 30 years, 95 parents in the age group of 31 to 40 years, 36 parents in the age group of 41 to 50 years and 30 parents of above 50 years. Out of the total parents, 150 parents were male while 50 were female. Parents were also classified on the basis of their occupation as 40 parents were salaried, 5 parents in business, 32 parents any other, 9 parents social workers and 94 parents as cultivator. The researcher has posed certain queries to the students parents to assess about communitisation and the satisfaction of delivery of Elementary education to the children which are discussed below.

Table 4.4.1: Sex: With respect to the sex, the following facts emerged from the data in the study.

Sex	No. of parents	%
Male	150	75 %
Female	50	25 %
Total	200	100 %

Sources: Computed from primary data

From the data in table 4.4.1, it is clear that out of 200 parents, 150(75%) were male (father of the school going children) and 50 (25%) were female (mother of the school going children) in the sample.

Table 4.4.2: Age (in years)

Range of age	Male	Female	No. of parents	%
<30	23	16	39	19.50
31-40	70	25	95	47.50
41-50	28	8	36	18.00
>51	29	1	30	15.00
Total	150	50	200	100

Sources: Computed from primary data

From the result in the table 4.4.2, it is found that out of 200 parents 39 (19.5%) ranging between the age of 20 years and 30 years, 95 (47.5%) ranging between 31years to 40 years, 36 (18%) were between 41-50 years of age and only 30 (15%) were above the age of 51 years.

Table 4.4.3: Occupation of parents

Occupation	Male	Female	No. of parents	%
Salaried	32	8	40	20.00
Business	5	0	5	02.50
Any others	43	9	52	26.00
Social workers	8	1	9	04.50
Cultivator	62	32	94	47.00
Total	150	50	20	100.00

Sources: Computed from primary data

The occupation status of parents as seen from table 4.4.3 clearly indicates that most of the students' parents were farmers recording maximum of 94 (47%) followed by 52 (26%) of any other means, 40 (20%) employed or salaried, 9 (4.5%) social workers and 5 (2.5%) business.

Table 4.4.4: Do you often visit the School?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total%
In all variable		152(76.00)	41(20.50)	7(03.50)	200(100)
Gender	Male	102(68.00)	41(27.34)	7(04.66)	150(100)
	Female	50(100)	0(00.00)	0(00.00)	50(100)
	Total	152(76.00)	41(20.50)	7(03.50)	200(100)
Age (In years)	20-30	28(71.80)	11(28.20)	0(00.00)	39(100)
	31-40	80(84.23)	10(10.52)	5(05.25)	95(100)
	41-50	25(69.45)	10(27.78)	1(02.77)	36(100)
	>51	19(63.34)	10(33.33)	1(03.33)	30(100)
	Total	152(76.00)	41(20.50)	7(03.50)	200(100)
Occupation	Salaried	32(80.00)	8(20.00)	0(00.00)	40(100)
	Business	4(80.00)	1(20.00)	0(00.00)	5(100)
	Any other	40(76.93)	10(19.23)	2(03.84)	52(100)
	Social workers	8(88.89)	0(00.00)	1(11.11)	9(100)
	Cultivator	68(72.34)	22(23.40)	4(04.26)	94(100)
	Total	152(76.00)	41(20.50)	7(03.50)	200(100)

Sources: Computed from primary data

On enquiring whether Parents visit their children's schools has been presented in the table no.4.4.4. It clearly depicts that (76%) of the parents visit their children's schools, whereas (20.5%) do not visit and a minimum number of parents (3.5%) had not responded. While analysing the same, across the variable gender, more of female respondents i.e. (100%) had agreed responses to that of male respondents with (68%). On the basis of age variable, the highest respondents of agreement option coming from the respondents of 31-40 years of age group with (84.23%) and the least from the respondents of above 51 years of age group rated (63.34%). Analysing the data of occupation variable, the social workers respondents about (88.89%) had the highest agreed responses followed by salaried and business occupation with (80%) each, any other rated as (76%), with least agreed responses coming from the cultivator occupation respondents with (73.34%).

4.4.5. Do you feel the need of Education for your Children?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total%
In all variable		195(97.50)	0(00.00)	5(02.50)	200(100)
Gender	Male	146(97.34)	0(00.00)	4(02.66)	15(100)
	Female	49(98.00)	0(00.00)	1(02.00)	50(100)
	Total	195(97.50)	0(00.00)	5(02.50)	200(100)
Age (In years)	20-30	38(97.44)	0(00.00)	1(02.56)	39(100)
	31-40	92(96.85)	0(00.00)	3(03.15)	95(100)
	41-50	36(100)	0(00.00)	0(00.00)	36(100)
	>51	29(96.67)	0(00.00)	1(03.33)	30(100)
	Total	195(97.50)	0(00.00)	5(02.50)	200(100)
Occupation	Salaried	40(100)	0(00.00)	0(00.00)	40(100)
	Business	5(100)	0(00.00)	0(00.00)	5(100)
	Any other	51(98.08)	0(00.00)	1(01.92)	52(100)
	Social workers	8(88.89)	0(00.00)	1(11.11)	9(100)
	Cultivator	91(96.81)	0(00.00)	3(03.19)	94(100)
	Total	195(97.50)	0(00.00)	5(02.50)	200(100)

Sources: Computed from the primary data

The view point of the parents on whether they felt the need of education for their children is presented in the table 4.4.5. Majority of the respondents with (97.50%) were in agreement with the view saying that they feel the need of education for their children.

On the basis of gender variable, it has been found that the more of female parents with (98%) had agreed response than that of male respondents with (97.34%). On the basis of academic qualification and occupation variable, majority of the respondents (varying from 88.89% to 100%) were in agreement with the view. Interestingly, (100%) of the middle age group of 41-50 years of age, salaried and business occupation were in agreement with the view saying that they feel the need of education for their children.

4.4.6. Do you think that Parents are essential components for Children education?

Attributes/ Responses	Ranks	Yes %	No %	NR %	Total %
In all variable	-	193 (96.50)	3 (01.50)	4 (02.00)	200 (100)
Gender	Male	145 (96.67)	2 (01.33)	3 (02.00)	150 (100)
	Female	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
	Total	193 (96.50)	3 (01.50)	4 (02.00)	200 (100)
Age (in years)	20-30	39 (100)	0 (00.00)	0 (00.00)	39 (100)
	31-40	90 (94.74)	2 (02.10)	3 (03.16)	95 (100)
	41-50	35 (97.22)	1 (02.78)	0 (00.00)	36 (100)
	>51	29 (96.67)	0 (00.00)	1 (03.33)	30 (100)
	Total	193 (96.50)	3 (01.50)	4 (02.00)	200 (100)
occupation	Salaried	40 (100)	0 (00.00)	0 (00.00)	40 (100)
	Business	5 (100)	0 (00.00)	0 (00.00)	5 (100)
	Any other	50 (96.16)	1 (01.92)	1 (01.92)	52 (100)
	Social workers	9 (100)	0 (00.00)	0 (00.00)	9 (100)
	Cultivator	89 (94.69)	2 (02.12)	3 (03.19)	94 (100)
	Total	193 (96.50)	3 (01.50)	4 (02.00)	200 (100)

Sources: Computed from the primary data

On inquiring into the aspect, whether parents are essential components for children education is presented in the table 4.4.6; it is clearly indicated from the responses of the parents that majority of the respondents with (96.5%) agreed with the view. A minimum number of parents had not responded to this item in which (2%) and (1.5%) answered negatively. While analysing the same, across the variable gender, age in years and occupation majority of the respondents (varying from 94.67% to 100%) irrespective of any variable agreed with the view saying that they are essential components for their children education. The respondents on disagreement and no response were low and negligible.

4.4.7. Do you think that your active participation can contribute significantly towards the betterment of elementary School?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total%
In all variable		191 (95.50)	4 (02.00)	5 (02.50)	200 (100)
Gender	Male	142 (94.67)	3 (02.00)	5 (03.33)	150 (100)
	Female	49 (98.00)	1 (02.00)	0 (00.00)	50 (100)
	Total	191 (95.50)	4 (02.00)	5 (02.50)	200 (100)
Age (In years)	20-30	38 (97.44)	1 (02.56)	0 (00.00)	39 (100)
	31-40	90 (94.74)	2 (02.10)	3 (03.16)	95 (100)
	41-50	35 (97.23)	1 (02.77)	0 (00.00)	36 (100)
	>51	28 (93.34)	0 (00.00)	2 (06.66)	30 (100)
	Total	191 (95.50)	4 (02.00)	5 (02.50)	200 (100)
Occupation	Salaried	40 (100)	0 (00.00)	0 (00.00)	40 (100)
	Business	5 (100)	0 (00.00)	0 (00.00)	5 (100)
	Any other	48 (92.30)	2 (03.85)	2 (03.85)	52 (100)
	Social Workers	9 (100.0)	0 (00.00)	0 (00.00)	9 (100)
	Cultivator	89 (94.69)	2 (02.12)	3 (03.19)	94 (100)
	Total	191 (95.50)	4 (02.00)	5 (02.50)	200 (100)

Sources: Computed from primary data

The data presented in the table 4.4.7 clearly reveals that active participation of parents can contribute significantly towards the betterment of the elementary schools. This study shows that an overwhelming high percentage (95.5%) of the parents were in agreement with the statement, whereas 2% answered negatively and (2.5%) had not responded.

Similarly, to the impact of gender, age and occupation majority of the respondents (varying from 74% to 100%) irrespective of any variable were in agreement with the statement with salaried, business and social workers occupation

had cent percent respondents with (100%) in agreement with the query. Further, the respondents on no response were slightly high however the number of disagreement and no response were low.

4.4.8. Do you think that active participation of Parents can lead to smooth functioning of the School?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total%
In all variable		181 (90.50)	15 (07.50)	4 (02.00)	200 (100)
Gender	Male	136 (90.67)	11 (07.33)	3 (02.00)	150 (100)
	Female	45 (90.00)	4 (8.00)	1 (02.00)	50 (100)
	Total	181 (90.50)	15 (07.50)	4 (02.00)	200 (100)
Age (in yeas)	20-30	33 (84.62)	5 (12.82)	1 (02.56)	39 (100)
	31-40	88 (92.64)	5 (05.26)	2 (02.10)	95 (100)
	41-50	32 (88.89)	4 (11.11)	0 (00.00)	36 (100)
	>51	28 (93.34)	1 (03.33)	1 (03.33)	30 (100)
	Total	181 (90.50)	15 (07.50)	4 (02.00)	200 (100)
Occupation	Salaried	39 (97.50)	0 (00.00)	1 (02.50)	40 (100)
	Business	3 (60.00)	2 (40.00)	0 (00.00)	5 (100)
	Any other	44 (84.62)	6 (11.54)	2 (03.84)	52 (100)
	Social workers	7 (77.78)	2 (22.22)	0 (00.00)	9 (100)
	Cultivator	88 (93.62)	5 (05.32)	1 (01.06)	94 (100)
	Total	181 (90.50)	15 (07.50)	4 (02.00)	200 (100)

Sources: Computed from primary data

The data in the table 4.4.8 highlighted the responses about the opinion of the parents that their active participation could lead to smooth functioning of the schools. In total, majority (90.50%) of parents were in agreement with the view, whereas (7.5%) answered negatively and 2% had not responded.

Analysing under the variable gender, significant majority of the respondents of male and female had nearly equal agreed responses. The percentage shows that (90.67%) of male and (90%) of female. On the basis of age variables, the highest respondents on agreed option coming from the respondents of above 51 years of age

group with (93.34%) followed by 31-40 years of age group (94.64%), 41-50 years age group (88.89%), with least agreed response coming from 20-30 years age group with (84.62%). On the basis of occupation variable, the respondents with salaried occupation rated (97.50%) had the highest agreed responses followed by cultivator with (93.62%) any other with (84.62%) and social workers (77.78%), with the least agreed responses coming from the business occupation respondents (60%).

4.4.9. Do you maintain Study hours at Home?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		170 (85.00)	24 (12.00)	6 (03.00)	200 (100)
Gender	Male	126 (84.00)	18 (12.00)	6 (04.00)	150 (100)
	Female	44 (88.00)	6 (12.00)	0 (00.00)	50 (100)
	Total	170 (85.00)	24 (12.00)	6 (03.00)	200 (100)
Age (in years)	<30	34 (87.18)	5 (12.82)	0 (00.00)	39 (100)
	31-40	80 (84.22)	10 (10.52)	5 (05.26)	95 (100)
	41-50	31 (86.12)	5 (13.88)	0 (00.00)	36 (100)
	>51	25 (83.34)	4 (13.33)	1 (03.33)	30 (100)
	Total	170 (85.00)	24 (12.00)	6 (03.00)	200 (100)
Occupation	Salaried	38 (95.00)	2 (05.00)	0 (00.00)	40 (100)
	Business	3 (60.00)	2 (40.00)	0 (00.00)	5 (100)
	Any other	44 (84.62)	7 (13.46)	1 (01.92)	52 (100)
	Social workers	5 (55.56)	4 (44.44)	0 (00.00)	9 (100)
	cultivator	80 (85.11)	9 (09.58)	5 (05.31)	94 (100)
	Total	170 (85.00)	24 (12.00)	6 (03.00)	200 (100)

Sources: Computed in primary data

The data presented in table 4.4.9 reflects whether parents maintaining study hour at home, as majority of (85%) responded positively saying that they maintain study hour for their children at home. On the basis of variable gender, more of female with (88%) had agreed responses than that of male with (84%). On the basis of age variable, Majority of the respondents above (83.34%) irrespective of all the categories were in agreement with the view. Further on the basis of occupation variable, the highest agreed response coming from salaried occupation (95%) followed by (85.11%) of cultivators, (84.62%) of any others, (60%) of business and (55.56%) of social workers were in agreement with the view.

4.4.10. Do you attend Parents-Teacher Meeting?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		176 (88.00)	18 (09.00)	6 (03.00)	200 (100)
Gender	Male	129 (86.00)	15 (10.00)	6 (04.00)	150 (100)
	Female	47 (94.00)	3 (06.00)	0 (00.00)	50 (100)
	Total	176 (88.00)	18 (09.00)	6 (03.00)	200 (100)
Age(in years)	<30	36 (92.31)	3 (07.69)	0 (00.00)	39 (100)
	31-40	78 (82.11)	12 (12.63)	5 (05.26)	95 (100)
	41-50	35 (97.23)	1 (02.77)	0 (00.00)	95 (100)
	>51	27 (90.00)	2 (6.66)	1 (03.34)	30 (100)
	Total	176 (88.00)	18 (09.00)	6 (03.00)	200 (100)
Occupation	Salaried	38 (95.00)	2 (05.00)	0 (00.00)	40 (100)
	Business	4 (80.00)	0 (00.00)	1 (20.00)	5 (100)
	Any other	47 (90.39)	4 (07.69)	1 (01.92)	52 (100)
	Social workers	8 (88.89)	1 (11.11)	0 (00.00)	9 (100)
	cultivator	79 (84.05)	11 (11.70)	4 (04.25)	94 (100)
	Total	176 (88.00)	18 (09.00)	6 (03.00)	200 (100)

Sources: Computed from primary data

On analysing the data presented in table 4.4.10. It reveals that majority of the respondents with (88%) responded positively saying that they attend parents-teachers meeting.

After the implementation of communitisation, teachers and parents conduct regular co-ordination meetings in which the problems and progress related to the students' performance in the school are discussed and remedial measures to such problems are sought. This has helped the students to perform better. Parents are informed of the behaviour of their children and their performances in the school. The parents' contribution towards academic improvement and the health of the children is highly commendable whereas (9%) of the respondents answered negatively saying that they do not attend and (3%) had not responded to this item.

While analysing the same, across the variable gender it has been found that the female respondents (94%) were found with more agreed responses than that of male respondents with (86%).

