

PERFORMANCE OF GOVERNMENT AND PRIVATE  
COLLEGES IN NAGALAND: A COMPARATIVE STUDY

THESIS SUBMITTED FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY IN EDUCATION



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## CERTIFICATE

This is to certify that Mr. Visiezolie Yashü with Registration No. 608/2014 from the Department of Education, Nagaland University has completed his PhD Thesis entitled, **“Performance of Govt. & Private Colleges in Nagaland: A Comparative Study”** under my supervision and guidance. The data collected and the facts reported in this study are genuine and original to the best of my knowledge.

The Thesis is fit and ready for submission for the award of PhD Degree in Education.

Dated .....

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## DECLARATION

I, Mr. Visiezolie Yashü, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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## LIST OF TABLES

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
Table No. 1	Comparative Decadal Literacy percentage of India and Nagaland	7
Table No. 2	Number of Secular Colleges run with different streams	8-9
Table No. 3	Particulars of 15 Government Colleges in Nagaland	9-10
Table No. 4	Particulars of Secular Private Colleges in Nagaland	10-12
Table No. 5	District wise break up of Colleges in Nagaland	12
Table No. 6	District wise Government Colleges with the number of teaching Faculties in Nagaland during 2017	12-13
Table No. 7	District wise Private Colleges with the number of teaching Faculties in Nagaland during 2017	13-15
Table No. 8	Colleges covered under 2(F) and 12(B) of the UGC Act 1956	15
Table No. 9	Growth of Institutions and Students Enrolment for the last Five years	15
Table No. 10	Academic performance of Government Colleges at Degree Level during 2017	16
Table No. 11	Academic performance of Private Colleges at Degree level during 2017	16
Table No. 12	A Comparative Results of Government and Private Colleges at Degree level during 2017	16
Table No. 13	District wise break up Theological Colleges in Nagaland	16-18
Table No. 14	Directorate Set up	18
Table No. 15	Ministerial set up at Directorate	18
Table No. 16	Name and Establishment year of sample Colleges	73
Table No. 17	Background Information of College Principals	73-74
Table No. 18	Educational and Professional qualifications of Principal	74
Table No. 19	Service condition of Principals	74
Table No. 20	Year of experiences as Principal	75
Table No. 21	Affiliation to University	75
Table No. 22	Status of College assessed by NAAC and Grade	75
Table No. 23	Criteria for Student's Admission	76
Table No. 24	Information on Student's Background	76
Table No. 25	Major Papers Offered in the Colleges	76-77
Table No. 26	Status of Convening Meeting	77
Table No. 27	Availability of Managing/Governing Body in the College	77-18
Table No. 28	Motivate Teachers for Journal Publication	78
Table No. 29	Teachers involvement in Decision Making for College Management	78
Table No. 30	Students Leader involvement in Decision Making	78

Table No. 31	Assessment of the Teachers Performance	79
Table No. 32	Commitment of Teachers in their works	79
Table No. 33	Availability of Research fund for Teachers	79
Table No. 34	Book Grant Facilities in the College	79-80
Table No. 35	Orientation for Teachers	80
Table No. 36	Curricular Activities practiced in the College	80-81
Table No. 37	Provision for Exposure Trips	81
Table No. 38	Schedule on Saturday	81-82
Table No. 39	Does your college conduct the following programs?	82
Table No. 40	Co-curricular Activities	82
Table No. 41	Physical Activities/Games and Sports	83
Table No. 42	Intellectual Activities	83-84
Table No. 43	Cultural Activities	84
Table No. 44	Aesthetic Activities	84
Table No. 45	Clubs/Union/Organization Present in the College	84-85
Table No. 46	Important Days Observe in the College	85
Table No. 47	Guidance and Counselling Cell	85-86
Table No. 48	Schedule on Guidance and Counselling	86
Table No. 49	Community Participation in the College	86
Table No. 50	Teaching methods/Techniques Employed by Teachers in the College	86
Table No. 51	Classroom Technologies used by Teachers	87
Table No.52	College having own building and type of building	87
Table No. 53	Facilities available in the College	88-89
Table No. 54	Computer facilities provided to the staff	89-90
Table No. 55	Computer for Ministerial staff And Internet Facility	90
Table No. 56	Library, Xerox and Canteen Facility	90
Table No. 57	Library Equipment and Books	91
Table No. 58	Problems of the College in Regard to Infrastructures	91-93
Table No. 59	Problems with regard to Management/Administration	93-95
Table No. 60	Problems with Regard to Finances	95-96
Table No. 61	Problems with regard to Academic Achievements	96-97
Table No. 62	Problems with regard to Co-curricular Activities	97-98
Table No. 63	Degree Arts Results for the last Five years (2013-2017)	98
Table No. 64	Award or Incentives for meritorious students	98-99
Table No. 65	Satisfaction of College Performance	99
Table No. 66	Service of Ministerial Staffs	99
Table No. 67	Category of College doing better	99-100

Table No. 68	Factors responsible for the good performance of the College	100-103
Table No. 69	Factors Responsible for Poor Performance of the College	103-106
Table No. 70	Gender of Teachers	106
Table No. 71	Marital Status of Teachers	106-107
Table No. 72	Age of Teachers	107
Table No. 73	Designation	107
Table No. 74	Service Condition of Teachers	107
Table No. 75	Major paper in the Department	108
Table No. 76	Teacher's Qualification	108
Table No. 77	Teaching Experiences of Teachers	108-109
Table No. 78	Response on Adequate Teachers-Students Ratio	109
Table No. 79	Response on the question of Sufficient Faculty in the Department	109
Table No. 80	In-service Training in Colleges	109
Table No. 81	Residing in the College Quarter	109-110
Table No. 82	Teacher's Residence away from College	110
Table No. 83	Management of Transportation	110
Table No. 84	Teachers level of Commitment to their work	110-111
Table No. 85	Teachers getting Feedback about their Performance from Principal	111
Table No. 86	Status of Teachers relationship with their Principal	111
Table No. 87	Teachers involving in Decision making for College Development	111
Table No. 88	Teachers Opinion on College Administration	112
Table No. 89	Teacher's able to complete their subject Course in time	112
Table No. 90	Teacher's Overloaded Work	112
Table No. 91	Teachers extra working hours for College improvement	112-113
Table No. 92	Incentives for additional involvement of Teachers	113
Table No. 93	Teachers articles for Journal publication	113
Table No. 94	Computer Facility provided to the Different Department	113
Table No. 95	Teacher's Computer connected with internet facility	113
Table No. 96	Infrastructure Problems	114
Table No. 97	Management and Administration Problems	114
Table No. 98	Financial problems	114
Table No. 99	Problems of Academic Achievement	114-115
Table No. 100	Problems of Co-curricular Activities	115
Table No. 101	Award or Incentive given to the Teachers when their students have done well in their subject	115
Table No. 102	Teachers satisfaction for their student's performance	115
Table No. 103	Gender of Students	116



Table No. 104	Status of Students	116
Table No. 105	Classes of Students Responded	116
Table No. 106	General and Honors Students Responded	116
Table No. 107	Student's Respond on Teacher-Student Ratio	117
Table No. 108	Students Response on College Fees	117
Table No