On analysing the age variable the respondents of 41-50 years of age group with (97.23%) had the highest agreed response followed by the respondents of less than 30 years of age group with (92.31%), and above 51 years of age group with (90%). With the least agreed responses coming from the respondents of 31-40 years was (82.11%).

On the basis of occupation variable, respondents of salaried occupation with (95%) had the highest agreed response followed by any other with (90.39%), social workers rated (88.89%), and cultivators with (84.05%), with the least responses coming from the respondents of business occupation was (80%).

It may be cited that parents are at better position to know their children performances in the school when parents-teachers association was formed after the implementation of comunitisation is the key component.

4.4.11. Do you visit and meet the respective Teachers of your Children?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		135 (67.50)	51 (25.50)	14 (07.00)	200 (100)
Gender	Male	98 (65.34)	38 (25.33)	14 (09.33)	150 (100)
	Female	37 (74.00)	13 (26.00)	0 (00.00)	50 (100)
	Total	135 (67.50)	51 (25.50)	14 (07.00)	200 (100)
Age (in years)	<30	21 (71.80)	11 (28.20)	0 (00.00)	39 (100)
	31-40	60 (63.16)	22 (23.16)	13 (13.68)	95 (100)
	41-50	30 (83.34)	6 (16.66)	0 (00.00)	36 (100)
	>51	17 (56.67)	12 (40.00)	1 (03.33)	30 (100)
	Total	135 (67.50)	51 (25.50)	14 (07.00)	200 (100)
Occupation	Salaried	28 (70.00)	10 (25.00)	2 (05.00)	40 (100)
	Business	4 (80.00)	1 (20.00)	0 (00.00)	5 (100)
	Any other	36 (69.24)	15 (28.84)	1 (01.92)	52 (100)
	Social workers	4 (44.45)	5 (55.55)	0 (00.00)	9 (100)
	cultivator	63 (67.03)	20 (21.27)	11 (11.70)	94 (100)
	Total	135 (67.50)	51 (25.50)	14 (07.00)	200 (100)

Sources: Computed from primary data

The query to the aspect whether the students parents visit and meet the respective teachers of their children is presented in the table 4.4.11. Majority of the respondents rated (67.50%) were in agreement with the query. A minimum number of parents had not responded to the query with (07%) and (25.50%) answered negatively saying that they never visit and meet the respective teachers of their children.

While analysing the same, across the variable gender, it is found that female parents about (74%) was found with higher agreement response than that of male respondents with (63.34%). On the basis of age variable, the respondents of 11-20

years of age group had the highest agreement response followed by below 10 years of age group with (71.80%). The least responses coming from the age group of above 51 years of age group was (56.67%).

Further, majority of the respondents of salaried with (70%), business with (80%), any other with (69.24%), cultivator with (67.3%) were in agreement with the query whereas majority rated (55.55%) disagreed with the query.

4.4.12. Do you supervise the home work of your Child?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		130 (65.00)	59 (29.50)	11 (05.50)	200 (100)
Gender	Male	101 (67.34)	40 (26.66)	9 (06.00)	150 (100)
	Female	29 (58.00)	19 (38.00)	2 (04.00)	50 (100)
	Total	130 (65.00)	59 (29.50)	11 (05.50)	200 (100)
Age (in years)	<30	32 (82.06)	7 (17.94)	0 (00.00)	39 (100)
	31-40	60 (63.16)	30 (31.57)	5 (05.27)	95 (100)
	41-50	20 (55.56)	10 (27.77)	6 (16.67)	36 (100)
	>51	18 (60.00)	12 (40.00)	0 (00.00)	30 (100)
	Total	130 (65.00)	59 (29.50)	11 (05.50)	200 (100)
Occupation	Salaried	34 (85.00)	6 (15.00)	0 (00.00)	40 (100)
	Business	4 (80.00)	1 (20.00)	0 (00.00)	5 (100)
	Any other	27 (51.93)	25 (48.07)	0 (00.00)	52 (100)
	Social workers	5 (55.56)	3 (33.33)	1 (11.11)	9 (100)
	Cultivator	60 (63.83)	24 (25.53)	10 (10.64)	94 (100)
	Total	130 (65.00)	59 (29.50)	11 (05.50)	200 (100)

Sources: Computed from primary data

On the query to the parents about whether they supervise the homework of their children is presented in the table 4.4.12, as majority of the respondents with 65% of the parents supervise the homework of their children.

On the basis of variable gender, more of male respondents (67.34%) had agreed response than that of the female respondents with (58%). On the basis of age variable, the respondents of the lowest age group i.e. below 30 years of age group (82.06%) had highest agreed responses followed by the respondents of the age group of 31-40 years of age group with (63.16%), the respondents of above 51 years of age group (60%) and the least agreed responses coming from the age group of 41-50 years was (55.56%). Analysing the data of occupation variable, the respondents with salaried occupation was (85%) as the highest agreed responses follow by business with (80%), cultivators with (63.83%) and social workers (55.56%) with least agreed responses coming from any other occupation respondents were (51.93%). From the above data in the table, it is clear that parents supervise the homework of their children.

4.4.13. Do you find the School Atmosphere/Environment conducive for your Child's growth and Learning?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		159(79.50)	37(18.50)	4(02.00)	200(100)
Gender	Male	128(85.34)	19(12.66)	3(02.00)	150(100)
	Female	31(62.00)	18(36.00)	1(02.00)	50(100)
	Total	159(79.50)	37(18.50)	4(02.00)	200(100)
Age (in years)	<30	30(76.93)	8(20.51)	1(02.56)	39(100)
	31-40	78(82.11)	15(15.78)	2(02.11)	95(100)
	41-50	26(72.23)	10(27.77)	0(00.00)	36(100)
	>51	25(83.34)	4(13.33)	1(03.33)	30(100)
	Total	159(79.50)	37(18.50)	4(02.00)	200(100)
Occupation	Salaried	34(85.00)	6(15.00)	0(00.00)	40(100)
	Business	4(80.00)	1(20.00)	0(00.00)	5(100)
	Any other	31(59.62)	20(38.46)	1(01.92)	56(100)
	Social workers	6(66.67)	3(33.33)	0(00.00)	9(100)
	cultivator	84(89.37)	7(07.44)	3(03.19)	94(100)
	Total	159(79.50)	37(18.50)	4(02.00)	200(100)

Sources: Computed from primary data

The enquiry to the parents view point that the school atmosphere/environment is conducive for child growth and learning is presented in the table 4.4.13. The majority of the respondents with (79.5%) were in agreement with the view that environment is conducive for child growth and learning. Only (18.5%) not conducive and (2%) had not responded to this item. On the basis of variable gender the male respondents rated (85.34%) had more agreed response to that of female respondents with (62%). On the basis of age variable majority of the respondents were above (72%) of all categories were in agreement with the query. On analysing the data of occupation variable, the respondents of cultivators with (89.37%) had the highest agreed responses followed by the respondents of salaried (85%), business (80%), social workers (59.62%), the least agreed responses coming from the respondents of any other (59.62%). This same work is found in work done by Ralte. Lallian, 1992 Mizoram.

4.4.14. Do you get facilities for your Children like Text Books, School Uniform, and Middy Meals?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		160(80.00)	37(18.50)	3(01.50)	200(100)
Gender	Male	121(80.67)	26(17.33)	3(02.00)	150(100)
	Female	39(78.00)	11(22.00)	0(00.00)	50(100)
	Total	160(80.00)	37(18.50)	3(01.50)	200(100)
	<30	31(79.49)	8(20.51)	0(00.00)	39(100)
	31-40	74(77.90)	19(20.00)	2(02.10)	95(100)
	41-50	28(77.78)	7(19.44)	1(02.78)	36(100)
	>51	27(90.00)	3(10.00)	0(00.00)	30(100)
	Total	160(80.00)	37(18.50)	3(01.50)	200(100)
Occupation	Salaried	35(87.50)	4(10.00)	1(02.50)	40(100)
	Business	5(100)	0(00.00)	0(00.00)	5(100)
	Any other	42(80.77)	9(17.30)	1(01.93)	52(100)
	Social workers	8(88.89)	1(11.11)	0(00.00)	9(100)
	cultivator	70(74.47)	23(24.46)	1(01.07)	94(100)
	Total	160(80.00)	37(18.50)	3(01.50)	200(100)

Sources: Computed from primary data

The query to the parents about whether they get facilities for their children like text books, school uniform and midday meal is presented in the table 4.4.14. The

majority of the respondents, (80%) were in agreement with the query whereas 18.5% answered negatively and (1.5%) did not respond. On the basis of gender variable, more of male respondents (80.67%) had agreed response to that of female respondents with (78%). Analyzing the data of age variables, the respondents above 51 years with (90%) had the highest agreed responses and least agreed a response coming from 41-50 year's age group was (77.78%). On the basis of occupation variable majority of the respondents were in agreement with the query. (100%) of the business occupations were in agreement with the query

4.4.15. Are you satisfied with the effort of the Teacher and School in making your Child excel?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		145 (72.50)	48 (24.00)	7 (03.50)	200 (100)
Gender	Male	112 (74.67)	32 (21.33)	6 (04.00)	150 (100)
	Female	33 (66.00)	16 (32.00)	1 (02.00)	50 (100)
	Total	145 (72.50)	48 (24.00)	7 (03.50)	200 (100)
	<30	24 (61.54)	14 (35.89)	1 (02.57)	39 (100)
	31-40	69 (72.64)	21 (22.10)	5 (05.26)	95 (100)
	41-50	27 (75.00)	9 (25.00)	0 (00.00)	36 (100)
	>51	25 (83.34)	4 (13.33)	1 (03.33)	30 (100)
	Total	145 (72.50)	48 (24.00)	7 (03.50)	200 (100)
Occupation	Salaried	34 (85.00)	6 (15.00)	0 (00.00)	40 (100)
	Business	3 (60.00)	1 (20.00)	1 (20.00)	5 (100)
	Any other	30 (57.70)	20 (38.46)	2 (03.84)	52 (100)
	Social workers	6 (66.67)	3 (33.33)	0 (00.00)	9 (100)
	cultivator	72 (76.60)	18 (19.14)	4 (04.26)	94 (100)
	Total	145 (72.50)	48 (24.00)	7 (03.50)	200 (100)

Sources: Computed from primary data

On the query to the parents whether they are satisfied with the effort of the teachers and school in making their child excel is presented in the table 4.4.15. Majority of the respondents irrespective of any variable were in agreement with the query. While analyzing the same across the variable gender, it is found that male respondents with (74.63%) were found with little higher agreed responses than that of the female respondents with (66%). On the basis of occupation variable majority of

the respondents were in agreement with the query. Further, with the increase of age in years of parents, the agreed responses also increased.

4.4.16. Do you find the School Administration satisfactory?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		113 (56.50)	79 (39.50)	8 (04.00)	200 (100)
Gender	Male	87 (58.00)	55 (36.66)	8 (05.34)	150 (100)
	Female	26 (52.00)	24 (48.00)	0 (00.00)	50 (100)
	Total	113 (56.50)	79 (39.50)	8 (04.00)	200 (100)
	<30	20 (51.29)	19 (48.71)	0 (00.00)	39 (100)
	31-40	53 (55.79)	36 (37.89)	6 (06.32)	95 (100)
	41-50	18 (50.00)	18 (50.00)	0 (00.00)	36 (100)
	>51	2 (73.34)	6 (20.00)	2 (06.66)	30 (10)
	Total	113 (56.50)	79 (39.50)	8 (04.00)	200 (100)
Occupation	Salaried	29 (72.50)	11 (27.50)	0 (00.00)	40 (100)
	Business	1 (20.00)	3 (60.00)	1 (20.00)	5 (100)
	Any other	26 (50.00)	24 (46.15)	2 (03.85)	52 (10)
	Social workers	5 (55.56)	4 (44.44)	0 (00.00)	9 (100)
	cultivator	52 (55.32)	37 (39.36)	5 (05.32)	94 (100)
	Total	113 (56.50)	79 (39.50)	8 (04.00)	200 (100)

Sources: Computed from primary data

From the analysis of the data presented in the table 4.4.16, it is that majority of the respondents with (56.5%) were in agreement with the view saying that they found the School Administration satisfactory whereas (39.5%) answered negatively and (4%) went unanswered.

On the basis of variable gender it has been found that male respondents with (58%) were found with a little higher agreed response than that of the female with (52%). On analysing the data of age variable, the respondents of above 50 years of age group rated (73.43%) which had the highest agreed responses followed by the middle age group i.e. 31-40 years with (55.79%) and the lowest age group i.e. less than 30 years of age group with (51.29%) agreed with the query. However, the respondents in the age group of 41-50 years had equally divided response on the given options. On the basis of occupation variable, the respondents in business with (60%) had negated with the view as against majority of the respondents of salaried occupation with (72.5%), any other (50%), social workers (55.56%) and cultivator (55.32%) had affirmed with it.

4.4.17. Do you find Teacher and Students relationship healthy and satisfactory?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		124(62.00)	68(34.00)	8(04.00)	200(100)
Gender	Male	95(63.34)	48(32.00)	7(04.66)	150(100)
	Female	29(58.00)	20(40.00)	1(02.00)	50(100)
	Total	124(62.00)	68(34.00)	8(04.00)	200(100)
	<30	24(61.54)	15(38.46)	0(00.00)	39(100)
	31-40	55(57.90)	33(34.73)	7(07.37)	95(100)
	41-50	20(55.56)	16(44.44)	0(00.00)	36(100)
	>51	25(83.34)	4(13.33)	1(03.33)	30(100)
	Total	124(62.00)	68(34.00)	8(04.00)	200(100)
Occupation	Salaried	32(80.00)	8(20.00)	0(00.00)	40(100)
	Business	3(60.00)	2(40.00)	0(00.00)	5(100)
	Any other	31(59.62)	19(36.53)	2(03.85)	52(100)
	Social workers	5(55.56)	4(44.44)	0(00.00)	9(100)
	cultivator	53(56.39)	35(37.23)	6(06.38)	94(100)
	Total	124(62.00)	68(34.00)	8(04.00)	200(100)

Sources: Computed from primary data

The data presented in the table 4.4.17 highlights that majority of the parent respondents rated (62%) agreed that they found teachers and students relationship

healthy and satisfactory. Friendly and cordial relationship existed between the teachers and the students and the teachers and students enjoyed the good and friendly environment and enjoyed time spend in the school. On the basis of variable gender more of male respondents with (63.34%) were in agreement as compared to female respondents with (58%). Further, majority of the respondents with (61.54%) of below 30 years of age, (57.90%) of 31-40 years and (83.34%) of above 51 years of age were in agreement with the view. On the basis of occupation variable, majority of the respondents with (55.56%) were in agreement with the view.

4.4.18. Are you satisfied with the quality of Education provided by the School?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		120 (60.00)	69 (34.50)	11 (05.50)	200 (100)
Gender	Male	93 (62.00)	47 (31.33)	10 (06.67)	150 (100)
	Female	27 (54.00)	22 (44.00)	1 (02.00)	50 (100)
	Total	120 (60.00)	69 (34.50)	11 (05.50)	200 (100)
	<30	20 (51.29)	18 (46.15)	1 (02.56)	39 (100)
	31-40	60 (63.16)	27 (28.42)	8 (08.42)	95 (100)
	41-50	19 (52.78)	17 (47.22)	0 (00.00)	36 (100)
	>51	21 (70.00)	7 (23.33)	2 (06.67)	30 (100)
	Total	120 (60.00)	69 (34.50)	11 (05.50)	200 (100)
Occupation	Salaried	26 (65.00)	14 (35.00)	0 (00.00)	40 (100)
	Business	3 (60.00)	2 (40.00)	0 (00.00)	5 (100)
	Any other	26 (50.00)	23 (44.24)	3 (05.76)	52 (100)
	Social workers	5 (55.56)	3 (33.33)	1 (11.11)	9 (100)
	cultivator	60 (63.83)	27 (28.72)	7 (07.45)	94 (100)
	Total	10 (60.00)	69 (34.50)	11 (05.50)	200 (100)

Sources: Computed from primary data

The data in the table 4.4.18 reflects how parents responded to the view on whether they are satisfied with the quality of education provided by the school. As majority of the respondents rated (60%) were in agreement with the view whereas (34.50%) answered negatively saying that they are not satisfied with the quality of education provided by the school and (5.5%) had not responded. While analyzing the same, across the variable gender, it is found that male parents with (62%) were found little with higher agreed responses than that of female parents with (54%). On analysing the data of age variable, majority of the respondents above 51 years of age group (70%) had the highest agreed responses, followed by 31-40 years with (63.16%), 41-50 years (52.78%) and below 31 years of age group (51.29%) were agreed with the query. Further, the respondents of salaried (65%), business (60%), any other (50%), social workers (55.56%), cultivator (63.83%) were in agreement with the query.

4.4.19. Do you think the Teachers are regular in their Job?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		118(59.00)	73(36.50)	9(04.50)	200(100)
Gender	Male	92(61.34)	50(33.33)	8(05.33)	150(100)
	Female	26(52.00)	23(46.00)	1(02.00)	50(100)
	Total	118(59.00)	73(36.50)	9(04.50)	200(100)
	<30	20(51.29)	17(43.58)	2(05.13)	39(100)
	31-40	56(58.95)	33(34.73)	6(06.32)	95(100)
	41-50	24(66.66)	12(33.34)	0(00.00)	36(100)
	>51	18(60.00)	11(36.66)	1(03.34)	30(100)
	Total	118(59.00)	73(36.50)	9(04.50)	200(100)
Occupation	Salaried	28(70.00)	12(30.00)	0(00.00)	40(100)
	Business	3(60.00)	2(40.00)	0(00.00)	5(100)
	Any other	35(67.31)	14(26.92)	3(05.77)	52(100)
	Social workers	5(55.56)	3(33.33)	1(11.11)	9(100)
	cultivator	47(50.00)	42(44.69)	5(05.31)	94(100)
	Total	118(59.00)	73(36.50)	9(04.50)	200(100)

Sources: Computed from primary data

The analysis of the table 4.4.19 indicates that majority of the respondents irrespective of any variable were in agreement that the teachers are regular with their job. On the basis of variable gender, more of male respondents with (61.34%) had agreed with the query than those from female respondents' with (52%). On the basis of age variable, the respondents of the lower age group i.e., below 30 years of age (51.29%), 31-40years of age (58.95%), 41-50 years of age group (66.66%) and highest age group of more than 51 years of age (60%) were in agreement with the query. On the basis of occupation variable majority of the respondents regardless of any category were in agreement with the query.

4.4.20. Do you think Education of Girls is as importance as that of Boys?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		179 (89.50)	15 (07.50)	6 (03.00)	200 (100)
Gender	Male	129 (86.00)	15 (10.00)	6 (04.00)	150 (100)
	Female	50 (100)	0 (00.00)	0 (00.00)	50 (100)
	Total	179 (89.50)	15 (07.50)	6 (03.00)	200 (100)
Age (in years)	<30	37 (94.88)	2 (05.12)	0 (00.00)	39 (100)
	31-40	82 (86.32)	8 (08.42)	5 (05.26)	95 (100)
	41-50	35 (97.23)	1 (02.77)	0 (00.00)	36 (100)
	>51	25 (83.34)	4 (13.33)	1 (03.33)	30 (100)
	Total	179 (89.50)	15 (07.50)	6 (03.00)	200 (100)
Occupation	Salaried	40 (100)	0 (00.00)	0 (00.00)	40 (100)
	Business	5 (100)	0 (00.00)	0 (00.00)	5 (100)
	Any other	46 (88.47)	4 (07.69)	2 (03.84)	52 (100)
	Social workers	7 (77.78)	2 (22.22)	0 (00.00)	9 (100)
	cultivator	81 (86.18)	9 (09.57)	4 (04.25)	94 (100)
	Total	179 (89.50)	15 (07.50)	6 (03.00)	200 (100)

Sources: Computed from primary data

The analysis of the table 4.4.20 reflects how the parents responded to the view on whether education of girls is as important as that of boys, it can be seen that

majority of the respondents (70.77%), irrespective of any variable, were in agreement with the query. However (100%) of female, business and salaried occupation had responded positively to the view.

4.4.21. Do you think that Girl a Child has the same potential as the Boy Child?

Attributes /Responses	Ranks	Yes%	No%	NR%	Total%
In all variable		184 (92.00)	9 (04.50)	7 (03.50)	200 (100)
Gender	Male	136 (90.67)	8 (05.33)	6 (04.00)	150 (100)
	Female	48 (96.00)	1 (02.00)	1 (02.00)	50 (100)
	Total	184 (92.00)	9 (04.50)	7 (03.50)	200 (100)
Age (in years)	20-30	37 (94.88)	1 (02.56)	1 (02.56)	39 (100)
	31-40	83 (87.37)	7 (07.36)	5 (05.27)	95 (100)
	41-50	36 (100)	0 (00.00)	0 (00.00)	36 (100)
	>51	28 (93.34)	1 (03.33)	1 (03.33)	30 (100)
	Total	184 (92.00)	9 (04.50)	7 (03.50)	200 (100)
Occupation	Salaried	39 (97.50)	0 (00.00)	1 (02.50)	40 (100)
	Business	5 (100)	0 (00.00)	0 (00.00)	5 (100)
	Any other	48 (92.30)	2 (03.85)	2 (03.85)	52 (100)
	Social workers	8 (88.89)	1 (11.11)	0 (00.00)	9 (100)
	Cultivator	84 (89.37)	6 (06.38)	4 (04.25)	94 (100)
	Total	184 (92.00)	9 (04.50)	7 (03.50)	200 (100)

Sources: Computed from primary source

From the analysis of the data presented in the table 4.4.21 it is found that majority of the respondents above (90%) of male and female were in agreement with the query. On the basis of age variable, majority of the respondents (varying from 87.37% to 100%) were in agreement with the query. On analysing the occupation variable, the respondents of salaried (97.50%), any other (92.30%), social workers (88.89%), cultivators (89.37%) were in agreement with the query. Interestingly, all the respondents i.e. (100%) of business were in agreement with the view saying that girl child has the same potential as the boy child.

4.4.22. Does your Society accept the importance of Girl's Education?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		180 (90.00)	14 (07.00)	6 (03.00)	200 (100)
Gender	Male	135 (90.00)	10 (06.66)	5 (03.34)	150 (100)
	Female	45 (90.00)	4 (08.00)	1 (02.00)	50 (100)
	Total	180 (90.00)	14 (07.00)	6 (03.00)	200 (100)
	<30	35 (89.75)	3 (07.69)	1 (02.56)	39 (100)
	31-40	84 (88.43)	8 (08.42)	3 (03.15)	95 (100)
	41-50	33 (91.67)	2 (05.55)	1 (02.78)	36 (100)
	>51	28 (93.34)	1 (03.33)	1 (03.33)	30 (100)
	Total	180 (90.00)	14 (07.00)	6 (03.00)	200 (100)
Occupation	Salaried	40 (100)	0 (00.00)	0 (00.00)	40 (100)
	Business	4 (80.00)	1 (20.00)	0 (00.00)	5 (100)
	Any other	44 (84.62)	6 (11.53)	2 (03.85)	52 (100)
	Social workers	9 (100)	0 (00.00)	0 (00.00)	9 (100)
	cultivator	83 (88.30)	7 (07.44)	4 (04.26)	94 (100)
	Total	180 (90.00)	14 (07.00)	6 (03.00)	200 (100)

Sources: Computed from primary data

From the analysis of the data presented in the table 4.4.22 clearly indicates from the responses of the parents that society accepts the importance of girls education as majority of the respondents (varying from 84.62% to 100%) irrespective of any variable were in agreement with the view. Further, all the respondents i.e. (100%) of salaried and social workers occupation were in support of the aspect that society does accept the importance of girls' education.

4.4.23. Are you satisfied with the Infrastructure facilities available in the School?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		119 (59.50)	78 (39.00)	03 (01.50)	200 (100)
Gender	Male	97 (64.67)	51 (34.00)	02 (01.33)	150 (100)
	Female	22 (44.00)	27 (54.00)	1 (02.00)	50 (100)
	Total	119 (59.50)	78 (39.00)	3 (01.50)	200 (100)
Age(in years)	<30	20 (51.29)	18 (46.15)	01 (02.56)	39 (100)
	31-40	60 (63.16)	35 (36.84)	0 (00.00)	95 (100)
	41-50	24 (66.67)	11 (30.55)	01 (02.78)	36 (100)
	>51	15 (50.00)	14 (46.66)	01 (03.34)	30 (100)
	Total	119 (59.50)	78 (39.00)	03 (01.50)	200 (100)
Occupation	Salaried	23 (57.50)	17 (42.50)	0 (00.00)	40 (100)
	Business	03 (60.00)	2 (40.00)	0 (00.00)	5 (100)
	Any other	30 (57.70)	21 (40.38)	01 (01.92)	52 (100)
	Social workers	05 (55.56)	04 (44.44)	0 (00.00)	9 (100)
	cultivator	58 (61.71)	34 (36.17)	02 (02.12)	94 (100)
	Total	119 (59.50)	78 (39.00)	03 (01.50)	200 (100)

Sources: Computed from primary data

On enquiring into aspect whether they are satisfied with the infrastructure facilities available in the school is presented in the table 4.4.23, it indicates that in all

variable, majority of the respondents with (59%) were in agreement with the query whereas (39%) disagreed with the view and 1.50% remained unanswered. The respondents of the female with (54%) had negated with the view as against majority of the male respondents rated (64.67%) had affirmed with it. On the basis of occupation variable, majority of the respondents above (55.56%) irrespective of any categories were in agreement with the view. On the basis of age variable, the respondents of 41-50 years of age group with (66.67%) had highest agreed response followed by the respondents of 31-40 years of age group with (63.16%) and the lowest age group below 30 years rated (51.29%) and the highest age group above 51 years were in agreement with the query.

4.4.24. Do you observe any New Development/Improvement has been made by the School after the Implementation of Communitisation of Elementary Education?

Attributes/ Responses	Ranks	Yes%	No%	NR%	Total %
In all variable		170(85.00)	21(10.50)	9(04.50)	200(100)
Gender	Male	130(86.67)	14(09.33)	6(04.00)	150(100)
	Female	40(80.00)	7(14.00)	3(06.00)	50(100)
	Total	170(85.00)	21(10.50)	9(04.50)	200(100)
Age (in years)	<30	30(76.93)	06(15.38)	3(07.69)	39(100)
	31-40	81(85.27)	10(10.52)	4(04.21)	95(100)
	41-50	32(88.89)	04(11.11)	0(00.00)	36(100)
	>51	27(90.00)	01(03.33)	2(06.67)	30(100)
	Total	170(85.00)	21(10.50)	9(04.50)	200(100)
Occupation	Salaried	36(90.00)	03(07.50)	1(02.50)	40(100)
	Business	5(100.0)	0(00.00)	0(00.00)	5(100)
	Any other	38(73.08)	8(15.38)	6(11.54)	52(100)
	Social workers	8(88.89)	0(00.00)	1(11.11)	9(100)
	cultivator	83(88.30)	10(10.63)	1(01.07)	94(100)
	Total	170(85.00)	21(10.50)	9(04.50)	200(100)

Sources: Computed from primary data

On enquiring into aspect whether they observe any New Development/Improvement has been made by the school after the Implementation of Communitisation of Elementary Education is given in the table 4.4.24, it can be seen that majority of the respondents with (85%) were in agreement with the query saying that with the communitisation programme coming into operation, there has been a significant improvement in many areas whereas a minimum number of parents (10.50%) did not see any improvement and change and (4.5%) had not responded with the query. On the basis of variable gender, more of male respondents with (86.67%) had agreed response to that of female respondents with (80%). On analysing the data of age variable the respondents of above 51 years of age (90%) had highest agreed responses followed by the respondents of 41-50 years of age group with (88.89%), 31-40 years of age group rated (85.27%) and the least agreed response coming from the respondents of the lowest age group below 30 years rated (76.93%). On the basis of occupation variable the respondents of salaried with (90%), any other (73.8%), social workers (88.30%) cultivator (88.50%) were in agreement with the query. Significantly,(100%) of business occupations were in agreement with the query.

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CHAPTER 5

CONCLUSION

5.1 Introduction

After comprehensive detailing of the research problem, review, analysis and interpretation of data, this present chapter highlights the findings made through questionnaires, interviews and observation in four categories. Discussion and conclusions to the study in relation to the findings of the study are also made. The chapter further includes suggestions for improvement of communitisation of elementary education and suggestion for further research in the area of elementary education.

5.2. Findings of the Study

Accurate reasoning depends upon correct observation, adequate collection of data and legitimacy of conclusions drawn. The art of making judgement and an inferences is a must to arrive at the desired results. The present study was conducted to get a clear view of the communitisation of elementary education in Nagaland. Discussions on the findings are prerequisite for improvement and proper examination that can lead to many fruitful conclusions. Efforts have been made in the present study on school environment, involvement of VEC, parents in the schools and also to look into the school administration and the attitude of the teachers and include all the important areas regarding the implementation of Communitisation in Elementary Education. In this chapter an attempt is made to discuss the findings and present them from the view of the investigator.

After analyzing the data, the investigator had drawn out major findings based on the study “Communitisation of Elementary Education in Nagaland with special reference to Phek district”. The findings of the study have been summarized into four categories:

(i). Head teachers

- (ii). School teachers
- (iii) Parents
- (iv) Village Education Committee (VEC)

5.2.1. Head Teachers

1. Male headed 92% of the communitised schools as against 8% headed by female.
2. Qualification of head teachers: There were some teachers possessing minimum qualification which might be due to earlier appointment. The percentage shows 42% undergraduate, 16% graduate with B.Ed, 36% graduate and 6% post graduate with B.Ed.
3. Out of 50 head teachers 36% were with a teaching experience of 21 years and above. Because of these long years of experiences, they had more attachment, commitment, responsibility, fidelity and especially the sense of belongingness to the institutions, 34% were with the teaching experience of 11-20 years and 30% between the ranges of 1-10 years.
4. 48% of schools were established during the year 1961-1990, 40% before 1960 and 12% between 1991 and 2006
5. 56% of school had student's enrolment between 30 -100, 38% had 101-200 and 6% had the students' enrolment above 201. It was found that the students enrolment from class A to classes 8 in government schools were increasing continuously every year consecutively.
6. 88% of schools were from village/rural and 12% of schools from town/urban.
7. Regarding the infrastructure of the schools, one can say that most of the schools were partially pucca in their building structure. The percentage shows 74% of the head teachers said the school has partly Pucca building, 18% school have better building with Pucca building (RCC buildings), and 8% schools building with Kaccha building.

8. Majority of the primary schools 54% had classroom of 6-8 classroom, 38% between 3-5 class room and 8% had above 9 classrooms.
9. Majority of the head teachers respondents 60% were agreed with the view that class room accommodation is sufficient whereas 36% answered negatively saying that class room accommodation is not sufficient and in need of class-room extension.
10. 36% does not have sufficient classroom so some schools were combining two classes together and some even made a temporary shed for classroom with the help of the community and leaders of the village concerned. These problems should to be properly studied by a special team of experts, brought to table for discussion and appropriate action plans drawn for resolving the problems at the earliest for better functioning of the schools.
- 11 40% of the school have computer facilities, 50% have playground, 68% have chair and tables, 24% have proper electrification, 84% have toilet, 68% safe drinking water, only 2% library, 8% included other facilities like kitchen etc. Most of the schools are in need of quality facilities like computer, library, proper electrification etc. While analysing the variable areas, the urban areas have little higher better facilities than that of rural areas.
12. The head teachers agreed that the school furniture like desk and benches are sufficient with higher proportion of responses coming from the respondents in age group of less than 10 years of teaching experience with 80%, 11-12 years with 70.59%, graduate qualification with 83.34%, and urban areas 66.67%. There were also in good proportion of disagreed responses with highest respondents coming from post graduate with B.Ed. qualification rated 66.66%.
13. The head teachers had more agreed responses to the view that the schools have separate room for head master except the respondents of undergraduate with 57.14% and less than 10 years of experiences with 60% who had disagreed response. Interestingly, all the respondents i.e. (100%) of post

- graduate with B.Ed qualification had responded positively that they have separate room.
14. It has been found that majority of the respondents, had separate common room for teacher. Further all respondents i.e. (100%) in female, post graduate and urban areas respondents responded that they had separate room for teachers.
 15. It is found that majorities of the respondents 70% does not subscribe to newspaper/ magazine, only 30% subscribe to newspaper and magazine.
 16. Majority of the respondents rated above 60% irrespective of any variables of any categories, were responded positively that the classroom was properly ventilated.
 17. It was satisfying that 100% of the head teacher respondents responded that the schools received school grants.
 18. It was satisfying that 100% of the Communitised schools receive grants of teacher for teaching learning material.
 19. Out of 50 Head Teacher majority 76% opined that the impact of the TLM on teacher was good. It shows that Head Teachers were satisfied with the impact of TLM on Teachers.
 20. Majority 66% received sports goods, 62% furniture. Whereas only 28% receive equipments, 36% typewriter and duplication machines, 22% sewing aids and knitting and 44% register and stationary.
 21. It is found that 86% responded that the fund allocated by the government authority is not sufficient to meet the requirement of the schools.
 22. All the head teachers had responded that they received free text book.
 23. Majority of the respondents with 90% of head teachers were satisfied with the content of the text books and 94% were satisfied with the language and the quality of the text books.

24. The medium of instruction varies according to subjects taught. Subjects like MIL-mother tongue uses mother tongue as the medium of communication. 100% has English as medium of instruction and 72% had mother tongue along with English as medium of instruction.
25. Majority of the respondents 94% of the head master responded positively that they receive mid-day meals regularly. However, 6% answered that they do not receive mid-day meals regularly.
26. Teacher's day is found the most common co-curricular activity held in the school with 98%, social work comes next with 96%, drawing competition 86%, annual sports 84% and children's day 74%.
27. Majority, 88% responded that the curriculum is relevant to the need and requirement of the students where as 12% answer negatively by saying that curriculum is not relevant.
28. 100% of the head teacher maintains staff attendance register.
29. Majority of the heads found that teachers are sincere, committed, and interested in their teaching profession because they had a sense of responsibility and concern for the students.
30. Majority 84% of the head teacher respondents reveal that they required numbers of teacher are not available.
31. Majority of the head master respondents 92% agreed with the view by saying that they supervise classroom teaching and teaching effectiveness.
32. Majority 76% of the head teachers perceived that sending the teachers for training, conducting workshop, seminar and demonstration lesson prove to be more effective because it helps the teacher to get to know about the latest system of education and the various curriculum being implemented for the students.
33. Out of 50 head teachers 92% shared that apart from supervising classroom teaching and teaching effectiveness, head teachers also help teachers by providing feedback for modification of desirable classroom behaviour.

34. Most of the head teacher responded that teachers are prepared to deal effectively with the curriculum.
35. It is found that majority of the respondents 86% responded positively by saying that the teachers are performing well in the schools, only 14% of the head teacher disagreed with this view.
36. Orientation of the teachers proved to be effective because it helps the teacher to get to know about their job. Majority of the head teacher initiate for teacher orientation. The percentage shows that it was 90% in being initiated whereas it was 10% not being initiated.
37. Regarding the opinion of head teacher about how to make teacher better, regular, and punctual. 50% of the head teacher opined that by making VEC more effective they can make teachers better, regular and punctual, 42% opined that by convincing them about their job and 8% is of the opining that by taking strong action
38. The majority of the head teachers' respondents varying from 93.34% to 100% irrespective of any variable were responded positively by saying that they shared school programme with the teachers.
39. Most of the head master respondents responded positively that they get teachers support in academic and administrative work. The percentage shows that it was 98%.
40. Most of the head teacher respondents responded that they are aware of the various aspects of Communitisation of elementary education programme. The percentage shows that it was 98% of being aware whereas it was 2% of not being aware.
41. The head teachers had more agreed responses to the view that there has been enough awareness programme and workshop on Communitisation except the respondents of post graduate with B.Ed 66.66% who had more disagreed response.

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42. It was found that 64% of the schools were inspected by the DEO/DIS/SIS whereas 36% are left unattended (never visited).
43. Most of the schools head teacher had convened meeting with teachers. This not only help the schools but it also benefit in many areas. When the meeting is held, the teachers are made to be aware of the progress of their students and even the areas where they are lacking behind. So, in regard to percentage it was 96%.
44. Most of the schools had parent-teacher meeting. This not only helps the school but, it also benefit the parents as well. When the parents' teacher meeting is held, the parents are made to be aware of their children progress.
45. It is found that most of the schools were visited by the VEC members and community leaders as the school has become the responsibility on their part to give their support. And after the communitisation programme being launched, it has made them to think seriously about the development of the elementary school in the village as well as in the town areas. The percentage was 92% in visiting the schools and 8% is not visiting the schools
46. 91.30% of the head teacher pointed out that the VEC member visits the school and cooperate in the school maintenance and students enrolment. They also ensure proper distribution of incentives such as mid-day meals, work for the beautification of the school premises and also they focuses more on increasing enrolment and reducing the drop-out rate in the school. Another 95% noted that the VEC play a significant role in conducting surprised check to see whether the teachers are coming to school on time and regularly. Another 78.26% of the head teacher maintained the view that the VEC tries to maintained the school environment and teachers welfare. Some of them i.e., 65.21% of the head teacher noted that VEC discusses the quality text book used for the students..
47. 90% stated that the Deputy Inspector of School and Village Education Committee emphasis on academic and administration of the school while

- 6% felt it that it only looked into administration and another 4% stated only in academic field.
48. After communitisation 96% of head teacher share that teacher are more regular and the same percentage of head teacher opined that classes are conducted more regularly. 90% shared that Village Education Committee participation is more encouraging and 54% shared that drawing of monthly salary and allowance is easy.
49. Majority of head teachers responded that student enrolment in their school is satisfactory.
50. Majority 74% of the head teacher agreed that there is re-enrolment of drop-out after the introduction of Communitisation of elementary education.
51. 36% of the head teacher shared their idea that failure is one of the reasons for drop-out of schools, 64% family problem, 38% due to illness, 8% because of long distance to reach the school, 60% due to poverty, 44% disinterest in studies and 23% for other reason.
52. Majority of the respondents 96% head teachers responded that the students performance have improve after the implementation of the Communitisation of elementary education.
53. Majority of the head teacher respondents 96% responded positively to the view that students are regular in the school.
54. Most of the schools responded that they do organized workshop based on SUPW. The percentage shows 64% in being organised whereas it was 36% not being organised.
55. Morning assembly is conducted in all the schools, except one school it was not conducted.
56. 66% of the school made it compulsory for the teachers to attend morning assembly whereas 30% did not make it compulsory for the teacher to attend morning assembly.

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57. 74% of head teacher agreed that they maintain students' disciplinary register whereas 26% does not maintain it.
 58. Regarding the students achievement, most of the schools reported it to be satisfactory. The percentage shows that is 72% satisfactory whereas 28% not satisfactory.
 59. It is found that 84% of the school are supervised and visited by VEC members, 60% are supervised and inspected by parents, 76% are inspected by others like youth and students bodies, 52% Village Council and 28% by VDB members and women group.
 60. Majority 80% of the head teachers' respondents responded that the communities contribute the school in labour, 38% by others, 36% by kind and 8% by cash
 61. 44% of the head teachers responded that disabled students are enrolled in their school whereas 56% does not.
 62. 12% received grants and provision for disabled children whereas 88% does not receive as many of the schools does not have disabled children.
 63. It is found that majority of the respondents disagreed that there is not activity carry out to promote the education of a girls child except 66.66% of post graduate with B.Ed were agreed with it.
 64. Reformative measures were taken up by most of the schools after getting feedback from the result of the students performance, as well as from the community leaders and this has help to prepared themselves more appropriately to meet the future challenges.
 65. Majority of the respondents agreed with the view that the head of the school take reformative measures based on the feedback of the students' parents and the community leaders.
 66. A predominant problem faced by the head of the government elementary schools appeared to be in the area of poor socio-economic background of the parents with 44% and function and duties of the VEC with 32% which

creates confusion on the part of the Village Education Committee in relation to the new roles and responsibilities,. Another problem is lack of facilities with 36%, shortage of teacher 26% followed by non- cooperation of parents which creates, low parental participation and also under funding of education by government.

5.2.2. Teachers

1. Most of the elementary teacher are male with 74.28% and 25.72% were female teacher.
2. Regarding the qualification of elementary teachers, maximum were under graduates, very few having post graduates and extra qualification like B.Ed. which might be due to earlier appointment. The percentage shows that 58.10% undergraduate, 5.72% are graduate along with B.Ed, and 32% graduates, and the lowest was post graduate with 3.80%.
3. As found out that 47.62% of the elementary teachers have 1-10 years of teaching experience, 22.85% have 21 and above years of teaching experiences and 29.53% with experience of 11-20 years.
4. Regarding curriculum, majority of the elementary teacher respondents 85.72% agreed that curriculum is relevant to the life and environment of the child.
5. Majority 72.39% of the elementary school teacher responded positively that the school own games and sports materials.
6. The elementary teacher had more agreed responses to the query that they organize debate, seminars, extempore speech and eloquence competition.
7. It has been found that majority of the teacher respondents 84.77% responded positively to the view that the school undertake SUPW activities as part of the school subject and these activities vary from class to class and school to school.
8. Regarding the non-detention policy, most of the schools followed this policy because it helps the school management to keep their students aware of the various punishments if they don't follow the rules and regulation and

- especially in regard to their studies. Some of the school did not follow this policy because they felt it was not necessary. The percentage shows 59.05% following this policy.
9. Most of the elementary teachers were of the view that the students are regular in the schools.
 10. It is also found that majority of the elementary teacher respondents responded that the students attendance position is good.
 11. Majority of the respondents 70.48% stated that they go for orientation programme and the orientation of the teachers proved to be effective because it helps the teachers to get to know curriculum being implemented for the students.
 12. Class test is one of the methods of knowing the students grasping capacity in classroom teaching. It is found that 34.29% of elementary teacher conduct class test at the end of the lesson, 33.33% of teachers conducted the test monthly, 28.58% conduct weekly and 3.8% on a specific date.
 13. Nearly all the teachers' respondents i.e. 99.05% agreed that lesson planning is a must for effective teaching. None of the teacher was against with it.
 14. Majority of the respondents above 96% were in agreement with the view that they provided notes to the students
 15. Majority of the respondents above 94.12% also stated that they checked the note books of the students.
 16. Lodging is important for more effective work, and majority of the respondents above 75% responded positively by saying that they reside in their own posting place.
 17. It is found that majority of the elementary teacher's respondents above 66.67% responded positively to the query by saying that they were satisfied with their pay scale.
 18. 100% i.e., all the elementary teachers respondents responded that their school was covered under communisation of elementary education.
 19. Majority of the respondents 89.53% responded that their school was administered under the village education committee (VEC).

20. Under communitisation roles, parent-teacher association can be formed in every school with the objective to improve quality relationship between teachers and community particularly parents so as to improve the performance of their children in the school. Most of the teachers acknowledge that there was parent-teacher association. The percentage shows that it was 55.24%.
21. 54.29% received help from community in the form of encouragement, kind and concerned.
22. 83.81% of the elementary teacher respondents responded that the function of the school has improved after communisation of elementary education.
23. Majority of the elementary teacher respondents were agreed that the enrolment of students has increase after the implementation of Communitisation. The percentage shows that in view of increased enrolment, it was 91.43%.
24. It is found that majority of the elementary teacher respondent 83.80% were in the view that the retention rate of students has improve after the implementation of communitisation.
25. More than half of the elementary teachers' respondents responded that VECs do monitor and supervise the class.
26. Majority of the school found the students performance satisfactory with 82.86% after implementation of communitisation programme.
27. The elementary school teacher were of the view that in one academic year internal examination/evaluation/assessment should be held monthly rather than thrice, twice, and once. They felt that it would help the students to perform more efficiently and produce better result.
28. Regarding the management of the students in the elementary school, it was found that majority 58.09% found the students obedient.
29. Majority of the elementary teacher's respondents 66.67% report the students' irregularity to the student's parents, 29.53% report it to the head or teacher in charge and 3.80% punished.

30. In regard to the visitation of the parents to the teachers' house to discuss about their ward performance in the schools. There was a mixed response to the query that the teacher visits the house of students' parents.
31. According to teacher's opinion. The interest of student's comes highest in co-curricular activities follow by playing games and social studies.
32. Most of the schools, gives remedies for the backward and drop-out students in the form of finding out their problems, special classes arrange and if necessary personal counselling are given. Castle E.B. (1969) found that the teacher is also a doctor because the teacher is no hostile to the backward or lazy or rebellious child, but will use his professional skills to help him out off his difficulties. He will not regard unruly behaviour as an offence against his personal dignity but as a class-room problem to be solved.
33. Majority 86.67% of the teacher respondents responded that the quality of teaching and education has made a lot of improvement after the implementation of Communitisation.
34. Majority of the teachers were of the view that they get co-operation from the parents of the students. Co-operation from both sides that is the teacher as well as parents is required in order to assess the performance and progress of their wards and their students. The percentage was 68.58%.
35. The majority of the respondents above 75% responded positively that their school is doing well.
36. Majority of the teacher rated their schools performance at 50-60% and the percentage was 40%.
37. Communitisation insures discipline and regularity of teachers by implementing the principles of "No Work, No pay policy. Salary is deducted from the teacher(s) who is/are found absent from the school. Majority with 80.95% of the teachers have not been victims of "No Work No Pay" policy. About 11.43% has been victimising by this policy.

5.2.3. Village Education Committee (VEC)

1. Most of the VEC members were male with 83.16% and 16.84% were female.
2. Regarding the qualification of VEC members, maximum were under matric, very few having graduates and post graduates qualification. The percentage show that under matric with 36.63%, matriculate with 35.64%, 12 passed with 21.78%, graduate with 3.97% and the lowest was post graduates with 1.98%.
3. The majority of the respondents rated above 75.68% were in agreement with the view that the VEC were being informed about the communitisation programme by higher authority.
4. The majority with 70.30% of the VECs were constituted according to government directives.
5. The majority of the VEC with 74.26% convene meeting once in a month 5.94% twice a month and 12.87% as others.
6. The majority of the respondents with 88.12% of VEC attend 1 to 3 times of VECs training.
7. The majority of the VEC respondents rated 83.17% convene meeting with the DIS only once whereas 7.92% frequently and 6.93% never had meeting with DIS.
8. The findings reveal that 84.15% of the VEC perform drawing and disbursement of salaries, 68.31% disciplinary action against irregular teachers, and 55.44% perform day to day management of the school.
9. Some more visible impact of communitisation programme are as 94.05% of VECs stated that teachers are more regular after the implementation of Communitisation , 87.12% has increased in enrolment , 65.35% has improved retention rate, 69.30% improvement in the performance of the students are seen and 60.39% shows increased in more number of girls students.
10. It was found that majority of the VEC respondents responded that there was no arrangement of short term courses for teachers in the school premises, or any other related programmes with higher proportion coming from the

respondents in the female with 100%, 12 passed rated 100%, matriculate rated 97.12%. There was also in good proportion of agreed responses with highest respondents coming from graduate with 50% and post graduate qualification with 100%.

11. The majority rated 64.35% of the VEC opined that they were no sponsors of short courses for teachers training.
12. The majority of VEC respondents with 63.37% agreed that they conducted workshop with the Angawadi Centre.
13. It is found that majority of the VEC respondents rated above 58.33% were in agreement that they ensure universal enrolment and retention.
14. The majority of the VEC respondents 91.08% had agreed that they consulted in organising programmes of the school along with the faculties.
15. The findings reveal that majority with 80.19% received help from the community at the village level like students' union, youth society, women organization, church and other social organization came forward with great enthusiasm to help the programme of communitisation.
16. 48.52% of the VEC has an education fund for financial grants and contribution for school development whereas 45.54% of the VEC does not have any fund for education.
17. The majority of the respondents were in agreement with the view that Grants and Funds were utilized successfully according to the purpose.
18. The majority of the VEC respondents with 60.39% responded that grants and funds allotted by the government were not sufficient to meet the requirement of the school.
19. One of the financial roles of VEC is to maintain proper accounts of income and expenditure, assets of the school; to get the accounts audited: and to bring out authentic report for the same for information of the community and higher authority. The majority of the respondents with 70.29% agreed with the view that they carry out audits.
20. The majority of the respondents were in agreement with the query by saying that they maintain record register.

21. The findings reveal that 73.26% of the VEC takes action of no work no pay for misconduct teachers, 7.93% withholding of pay, 4.95% reporting to higher authority and 13.86% others.
22. It is found that majority of the respondents i.e. from 70.59% to 100% irrespective of any variables, were in agreement with the query by saying that the community participation has increased after the implementation of Communitisation.
23. It was found that majority 76.24% of the VEC respondents were carry out activities to improve the enrolment and retention in the school(s) children up to the age of 14 i.e. up to class VIII and even encourage and bring the dropout children to school
24. It was found that majority of the respondents with 77.23% were in agreement with the view by saying that the VEC encourage co-curricular activities.
25. The majority of the respondents 69.30% of them encourage traditional games and sports, 69.39% handicraft, 69.30% encourage folk song, dance, storytelling, 72.27% literacy activities and 64.35% social works. Further, all the respondents 100% of graduate and post graduate encourage folksong, dance, storytelling, literacy activities and social works.
26. Some of the problems lamented by the VEC's were : 74.25% inadequate of teachers, 8.91% transfer of teachers with post, 9.90% non-posting of vocational teachers and 2.97% of non-reporting from joining of teachers.
27. It was found that majority of the respondents were in agreement with the view that they visit and inspect schools.
28. The findings reveal that 51.48% visit the village school monthly, 27.73% weekly, 19.80% alternatively and 0.99% visit daily.
29. Majority 59.41% were in agreement with the view that they are concerned about the state of elementary education in Phek district whereas 31.68% responded as neutral.
30. Majority of the respondents with 59.40% had responded neutral, 13.87% were in agreement with the view and 10.89% respondents negated the view

by saying that Phek district is not lacking behind as compare to other district.

31. Majority of the respondents with 42.58% agreed with the view that communitisation of elementary education of Phek district is able to offer quality education and 32.67% responded as neutral.
32. It was found that majority of the respondents 77.23% were in agreement with the view that they inspect schools with preparation.
33. Majority of the respondents above 54.54% do not serve notice for inspection.
34. It is found that majority of the respondents with 85.15% were received positive remarks from teachers about their efforts.
35. Majority of the respondents with 47.53% were agreed with the view saying that the authority take remedial measures in accordance with the finding, whereas 39.60% answered negatively and 12.87 had not responded to the query.
36. The majority with 63.37% submit inspection report of every visit to the concerned authority with comments

5.2.4. Parents

- (1). It was found that 75% of the students parents were male and 25% were female.
- (2). Majority with 47.5% of the students parents were in the age group of 31-40, 19% below 30, 18% were between 41-50 and 15% were above 51 years.
- (3). In regard to the occupation of the parents, it was found that maximum number of government school students parent were cultivator recorded with 47% followed by 26% of any other, 20% of salaried, 4.5% of social workers and 2.5% doing their own business or other trades.
- (4). Parents took interest to visit the schools because they are serious about their child studies and their progress in the school and only a few parents did not

- take the time to visit the school. The percentage was 76% in visiting the school.
- (5). Majority of the respondents with 97.5% of parents felt the need of education for their children.
 - (6). Majority of the parents' respondents agreed that they are essential components for children education. The percentage was 96.50%.
 - (7). Majority of the respondents 95.5% of the parents were in agreement with the query that their active participation can contribute significantly towards the betterment of the elementary schools
 - (8). Majority of the students parents with 90.5% were in agreement with the view that their active participation could lead to smooth functioning of the schools.
 - (9) Study hour and supervision is being maintained in almost all the families. Parents knew the importance of these and they see that their children were maintaining their study hours and were supervised. The overall percentage in maintaining study hour was 85%.
 - (10). 88% of the parents responded that they attend parents-teachers meeting and from the meeting parents are informed of the behaviour of their children and their performances in the schools.
 - (11). In regard to the visitation of the parents to the teachers house to discuss about their ward performance in the schools, 67.5% of the students parents visit and meet the respective teachers of their children's.
 - (12). Majority of the parents' respondents with 65% supervised their children homework
 - (13). In regard to environment, most of the students' parents have found it to be conducive for child growth and learning.
 - (14). Majority of the respondents 80% were in agreement with the query that they get facilities for their children like Text Books, School Uniform, and Midday Meals

- (15). 72.5% of the parents are satisfied with the efforts of the teachers and school in making their child excel.
- (16). Majority of the respondents with 56.5% were in agreement with the view that they found the School Administration satisfactory.
- (17). 62% of the parents found teachers and students' relationship healthy and satisfactory and they did not face too many disciplinary problems.
- (18). 60% of the parents were in agreement with the view that they are satisfied with the quality of education provided by the school.
- (19). Majority of the respondents were in agreement with the view that the teachers are regular in their job.
- (20). Majority of the respondents were in agreement with the view that education of girls is as importance as that of boys.
- (21). Majority of the respondents were in favour of the query by saying that girl's child have the same potential as a boy child.
- (22). Majority of the respondents rated above 84.62% were in agreement with the aspect that the society accepts the importance of girls' education.
- (23).The majority with 59.50% were in agreement with the view that they are satisfied with the infrastructural facilities available in the school.
- (24). Majority of the respondents above 73.08% were responded positively by saying that new development/ improvement has been made by the school after the implementation of Communitisation of elementary education.

5.3 Observation

Findings through Personal Observation and interview are as follow;

1. The majority of the school was newly constructed or renovated buildings however some school had a very wretched building condition.
2. Most of the school had very gloomy environments which are very unattractive to others especially to the students themselves.
3. There were some schools in which two classes are taken together in one room and also all the classroom had just one hall temporarily parted.
4. Water filter were provided in school however majority of the schools did not use them.
5. The students drink water from the water supply which is nearby to the schools or from the pond or spring water found around their schools.
6. Only few schools had proper toilets for girls and the boys.
7. Parental illiteracy was one of the major factors which stood in the way of education in the state, especially in rural areas parents had no time to attend to their wards and watch their progress.
8. Parents prefer uncooked rice rather than cooking for the children in school
9. Most of the toilets are temporarily constructed and some toilets are unused due to lack of water supply facilities and the toilets produce foul smell and in bad conditions.
10. School largely depend on the head of the institutions for its maintenance and effectiveness
11. Some teachers are even recruited by the local bodies themselves in school
12. Majority of the students play indoor games due to lack of proper playground. Outdoor games were limited even though the schools had sports equipments like balls.
13. The schools also provide free books however the students often do not get it on time.
14. The first-aid facilities were seen lacking in the schools.

15. In some schools, teachers were not punctual in coming to school including the head of the school.
16. The School largely depends on the head of the institutions for its maintenance and effectiveness.
17. It also can be seen that there are some schools with over staff teachers which is unnecessary and on the other hand there are some school which are lacking of teacher. There is a need of proper distribution of teachers among the schools according to the requirement.
18. The teachers had expressed that the responses from the parents are very much lacking and there were no support and feedback of their children in the school
19. Transfer Of teachers along with post causes the shortage of teachers in some school.
20. Most of the school were found inadequate of teaching staff, lack of properly qualified and trained teachers.

5.4. Discussion and Suggestion

The 73rd and 74th amendment (1992) of the Indian constitution provides statutory legitimacy to decentralization of educational planning and administration. The state of Nagaland saw the pioneering concept of communitisation of elementary education which was implemented on September 2002. Initially, the Department of School Education implemented the programme of communitisation through selected schools which were termed “communitised schools. At first, 205 primary schools and middle schools were selected and communitised in the year 2002. Seeing the achievement and performances of those communitised schools, other schools/villages voluntarily requested the government to communitise their schools too. Recognizing the needs and desires of the people through observation in the first one year of communitisation programme, the state government decided to communities all the elementary educational institutions in the state from 1st January 2004 onwards. Since then, all the elementary schools in the state have formally been communitised through official notification. In the present study, the number of schools investigated consisted of 50 communitised schools, where 36 were primary schools and 14 were middle schools

5.4.1. Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA) is a time-bound initiative of the central government, in partnership with the state, the local government and the community to provide elementary education to all the children in the age group of 6-14 years by 2010. It recognizes the importance of community owned system in a mission mode for improving reach and performance of the school system.

The process of communitisation can be visualised with SSA intervention. Communitisation was pointed out by Pandey that the two programmes of communitisation and Sarva Shiksha Abhiyan (SSA) were a married couple. The SSA is to provide useful and relevant elementary education for all children between the age group of 6-14. Communitisation thus ensures investment of a community's social capital for betterment of schools and improvement of education at the grass root level. The government school in Kidemi village there is only one teacher and the village education committee sponsored one teacher to the school and gave lots of co-operation to contribute the school development.

5.4.2. Mid-Day Meal Scheme.

A National Programme of Nutritional support to Elementary Education was launched on August 15, 1995 with the aim of improving enrolment, attendance and retention while simultaneously impacting on nutritional status in elementary class." In order to attract more children to school, the Supreme Court has fixed January 2005 as the deadline for all the states to provide cooked meals to students up to class 5 as the centre decided to provide an additional. Re. 1 per child to meet cooking cost". From the present study it can be noted that all the fifty Communitised schools received 100% midday meals yet only 94% of schools receive timely and regularly midday meals and 6% of the schools do not receive regularly.

5.4.3. Constituent of VEC.

It was found that 70.30% of VEC were constituted according to government directives which consist of 13 member team. The term of the VECs can be stated as school education board, Ward Education Committee, Common Education Committee, Station Education Committee and the Village Education Committee.

Men headed most of the Communitised Schools as head and since the Secretary of VEC should be the head of school or the teacher in charge, women too were found to work as secretary. 85% of the women could well carry out the schools and VEC duties.

5.4.4. School Facilities

Buildings, furniture and equipments were not sufficient in most of the schools. This is one of the most important factors which rendered the school educational system ineffective. Most of the schools are deprived of the basic amenities such as drinking water, toilet, electrification, and school furniture. These facilities need to be improved considerably which can attract more students to government school.

5.4.5. Parent's Education.

It was observed that illiteracy of parents had great effect of the education of the children. Parents play an important role for the education of their children. However, it further depends hugely on the qualification and awareness of the parent's about education. The illiteracy of the parents hampered the education of the children, as the parents are not educated, they do not understand the advantage and benefits of the education. Parents are to be made aware and conscious about their children quality education. They are required to co-ordinate with the teachers and school for their child's smooth educational growth. Causes of wastage and stagnation were also due to parents' lack of concern and co-operation. There is an urgent need to make an awareness campaign and teach the parents about the importance of education in one life. Non-formal education should be encouraged and parents should be educated too. As only when the parents are aware about the essential of education, they will encourage their children to attend the school.

5.4.6. Inspection by the Authorities

It was observed that many of the schools were not inspected by the authorities. This is another factor which greatly hampers the impartation of quality education. Absence of timely inspection of the schools by the authorities deprives the teachers' motivation. Thus, they are more prone to be negligent, insincere and inattentive towards their duty. This in turn adversely affects the students learning process which

may leave them unfulfilled. Therefore, timely inspection by the concern authorities is required

5.4.7. Co-operation between Parents and Teachers

This was another avenue which was needed to be improved in order to make the school effective. Lack of co-operation between parents and teachers which is faced by some of the schools. Due to lack of co-operation and interaction between parents and teachers, it becomes difficult to ascertain the merits and demerits in a child character. The parents alone were unable to train their children effectively to meet their educational objectives, since they were unaware about their children actual performance in the school. The teachers on the other hand suffered from lack of sufficient knowledge about their students. As such, it become very difficult on the part of the teacher regarding the treatment which may result in a lost of valuable talents, manpower etc for the community as well as for school. Therefore, teacher parents associations must be established in every school and should be encouraged to discuss student's educational needs and ways and means to meet their needs.

5.4.8. Facilities for co-curricular and other related activities.

It was observed that many of the schools do not have co-curricular facilities. Due to lack of facilities such as workshop, extempore speech, seminar, the education becomes monotonous and boring routine for the students. They were deprived of the avenues to vent their various talents and other abilities which otherwise may proved vital in the shaping of their overall development. Students should begin good education by efficient teachers and care should be taken to bring down undisciplined cases to the minimum.

5.4.9. Visitation of the teachers by the parents.

Parents need to visit the teacher if necessary to discuss the various problems, issues and progress of their children to the teachers. When they do not pay any attention to this, then certainly the relation of the parents and teachers are bound to be quite distance and no concern from the parents' sides as well as from the teachers.

5.4.10. Physical structure

Considering the official norms first, the goals of communitisation was to ensure that all the communitised schools in the state (community) VEC shall receive grants from the government and explore resources from the community, and incur expenditure for the school(s) on construction, repair of building, procurement of furniture, books, teaching aids, stationary, etc; and on activities and needs of the VEC and the school. The National policy of education recognizes that unattractive school environment, unsatisfactory condition of school buildings and insufficiency of instructional material function as demotivating factors for children and their parents. The inadequacies of the school infrastructure begin with the simple premises where pupils, furniture and teaching aids are to be organized. One reason for this of dilapidation is the dismissal construction standard of many schools. It is not unusual to find that even in a relatively new school building, the flooring and holes shows sign of exhaustion. Among all school buildings constructed, 74% were pucca buildings, 8% were kaccha building and in need of construction. An inadequacy continues as one scrutinise basic facilities such as classroom, playgrounds, library, toilet, and drinking water. Drinking water is needed if children are not to disappear when they need to drink or wash and if they are to learn basic hygiene.

5.5. Conclusion

The present study on “Communitisation of Elementary Education in Nagaland with the special reference to Phek District” examines the impact of communitisation of elementary school education in the district. From the analysis and interpretation of data, it was found that the district delivered so much that the enrolment of students increased and the teachers are more regular and sincere in their job at present proving that communitisation had done a note worthy job to the people of Phek district.

Through the implementation of communitisation, government elementary schools benefited in many aspects by way of granting financial help, community participation in the school organization, improvement in students enrolment especially with the girl child, decrease in dropout rate, provision of hot cooked mid day meal for

school children, the free distribution of text books, exciting teaching-learning, improvement in school infrastructure, regularity of teachers. The village education committee plays an important role in the functioning of the Communitised schools for quality development in all aspects etc. The major setback faced by government head teachers were inadequate teachers and non co-operation by the illiterate parents.

The study on teachers of government Communitised schools showed that majority of the teachers admits that the curriculum is relevant to the life and environment of the child. Cent percent teachers responded that their school was covered under communitisation of elementary education. 99.05% of teachers do lesson planning for effective teaching in the class and provide freedom to students to express their idea in the class. The teachers are resided in their own posting place which lessens the difficulty of consultation with the respective teachers, and also solve their doubts and shortcomings in their lessons. The teachers checked the notebooks of students and conducted class test frequently. Regularity of class work and homework is positively associated with pupil achievement.

They also found that the school performances are satisfactory after the implementation of communitisation and the retention rate of students had improved. Interestingly, teachers expressed that the enrolment of the students had increased after communitisation. However, the main drawback in government schools were illiteracy and poverty of parents which hamper smooth learning in schools.

The Village Education Committee (VEC) responded that they were being informed about the communitisation programme by higher authority. The VEC has a vital role to play in the academic, co-curricular activities, teachers training, selection procedure for teacher awards and parents-teachers association and so forth. The VEC involves in planning of the school annual programme. The VEC should make arrangements which have direct bearing on the local life-situation which brings meaningful practice and joyful development of life-skills of the learners. The VECs are empowered to monitor the Educational Management Information (EMIS) with full transparency so that every school will be encouraged to share all information with the community including grants received. The feedback from the VEC respondents indicated all positive improvement as majority 70.30% were constituted according to

government directives. They further expressed that they perform drawing and disbursement of salaries of the teachers and they take disciplinary action against irregular teachers, the students' enrolment had increased. Majority of the VECs expressed that grants and funds were utilized successfully according to the purpose.

Similarly the study on parents reveals that majority of the school students' parents felt the need of education for their children. The Parents also expressed that they are essential components of children education and their active participation can contribute significantly towards the betterment of the schools. Parent-Teacher Association can become the cornerstone of school management programmes. They can mobilize community support to solve a number of problems and to run some school programmes. The midday meal scheme for children in school can be made more effective by PTA or concerned community members. Interestingly, majority of the parents viewed that the school atmosphere/environment were conducive for their children growth and learning, and the teachers are regular in their job.

Education cannot be guaranteed to everyone even though the government of India enforced right to free and compulsory education for all children as a fundamental right, until the community participate and provide an opportunity to learn. Communitisation is therefore a process of socialization which helps children cope with the natural and social environment. Education is not the responsibility of the teachers alone; it is the collective responsibility of all parents, community members, knowledgeable persons, teachers and students. Remarkable changes has been observed after the implementation of Communitisation of elementary education but quality education is still lacking and so there is a need to sincerely improve the system through active participation by the Village Education Committee, Head Teachers, Parents, Teachers and the entire community as a whole.

5.6. Suggestion for improvement of Communitisation of Elementary Education in Nagaland

1. Required number of teachers to be posted to all the schools facing insufficiency through suitable redeployment.
2. Stringent rule/law be enforced to check irregular/erring teachers and head teachers and stern action be taken as deemed fit.
3. Head Teacher should be appointed from amongst the most senior teacher who is educationally and professionally qualified.
4. Timely release of books and school grants, furniture in order to run the classes smoothly and effectively.
5. Proper electrification and fans be provided to all the classrooms as the climate is hot.
6. Teachers should be trained properly and system of education should suit the present system.
7. Examine teacher-students ratio, appoint right person to the right post and ensure job security to the appointees.
8. Parents, staff and local administration should take active participation in bringing all round development of students.
9. Concerned department should inspect the activities of the school from time to time.
10. Seminars on the importance of education should be organising in rural areas with special emphasis on female education, especially for illiterate parents.
11. Community and parents should be the manifold in supporting the school management for regular attendance.
12. Proper space for Children Park is very essential for the growth and development of the children mind.
13. Creation of grade IV post in every GPS.
14. In order to make our education more interesting and useful the required staff members should be appointed to all the GPS & GMS all over the state by the department.
15. More support from public leaders for development of school education.
16. Need more teachers in their particular specialised areas for quality education.
17. Well equipped rooms for teaching staff, students and separate toilet and urinary facilities to both teachers and students.
18. Teachers need to be posted according to the needs of the school like enrolment, subject-wise requirement.

19. Teachers should organise other co-curricular activities such as seminars, scout and guide, NCC. Besides, games and sports, cultural and literary programmes in the schools can enhance the minds of students to a great extent.
20. A proper counselling centre should be set up in every school and the centre should have a counsellor and services should be rendered to students in need.
21. Teachers should come well prepared for the class and explain the lessons properly to enable the students to understand better and also learnt better.

5.7. Suggestion for further Research

The following suggestions for further research are made.

1. The present study can be taken up with larger sample covering the entire State of Nagaland.
2. Implementation of Right to Free and Compulsory Education (RTE) in phék district.
3. A study on the status of girl child education in phék district.
4. A study on the role of education in promoting the status of the people.
5. A study on effective relationship between teachers and the community.
6. Research to be taken on the importance given by the school inspectors and the education department in regard to the primary education.

Numerous suggestions for further research can be given but the above mentioned suggestion needs immediate attention of research.

CHAPTER 6

SUMMARY

6.1 Introduction

This chapter provides summary of the study for the purpose of general review. The study was attempted to analyse the development of school education with an objective to trace out “the impact of Communitisation of Elementary Education of Phek district”.

The constitutional commitment of ensuring free and compulsory education for all children up to the age of 14 years is one of the salient features of Indian Constitution. India, with a vision of achieving this’ spelt out in the National Policy of Education, 1986 and converted the mission into functional goals in the Programme of Action, 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in NPE and POA. Since the elementary stage of education is very crucial for further academic, the Central and State governments have over a period of time evolved strategies to have universal access, check drop-out rates and improve levels of achievement in the schools; the element of which include: creating parental awareness and community mobilization; involvement of communities and Panchayati Raj Institutions (PRIs) (73rd and 74th Constitutional Amendments 1992); economic incentives and improvement in infrastructure facility in schools. But, the nation’s efforts to achieve “Basic Education for all” could not be a success till today but efforts are not given up. One such effort is the accommodation of “Basic Education” as a constitutional right of every citizen and changing the obligation of the government into a binding law to ensure provision, access and conditions for success.

The government of Nagaland had also taken up various measures for the quantitative improvement of education and made considerable achievement in the elementary education sector but the functioning of the schools had been far from satisfaction. The system of educational administration in Nagaland was an extreme example of centralization where all powers and responsibilities with regard to

appointments and finance were centralized at the state level. The state level machinery was enabling to cope with the heavy workload while there was no clear responsibility and accountability at the lower level. This excessive centralization was also coupled with hardly any transparency and what actually goes on was that the style of educational administration was not known to many. This became a breeding ground for leakage and corruption and created apathy and inertia. The community and NGO's were cut off from the people for whom they exist. This realization brought the conception of "Communitization"

Therefore, in order to improve the access to and quality of education, the government had envisaged the concept of COMMUNITISATION with an effort to transfer certain management responsibilities to the community and to involve them in the educational system management. The aim was to provide quality education and improve human capabilities of the children through a sense of belonging and sharing amongst the community members and to utilize the material and human resources for betterment of the schools. This conception resulted in the enactment of "The Nagaland Communitisation of Public Institution and Services Act", in 2002. Communitisation of an institution of the government means transferring the ownership to and sharing responsibilities of its management with the community. It thus includes decentralisation of authority, delegation of responsibility, empowerment of the community and building up of a synergistic relationship between the government and the community to spur growth and development of institutions. In a school under communitisation system, the management function would substantially vest in the community. Salary of the government teachers would be disbursed through the village education committee which will be empowered to control teacher in a variety of ways, including the operation of "No Work; No Pay" principle. The community would get funds for key purposes, such as purchase of text books, furniture, repair of school building, etc. and treat the school as its own, thereby, contributing to their best in cash and kind. The government would continue to supervise, support and supplement the activities. Communitisation thus ensures investment of community's social capital for betterment of the school and improvement of education. The concept is to inculcate a sense of ownership of public

institution for ensuring better management. The latent resources of the community are enormous and the sense of ownership utilizes the resources for the progress of the institution towards excellence.

In the light of the above fact, in the light of communitisation, it is important to examine the effectiveness of elementary educational system in Nagaland. To address this issue, it is endeavoured to examine the role of the community in the improvement of the education system. An attempt is also made to study the attitude of teachers regarding communitisation and also analyse the progress of quality education after the implementation of communitisation.

6.2. Statement of the Problems

The study **undertaken** is being specially stated as, “Communitisation of elementary education in Nagaland with special reference to Phek district”.

6.3. Definition of the term used

The key terms involved in the study are operationally defined as follows

- a. **Communitisation:** Sharing responsibility of Government school management and administration with the community.
- b. **Elementary Education:** The term Elementary education in the present study will be referred to communitized elementary education in Nagaland and it consists of primary stage (till Class IV) and middle stage (Class V to VIII).

6.4. Objective of the Study

The following were the objective of the present study

- i) To study Elementary Education System in Nagaland.
- ii) To find out the number of Government Primary and Middle Schools Communitised in Nagaland by the Government of Nagaland.
- iii) To examine the various reforms taken under Communitisation of Government Elementary Schools.
- iv) To analyze the Communitisation of Elementary Education and the feedbacks of five RD block of Phek District.
- v) To study the role of various organs such as Government Department, Village Education Committee etc. of Communitisation and School Functioning.
- vi) Attempts will be made to study the attitude of the Teachers and Village Authority regarding Communitisation.
- vii) To study the impact of Communitisation of School functioning in relation to;
 - a) Management and Administration of Schools.
 - b) Parents/Teacher interaction and participation in quality improvement of Elementary Education.
 - c) Children's Educational Achievement and
 - d) Improvement of infrastructural facilities in the School and its maintenance.
- viii) To study the result before and after the Communitisation, to analyse the progress of quality education.
- ix) To find out the loopholes and try to find corrective measures.

6.5. Need and Significant of the Study

Elementary education forms the roots of education. Hence, it forms a very important stage of education in individual life. It is only during this phase that he starts thinking and grasping capability significantly increases. According to the constitution, elementary education is a fundamental right of children in the age group of 6-14 years. Reiterating its commitment to strengthen the base of the pyramid of education (primary education), the National policy of education 1986, has given top priority to universalisation of elementary education. According to statistic, two third of school going children of India are enrolled in school but the figures are deceptive as many don't attend school regularly.

The constitutional provisions and the consequent legal and national policies and statement have time and again upheld the cause of universal elementary education. The government has rolled out many plans to increase the percentage of elementary education. A large number of project and programme have been launched in various parts of the country since the inception of the new policy. The success of these programmes will depend on the sound support system and well tested mechanism of evaluation evolved through search of good quality. This vision can be translated into action only when the functionaries working at the strategic position in the system are capable to undertake research studies, which have a direct practical bearing.

In India, the central government and state government, which have the joint responsibility to provide basic education service, are committed by the constitutional mandate to provide free education to all children up to the age of 14 years. However, the state governments are the main envoys; this is the reason why the quality of the schooling system varies a great deal in the country from state to state.

The Nagaland scenario shows that the state government has taken up various measures for qualitative improvement of education and has made considerable achievement in the elementary sector, but the functioning of the school is far from expectation. Day in and day out we hear, see and talk about decline in public delivery system. Although there are schools everywhere, many of them hardly teach. These are examples of the vast network of institution and services which exist but in moribund

state, delivering being inefficient and ineffective. The basic reason for this state of affair lies in poor management. The word “Development” is today so much talked in Nagaland that it has become a part of every Naga language. But to Nagas of today, development would mean mainly material development. Human development is underestimated by material development. Without human development society has more problem than prosperity. Human development is to ensure continued prosperity and progress. The government has therefore envisaged the system of communitisation in an effort to transfer certain management responsibilities to the community and to involve them in educational system management. The aim is to provide quality education and improve human capabilities of the children, through a sense of belonging and sharing amongst the community members and to utilize the material and human resource for betterment of the school.

Furthermore, this study of Communitisation of Elementary Education intends to get active involvement of community and play significant role in achieving the goal of Universalisation of Elementary Education. Community mobilization and participation is another component emphasizing the decentralization of planning management process. These arise a need to ensure, retention and quality education, joyful teaching and learning environment.

Therefore, there is an urgent need to undertake a research study so that required improvement could be made in the area of elementary schools and also to forge community to conscientious, to reaffirm themselves, to restructure and re-strengthen the elementary education at all stages of school, and make them to think carefully about the important of elementary school education and how they can be a backbone for the Elementary education in Nagaland. Keeping this in view the present study was undertaken.

6.6. Delimitation of the Study

According to Creswell (1994), “Delimitations suggest how the study will be narrowed in scope” (P.110). This research is bound by several delimitation factors.

The following are the delimitation of the present study:

- i) The present study is limited to Communitised Government Elementary Schools of Phek district.
- ii) Schools selected for the sample are restricted to five (5) R.D block of Phek district.
- iii) The sample of the study was restricted to ten (10) schools in each R.D block.
- iv) The study was confined to fifty (50) schools in the entire five (5) RD block of Phek district.
- v) During the visit at the schools in the villages, few women were present. The questionnaire and interview data collected from the parents and VEC is more to the male perspective.

6.7. Review of Related Literature

Different studies conducted in this field reveal that

Anita Rastogi and Monica Mehta (2005) analysed various programmes and policies of government to provide free education to children and universalisation of education. The authors examined the close link of economic and education and study how free was in primary education in Delhi. The findings revealed that even though it reduced the financial burden, still then, the parents have to bear huge expenditure on various others essentials to complete primary education. Thus, it is felt to need to review the present schemes with new innovative schemes.

Buno Liegise (2009) studied the Angami Villages Experiment with Communitisation of elementary education. The research focussed on making a general assessment of government schools in the Angami villages, changes observed after introduction of communitisation of education, problems faced and feasible suggestions that can be derived thereof. She examined the retention rate, Mid-day meals, textbooks and free schools bags distributions while also listing out major activities and problems of the village Education Committees. The research concluded that communitisation is a very good concept and some villages have taken full advantage of the communitisation process, thereby, benefiting the rural students much

but also lamented that many Village Education Committees are in need of improvement. The government on its part should also provide trainings to its teachers as well support, encourage and play a proactive role for all stakeholders as Angami villages are at a crucial juncture as far as communitisation is concerned.

D. Pani Naidu (2004) observed various problems in Tribal areas due to lack of literacy which keep them as under developed areas. The author calls for awareness of programmes, imparting training, involvement of the communities to encourage the Tribal for education in order to improve their life economically and socially.

Arrington, Josie Howard. (2000) did a study to investigate, “Teacher’s attitude towards parents’ involvement in the level 1 and level 111 elementary schools in the Mississippi Delta”. The purpose was to investigate the following factors concerning teacher attitudes: (a) judging about parental involvement, (b) judging about parental contact (c) actual parental contact and (d) need for parental involvement. This study was conducted in level 1 and level 111 schools in the Mississippi Delta.

Assumption based upon performance interaction between parents and teacher was initiated and may have a direct impact on the outcome of this study.

Parental involvement and teacher attitude used to investigate teacher’s attitudes were the only variables investigated for the study. Educators can instruct, serve as role models and provide various learning activities that are developmentally appropriate. They can supply the resource for learning. However, without parental support and involvement teachers will fall short of their goal of educating the entire child.

6.8. Method and Design of the Study

This study falls under the category of ‘Descriptive Survey Method’ as this study investigated the existing level of communitisation, compared and suggestion made to improve the existing status.

6.8.1. Design of Research

The population of the present study constitutes all the Communitisation of Government Elementary Schools of Nagaland with special reference to Phek district. The people included in the study are from the Government Elementary School which includes the Head Teachers, the Village Education Committee, Teachers, and Parents of the students of the Communitisation Schools. To answer the research questions and objectives, the investigators have chosen Phek District, using a mixed methodological approach combining both qualitative and quantitative methodologies. The study comprises of both primary and secondary data.

6.8.2. Sample of the study

The present study has been conducted on 50 primary schools of the population. The schools were selected in this manner that is 10 schools each from the entire five RD block namely, Kikruma, Meluri, Phek, Pfutsero, Sekrezu. Around 105 teachers were given the questionnaire and were made to give their response in the way they would like to make communitised elementary school effective. About 50 head teachers/teacher in charge of the school were also given the questionnaire and were interviewed.

A similar way was followed for the VEC members and parents. But, since many VEC members and parents were illiterate, the questionnaire could not be used with them. However they were interviewed and the report was recorded personally by the investigator herself through the help of a translator. Out of 200 parents respondents the illiterates were interviewed and literates' parents were given the questionnaire. Some of them were given the questionnaire through their children studying in various government communitisation schools. 101 VEC were also given the questionnaire and were interviewed.

6.8.3. Tools Used

Tools are important for the collection of the data. For the purpose of collecting primary data, the following tools were used.

- a. Observation
- b. Interview
- c. Questionnaire

These different tools were selected to obtain appropriate evidence or information required for the study.

6.8.3.1. Observation

An observation method of the sample schools was also one of the tools for collection of data. The key areas for observation was to study the school infrastructure and the conditions of the school building, studying how students behave in the class room, the manner in which student-teacher interacts with each other and various other aspects of behaviour were gathered through observation method, which when asked verbally, may hurt their sentiments.

Since the proposed study involves the study of impact through communitisation and the changes coming into the institutions, observation method was very useful method for the study.

6.8.3.2. Interview

Illiterate VEC members and parents who could not use the questionnaire were interviewed. They were interviewed and the report was recorded personally by the investigator herself through the help of a translator. The interview schedule unstructured also used for School Headmaster, Teachers, VEC, and Parents were done during the field work to gain further insight into their perceptions of any transformative change that occurred throughout the school year.

Interview was used to elicit the attitude of the informant towards communitisation and the impact.

8.3.3. Questionnaire

Four sets of questionnaire had been developed and used and the questionnaires were both open and closed types. For the collection of data with regard to the communitisation of government elementary schools the following four questionnaires were used: Questionnaire for the Head Teacher, Elementary Teacher, Village Education Committee and students Parents.

6.8.3.4 Data Collection

Both primary and secondary data were used for the present study. The primary information of the study had been collected with the help of questionnaire, interview and observation during the fieldwork. Whereas, the secondary data sources are collected from various available Documents, Journals, Census of India 2011, Books, Magazines, Souvenir, Newspaper, Internet, and other related literature, to education were referred for the present study.

The collection of these data involved a mixed methodological approach, combining both qualitative and quantitative methods.

6.9 Analysis and Interpretation Procedure

Tabulation or recording of the data received through questionnaire were done through hand-sorting and electronic hand-tabulation. Data was analysed by manual counting followed by use of electronic calculators and computer for accurate mathematical calculations. After the mathematical calculations, data was then placed in tables for illustrative presentation and clarity of understanding. Findings were then drawn out after the analysis and interpretation. All data were analysed and interpreted using descriptive method of research. After the analysis procedure, interpretation of recorded data was made independently according to category and table wise. Data collected from observation were composed and presented independently in explanatory point manner.

6.10. Major Findings

Following are the major findings of the study

1. Qualification of head teachers: There were some teachers possessing minimum qualification which might be due to earlier appointment. The percentage shows 42% undergraduate, 16% graduate with B.Ed., 36% graduate and 6% post graduate with B.Ed.
2. Regarding the infrastructure of the schools, one can say that most of the schools were partially pucca in their building structure.
3. 36% does not have sufficient classroom so some schools were combining two classes together and some even made a temporary shed for classroom with the help of the community and leaders of the village concerned. These problems should be properly studied by a special team of experts, brought to table for discussion and appropriate action plans drawn for resolving the problems at the earliest for better functioning of the schools.
4. It was satisfying that 100% of the head teacher respondents responded that the schools received school grants.
5. It was satisfying that 100% of the Communitised schools receive grants of teacher for teaching learning material.
6. Out of 50 Head Teacher majority 76% opined that the impact of the TLM on teacher was good. It shows that Head Teachers were satisfied with the impact of TLM on Teachers.
7. All the head teachers had responded that they received free text book.
8. Majority of the respondents 94% of the head master responded positively that they receive mid-day meals regularly.
9. 100% of the head teacher maintains staff attendance register.
10. Majority of the heads found that teachers are sincere, committed, and interested in their teaching profession because they had a sense of responsibility and concern for the students.

11. Majority 76% of the head teachers perceived that sending the teachers for training, conducting workshop, seminar and demonstration lesson prove to be more effective because it helps the teacher to get to know about the latest system of education and the various curriculum being implemented for the students.

12. Out of 50 head teachers 92% shared that apart from supervising classroom teaching and teaching effectiveness, head teachers also help teachers by providing feedback for modification of desirable classroom behaviour.

13. It was found that 64% of the schools were inspected by the DEO/DIS/SIS whereas 36% are left unattended (never visited).

14. Most of the schools head teacher had convened meeting with teachers. This not only help the schools but it also benefit in many areas. When the meeting is held, the teachers are made to be aware of the progress of their students and even the areas where they are lacking behind. So, in regard to percentage it was 96%.

15. It is found that most of the schools were visited by the VEC members and community leaders as the school has become the responsibility on their part to give their support. And after the communitisation programme being launched, it has made them to think seriously about the development of the elementary school in the village as well as in the town areas. The percentage was 92% in visiting the schools and 8% is not visiting the schools

16. 91.30% of the head teacher pointed out that the VEC member visits the school and cooperate in the school maintenance and students enrolment. They also ensure proper distribution of incentives such as mid-day meals, work for the beautification of the school premises and also they focuses more on increasing enrolment and reducing the drop-out rate in the school. Another 95% noted that the VEC play a significant role in conducting surprised check to see whether the teachers are coming to school on time and regularly. Another 78.26% of the head teacher maintained the view that the VEC tries to maintained the school environment and teachers welfare. Some of them i.e., 65.21% of the head teacher noted that VEC discusses the quality text book used for the students.

17. After communitisation 96% of head teacher share that teacher are more regular and the same percentage of head teacher opined that classes are conducted more regularly. 90% shared that Village Education Committee participation is more encouraging and 54% shared that drawing of monthly salary and allowance is easy.

18. Majority of head teachers responded that student enrolment in their school is satisfactory.

19. Majority of the respondents 96% head teachers responded that the students performance have improve after the implementation of the Communitisation of elementary education.

20. Reformative measures were taken up by most of the schools after getting feedback from the result of the students performance, as well as from the community leaders and this has help to prepared themselves more appropriately to meet the future challenges.

21. Regarding curriculum, majority of the elementary teacher respondents 85.72% agreed that curriculum is relevant to the life and environment of the child.

22. The elementary teacher had more agreed responses to the query that they organize debate, seminars, extempore speech and eloquence competition.

23. Regarding the non-detention policy, most of the schools followed this policy because it helps the school management to keep their students aware of the various punishments if they don't follow the rules and regulation and especially in regard to their studies. Some of the school did not follow this policy because they felt it was not necessary. The percentage shows 59.05% following this policy.

24. Class test is one of the methods of knowing the students grasping capacity in classroom teaching. It is found that 34.29% of elementary teacher conduct class test at the end of the lesson, 33.33% of teachers conducted the test monthly, 28.58% conduct weekly and 3.8% on a specific date.

25. Lodging is important for more effective work, and majority of the respondents above 75% responded positively by saying that they reside in their own posting place.

26. Under communitisation roles parent-teacher association can be formed in every school with the objective to improve quality relationship between teachers and

community particularly parents so as to improve the performance of their children in the school. Most of the teachers acknowledge that there was parent-teacher association. The percentage shows that it was 55.24%.

27. Majority of the elementary teacher respondents were agreed that the enrolment of students has increase after the implementation of Communitisation. The percentage shows that in view of increased enrolment, it was 91.43%.

28. The elementary school teacher were of the view that in one academic year internal examination/evaluation/assessment should be held monthly rather than thrice, twice, and once. They felt that it would help the students to perform more efficiently and produce better result.

29. Most of the schools, gives remedies for the backward and drop-out students in the form of finding out their problems, special classes arrange and if necessary personal counselling are given. Castle E.B. (1969) found that the teacher is also a doctor because the teacher is no hostile to the backward or lazy or rebellious child, but will use his professional skills to help him out off his difficulties. He will not regard unruly behaviour as an offence against his personal dignity but as a class-room problem to be solved.

30. Communitisation ensures discipline and regularity of teachers by implementing the principles of “No Work, No pay policy. Salary is deducted from the teacher(s) who is/are found absent from the school. Majority with 80.95% of the teachers have not been victims of “No Work No Pay” policy. About 11.43% has been victimising by this policy.

31. The majority with 70.30% of the VECs were constituted according to government directives.

32. Some more visible impact of communisation programme are as 94.05% of VECs stated that teachers are more regular after the implementation of Communitisation , 87.12% has increased in enrolment , 65.35% has improved retention rate, 69.30% improvement in the performance of the students are seen and 60.39% shows increased in more number of girls students.

33. The findings reveal that majority with 80.19% received help from the community at the village level like students’ union, youth society, women organization, church

and other social organization came forward with great enthusiasm to help the programme of communitisation.

34. The majority of the respondents were in agreement with the view that Grants and Funds were utilized successfully according to the purpose.

35. One of the financial roles of VEC is to maintain proper accounts of income and expenditure, assets of the school; to get the accounts audited: and to bring out authentic report for the same for information of the community and higher authority. The majority of the respondents with 70.29% agreed with the view that they carry out audits.

36. It was found that majority 76.24% of the VEC respondents were carry out activities to improve the enrolment and retention in the school(s) children up to the age of 14 i.e. up to class VIII and even encourage and bring the dropout children to school

37. It was found that majority of the respondents were in agreement with the view that they visit and inspect schools.

38. Parents took interest to visit the schools because they are serious about their child studies and their progress in the school and only a few parents did not take the time to visit the school. The percentage was 76% in visiting the school.

39. Majority of the respondents with 97.5% of parents felt the need of education for their children.

40. Majority of the respondents 95.5% of the parents were in agreement with the query that their active participation can contribute significantly towards the betterment of the elementary schools

41. In regard to environment, most of the students' parents have found it to be conducive for child growth and learning.

42. Majority of the respondents 80% were in agreement with the query that they get facilities for their children like Text Books, School Uniform, and Midday Meals

43. Majority of the respondents with 56.5% were in agreement with the view that they found the School Administration satisfactory.

44. Majority of the respondents were in agreement with the view that the teachers are regular in their job.

45. Majority of the parents respondents were in agreement with the view that education of girls is as importance as that of boys.

46. Majority of the respondents above 73.08% were responded positively by saying that new development/ improvement has been made by the school after the implementation of Communitisation of elementary education.

6.11. Findings through Personal Observation and interview.

- a) The majority of the school was newly constructed or renovated buildings however some school had a very wretched building condition.
- b) There were some schools in which two classes are taken together in one room and also all the classroom had just one hall temporarily parted.
- c) Water filter were provided in school however majority of the schools did not use them.
- d) Only few schools had proper toilets for girls and the boys.
- e) Parental illiteracy was one of the major factors which stood in the way of education in the state, especially in rural areas parents had no time to attend to their wards and watch their progress.
- f) Parents prefer uncooked rice rather than cooking for the children in school
- g) School largely depend on the head of the institutions for its maintenance and effectiveness
- h) Some teachers are even recruited by the local bodies themselves in school
- i) Majority of the students play indoor games due to lack of proper playground. Outdoor games were limited even though the schools had sports equipments like balls.
- j) The schools also provide free books however the students often do not get it on time.
- k) The first-aid facilities were seen lacking in the schools.

- l) In some schools, teachers were not punctual in coming to school including the head of the school.
- m) The School largely depends on the head of the institutions for its maintenance and effectiveness.
- n) The teachers had expressed that the responses from the parents are very much lacking and there were no support and feedback of their children in the school
- o) Transfer Of teachers along with post causes the shortage of teachers in some school.
- p) Most of the school were found inadequate of teaching staff, lack of properly qualified and trained teachers.

6.12 Conclusion:

The following conclusions have been arrived at from the study conducted, analysed and discussed:

From the analysis and interpretation of data, it was found that the district delivered so much that the enrolment of students increased and the teachers are more regular and sincere in their job at present which proves that communisation has done a noteworthy job to the people of Phek district. Through the implementation of communisation, government elementary schools were benefited in many aspects by way of granting financial help, community participation in the school organization, improvement in students enrolment especially with the girl child, decrease in dropout rates, provision of hot cooked mid day meals for school children, free distribution of text books, exciting teaching-learning, improvement in infrastructure and regularity of teachers etc. Remarkable changes has been observed after the implementation of Communitisation of elementary education but quality education is still lacking and so there is a need to sincerely improve the system through active participation by the Village Education Committee, Head Teachers, Parents, Teachers and the entire community as a whole.

6.13 Suggestion for improvement of Elementary Education in Nagaland

1. Required number of teachers to be posted to all the deficit teachers' schools through suitable redeployment.
2. Head Teacher should be appointed the most senior teacher who acquaint educationally and professionally qualified.
3. Timely release of books and school grants, furniture in order to run the classes smoothly and effectively.
4. Parents, staff and local administration should take active participation in bringing all round development of students.
5. Concerned department should inspect the activities of the school from time to time.
6. Seminars on the importance of education should be organising in rural areas with special emphasis on female education, especially for illiterate parents.
7. Community and parents should be the manifold in supporting the school management for regular attendance.
8. Creation of grade IV post in every GPS.
9. Need more teachers in their particular specialised areas for quality education.
10. Well equipped rooms for teaching staff, students and separate toilet and urinary facilities to both teachers and students.
11. Teachers should organise other co-curricular activities such as seminars, scout and guide, NCC. Besides, games and sports, cultural and literary programmes in the schools.
12. A proper counselling centre should be set up in every school and the centre should have a counsellor and services should be rendered to students in need.

6.14 Suggestion for further research

The following suggestions for further research are made.

1. The present study can be taken up with larger sample covering the entire State of Nagaland.
2. Implementation of right to free and compulsory education (RTE) in phek district.
3. A study on the status of girl child education in phek district.
4. A study on the role of education in promoting the status of the people.
5. Research to be taken on the importance given by the school inspectors and the education department in regard to the primary education.

Numerous suggestions for further research can be given but the above mentioned suggestion needs immediate attention of research.

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APPENDIX - I

**COMMUNITIZATION OF ELEMENTARY EDUCATION IN NAGALAND
WITH SPECIAL REFERENCE TO PHEK DISTRICT**

QUESTIONNAIRE FOR THE HEAD TEACHER

1 .Background,

- a. Name of the Head of the school : _____
- b. Sex : _____
- c. Educational qualification : _____
- d. Experience of teaching in years : _____

2. Name of the school : _____

- a. Year of establishment of the school : _____
- b. Enrolment of students in the current session: _____
- c. Village/Town in which school is located : _____

3. What is the status of your school buildings? (✓)

- (a) Pucca ()
- (b) Partly Pucca ()
- (c) Kaccha ()
- (d) Thatched ()

4. How many classrooms does the school have? _____

5. i. Does the school have sufficient accommodation? Yes/No

ii. If no, how do you manage to accommodate the students?

Please tick (✓)

- (a) By combining two classes together. ()
- (b) By letting a class sits in the open air. ()
- (c) By making a temporary shed through the help of the community leaders and the people of the Village concerned. ()
- (d) Any other means. ()

-
-
6. Do you have the following facilities in the school? (✓)
- (a). Computer ()
- (b). Play ground ()
- (c). Library ()
- (d). Proper chairs/tables ()
- (e). Proper electrification ()
- (f). Toilet ()
- (g). Safe drinking water ()
- (h). Teaching learning materials ()
- (i). others (please mention them) _____
7. Are the school furniture like desks and chair sufficient? Yes/No
8. Does the school have separate room for headmaster? Yes/No
9. Does the school have separate room, for teachers? Yes/No
10. Does your school subscribe to newspaper/magazine, etc.? Yes/No
11. Is the classroom properly ventilated? Yes/no
12. What infrastructure facilities would you like to suggest for the school?
- _____
- _____
13. Do you receive school grant? Yes/No
14. Do you receive grants of teacher for teaching and learning materials? Yes/No
15. If yes, what is the impact of the TLM on teacher? Please tick (✓)
- (a) Very good ()
- (b) Good ()
- (c) Not so good ()
- (d) Poor ()
16. What kind of the material aids do you receive? Please tick. (✓)
- (a) Register and stationary ()
- (b) Furniture ()
- (c) Sewing aids and knitting fits ()
- (d). Duplicating machine, computer and type writer ()

-
- (e). Equipments ()
(f). Sports goods ()
17. Is fund allocated by the Government/management authority sufficient to meet the requirement of the school? Yes/No
18. Are the free text books received? Yes/No
19. Are you satisfied with?
(a). Content Yes/no
(b). Language Yes/no
(c). Quality of the text books Yes/no
20. What is the medium of instruction? Please tick (✓)
(a) Mother tongue ()
(b) English ()
(c) Nagamese ()
21. Does your school receive mid day meals regularly? Yes/No
22. What are the achievement and progress after the implementation of communitisation of elementary education?
-
23. What are the co-curricular activities held in your school? Please tick (✓)
(a). Annual picnic ()
(b). Annual sports ()
(c). Quiz competition ()
(d). Debate competition ()
(e). Singing competition ()
(f). Drawing competition ()
(g). Talent competition ()
(h). Cultural activities ()
(j). Observation of teacher's day ()
(K). Observation of children's day ()
(l). Social works ()
(m). Others ()
24. Do you think the existing curriculum meets the needs and requirement of the Students? Yes/No
25. Does the school maintain staff attention Register? Yes/No
26. Are the teachers regular and sincere? Yes/No
27. Does the school have the required number of teachers? Yes/No

-
28. Do you supervise classroom teaching and teaching effectiveness? Yes/No
29. What are the steps taken for teachers' effectiveness? (✓)
- a) Send them for training ()
- b) Orientation programmed ()
- c) Refresher course ()
- d) Workshop/seminar/demonstration lesson ()
30. Do you help teachers by providing feedback for modification of desirable classroom behaviour? Yes/No
31. Are the teachers prepared to deal with curriculum effectively? Yes/No
32. Are the teachers performing well in the school?
Yes/No
33. Do you initiate for teachers orientation Yes/No
34. How can you make teachers better, regular and punctual? Please tick (✓)
- a) By convincing them about their job ()
- b) By taking strong action ()
- c) By making VEC/management more effective in supervision ()
- d) Any other ways, please specify
-
35. Do you share school programme with teachers? Yes/No
36. Do you get teacher's support in academic and administrative works? Yes/No
37. Are you aware of the various aspects of Communitisation of elementary education programme? Yes/No
38. Do you feel that there has been enough awareness programme and workshop on communitization of elementary education? Yes/No
39. Is inspection done timely and regularly by DEO/DIS? Yes/No
40. Do you convene meeting with teachers? Yes/No
41. Do you call parents- teachers meeting? Yes/No
42. (i) Do VEC (village education committee) members visit your school? Yes/No
(ii) If yes, what are the agendas discussed? Please tick (✓)
- a) School maintenance ()
- b) School environment ()

- c) Students attendance ()
- d) Teachers punctuality ()
- e) Teaching learning materials ()
- f) Text books ()
- g) Students enrolment ()
- h) Teacher welfare ()
43. What does the deputy inspector of school and village education committee emphasis mostly on? Please tick (✓)
- a) Administration ()
- b) Academic ()
- c) Both. ()
- d) Any others ()
44. After communitization which is more applicable to your school? Please tick (✓)
- a) teachers are more regular ()
- b) classes are conducted more regularly ()
- c) free text books to children made available ()
- d) village education committee take more interest ()
- e) Drawal of monthly salary and allowance is easy ()
- f) results of annual promotion exam have improved ()
- g) introduction of common school uniform ()
- h) community participation is encouraging ()
45. Do you think enrolment in your school is satisfactory? Yes/No
46. Is there any re-enrolment of drop-out after the introduction of communitization of elementary education? Yes/No
47. Reasons for drop-out. Please tick. (✓)
- a) Failure ()
- b) Family problem ()
- c) Illness ()
- d) Distance of school ()
- e) Poverty ()
- f) Disinterested in studies ()
- g) Others ()
48. Have the students' performance improved after the implementation of communitization of elementary education? Yes/No
49. Are the students regular in the school? Yes/No
50. Do you organize any workshop based on S.U.P.W? Yes/No
51. i. Do you conduct morning assembly in your school? Yes/No
- ii. If yes, is it compulsory for all the teachers to attend? Yes/No

-
-
52. Do you maintain students' disciplinary register? Yes/No
53. Are you satisfied with the students' achievements? Yes/No
54. Is supervision and inspection of the school made from time to time by the following community members: - please tick (✓)
- a) Parents ()
 - b) Women group ()
 - c) VEC members ()
 - d) Village councils ()
 - e) Members of VDB ()
 - f) Others ()
55. How does the community contribute? Please tick (✓)
- a) Cash ()
 - b) Kind ()
 - c) Others ()
 - d) Labors ()
56. Are there any disabled children enrolled in your school? Yes/No
57. Are there any grants and provision for disabled children received? Yes/No
58. Are there any activities carried out to promote the education of the girl child? Yes/No
59. Do you get feedback from community about school's performance? Yes/No
60. Based on feedback do you take reformation measures? Yes/No
61. Major problems confronted by the head of the schools. Please tick (✓)
- a. Poor school building ()
 - b. Lack of facilities ()
 - c. Shortage of teacher ()
 - d. Poor-socioeconomic background ()
 - e. Non-cooperation of parents ()
 - f. Lack of study habit ()
 - g. Lack of discipline ()
 - h. Function and duties ()
 - i. Interaction between VEC and Teachers ()

62. What would you suggest for the education of the disabled students?
-
63. What is the major problem facing by you in running your school after communitization?
- a)
 - b)
 - c)
 - d)
64. Kindly give some suggestion for the development of communitisation of elementary school:
- a)
 - b)
 - c)

APPENDIX - II

QUESTIONNAIRE FOR THE TEACHERS

TEACHER'S PARTICULARS

Please response to the following aspects

1. Name: _____
2. Sex: _____
3. Educational qualification: _____
4. Length of service of teaching: _____

Please, read the following questions and give a tick mark (✓) in the appropriate column as per your choice of answer.

5. Is the curriculum relevant to life and environment of the child? Yes/No
6. Does the school own any games and sports materials and equipment? Yes/No
7. Do you organize debates, seminars, extempore speech and eloquence competition? Yes/No
8. Does the school conduct SUPW class? Yes/No
9. Do you follow non-detention policy in your school? Yes/No
10. Are the students regular in the school? Yes/No
11. Do you go for orientation program? Yes/No
12. If yes, what is the attendance position? Please tick(✓)
 - i. Very good ()
 - ii. Good ()
 - iii. Average ()
 - iv. Poor ()
13. Do you agree with the view, lesson planning is a must for effective teaching?
Yes/No
14. How often do you conduct class test? please tick (✓)
 - i. Weekly ()
 - ii. Monthly ()
 - iii. End of the lesson ()
 - iv. Specific date ()

-
-
15. Do you provide notes to the students? Yes/No
16. Do you check the note books of each student? Yes/No
17. Do you reside in your own posting place? Yes/No
18. Are you satisfied with your pay scale? Yes/No
19. Is your school under communitisation of elementary education? Yes/No
20. Is there a Parents-Teacher Association? Yes/No
21. Do you receive help from the community? Yes/No
22. Have you been a victim of “No Work No Pay”? Yes/No
23. Has the function of the school improved after communitisation? Yes/No
24. Is there any increase in the enrolment of students in your class? Yes/No
25. Has the retention rate of students improved after communitisation? Yes/No
26. How is the students’ performance after communitisation? Please tick(✓)
- i. Very Satisfactory ()
- ii. Satisfactory ()
- iii. No change ()
27. In what ways do the VEC’s help in the development of the schools?
-
28. In one academic year internal examination/evaluation/assessment should be
Please tick (✓)
- i. Once ()
- ii. Twice ()
- iii. Thrice ()
- iv. Monthly ()
29. The students in the primary school are: Please tick (✓)
- i. So noisy ()
- ii. Obedient ()
- iii. Not manageable ()
- iv. Well disciplined ()

-
-
30. What is the action against irregular attendance of students? please tick(✓)
- i. Report to parents ()
- ii. Report to head or in charge ()
- iii. Punishment ()
31. Students are interest more in. Please tick (✓)
- i. Homework ()
- ii. Play ()
- iii. Co-curricular activities ()
- iv. Social studies ()
32. What steps are taken by the school for backward and drop-out students? please tick(✓)
- i. Personal counselling is given ()
- ii. Special class is assigned ()
- iii. Find out their problems ()
33. Do you think that quality of teaching and quality of education has made some improvement after the implementation of communitisation. Yes/No
34. Do you get satisfactory co-operation from parents and community? Yes/No
35. Do you think school is doing well? Yes/No
36. Do you visit the house of the students' parent? Yes/No
37. Do the VEC monitor and supervise the class? Yes/No
38. What is the rating of your school's performance? please tick(✓)
- i. Above 70% ()
- ii. Between 60-70% ()
- iii. Between 50-60% ()
- iv. Below 50% ()
39. Are the VECs doing enough for the upliftment and development of communitisation? If not which are the areas that are lacking?
- _____
- _____
40. What are the achievement and progress after the implementation of communitisation of elementary education? _____

41. Can you suggest some remedial measure for the primary education to be more effective? Please mention.

42. Vision for further progress.

43.

APPENDIX - III

QUESTIONNAIRE FOR VILLAGE EDUCATION COMMITTEE (VEC)

Please response to the following aspects

A. Name: _____

B. Sex: _____

C. Educational Qualification: _____

D. Name of the Village: _____

Please, read the following questions and give a tick mark (✓) in the appropriate column as per your choice of answer

1. Are the VEC's being informed about the communitisation programme by the higher authority? Yes/No
2. How is the VEC's constituted? Please tick (✓)
 - a. Government directives ()
 - b. Nomination from different village department ()
 - c. Others. ()
3. How often do the VEC's convene meeting in a month. Please tick (✓)
 - a. Once ()
 - b. Twice ()
 - c. More than twice ()
 - d. Others ()
4. How often does the VEC convene meeting with the DIS? Please tick (✓)
 - a. Once ()
 - b. Frequent ()
 - c. Never ()
 - d. Others ()
5. Does the VEC perform the following administrative duties Please tick (✓)?
 - a. Day today management of the school .()
 - b. Appointment of substitute teacher. ()
 - c. Monitor attendance and retention. ()
 - d. Drawal and Disbursement of salaries ()
 - e. Disciplinary action against irregular teacher .()

-
-
6. After the implementation of communitisation, which area is the most effective?
Please tick (✓)
- | | | |
|----|---|-----|
| a. | Teachers are more regular. | () |
| b. | Increase in enrolment. | () |
| c. | Improve retention rate. | () |
| d. | Improvement in the performance of the students. | () |
| e. | Increase in more number of girls students. | () |
7. Does the VEC arrange short term courses for teachers? Yes/No
8. Does the VEC sponsor teacher for training? Yes/No
9. Does the VEC have workshop with Anganwadi centre? Yes/No
10. Does VEC ensure universal enrolment and retention? Yes/No
11. Are the VEC consulted in organizing programme of the school.
Yes/No
12. Does the VEC receive any help from the community? Yes/No
13. Does the VEC have any education fund? Yes/No
14. Are the grants and funds utilized successfully according to the purpose?
Yes/No
15. Is the grant and funds allotted, sufficient to meet the requirement of the school?
Yes/No
16. Does the VEC carry out audits? Yes/No
- If yes, what are the remarks? Please mention
- _____
- _____
17. Do you maintain any record register? Yes/No
18. What disciplinary action does the VEC take for misconduct of teacher? Please tick (✓)
- | | | |
|----|-------------------------------|-----|
| a. | With-holding of pay. | () |
| b. | No work no pay. | () |
| c. | Report to higher authorities. | () |
| d. | Others | () |

-
-
19. Has the community participation increased. Yes/No
20. Do the VEC carry out activities to improve the enrolment and retention?
Yes/No
21. Does the VEC encourage to organise co-curricular activities?
Yes/No
If yes, please tick (✓)
- | | |
|-----------------------------------|------|
| a. Traditional games and sports | () |
| b. Handicraft. | () |
| c. Folksong, dance, story-telling | (). |
| d. Literary activities | () |
| e. Social works. | () |
| f. If any other Please mention | |
-
-
22. Does the VEC face the following problems? Please tick (✓)
- | | |
|--|-----|
| a. Inadequate of teachers? | () |
| b. Transfer of teachers with post. | () |
| c. Non-posting of vocational teachers. | () |
| d. Non-reporting from joining of teachers. | () |
23. Do you visit and inspect the school? Yes/No
If yes please tick (✓)
- | | |
|-------------------|-----|
| a. Daily. | () |
| b. Weekly. | () |
| c. Alternatively. | () |
| d. Monthly. | () |
- Yes/No
24. Are you concerned about the state of elementary education in Phek district.

Yes/No/Neutral
29. In your opinion communitisation in Phek district is not up to the mark as compared to other district.

Yes/No/ Neutral
30. Communitisation of elementary education in Phek district is able to offer quality education.

Yes/No/Neutral
31. Do you inspect the school with preparation? Yes/No
32. Do you serve notice for inspection? Yes/No

33. Do you receive positive remark from teachers about your effort?
Yes/No
34. Do you submit inspection report of every visit to the concern authority with comments?
Yes/No
35. Does the authority take remedial measure in accordance with the finding?
Yes/No
36. Mention some problems face by VEC.
a.
b.
c.
d
37. In what areas do you think the need for more community participations?
a. _____
b. _____
c. _____
d. _____
38. Please suggest your view for the improvement of VEC.

APPENDIX - IV

QUESTIONNAIRE FOR PARENTS

1. Name: _____
2. Sex: _____
3. Age: _____
4. Occupation: _____
5. Do you often visit the school? Yes/No
6. Do you feel the need of education for your children? Yes/ No
7. Do you think that parents are essential components for children education? Agree/Disagree
8. Do you think that your active participation can contribute significantly towards the betterment of the primary school? Agree/Disagree
9. Do you think that active participation of parents can lead to a smooth functioning of the school? Agree/Disagree
10. Do you maintain study hours at home? Yes/No
11. Do you attend parents- teachers meeting? Yes/No
12. Do you visit and meet the respective teacher of your children? Yes/No
13. Do you supervise the home work of your child? Yes/No
14. Do you find the school atmosphere/ environment conducive for your child's growth and learning? Yes/No
15. Do you get facilities for your children like text book, school uniform, and midday meals? Yes/No

16. Are you satisfied with the effort of the teachers and school in making your child excel? Yes/No
17. Do you find the school administration satisfactory? Yes/No
18. Do you find teachers and students relationship healthy and satisfactory? Yes/No
19. Are you satisfied with the quality of education provided by the schools? Yes/No
20. Do you think the teachers are regularly in their jobs? Agree/Disagree
22. Do you think education of girls is as important as that of the boys? Agree/Disagree
23. Do you agree that a girl child have the same potential as the boy child? Yes/No
24. Does your society accept the importance of girl's education? Yes/ No
25. Are you satisfied with the infrastructural facilities available in the school? Yes/No
26. Do you observe any new development/ improvement been made by the school after the implementation of communiitization of elementary education? Yes/No

If Yes, Please mention some of them.

28. List out the benefit (that you observed) through the Village education committee after communiitization of your children school?
- (i) _____
- (ii) _____
- (i) _____
- (ii) _____

29. What is the most needed development still lacking in the school?

Please mention.

(i) _____

(ii) _____

(iii) _____

30. Can you kindly suggest some remedial reassures for the development of the school?

(i) _____

(ii) _____

(iii) _____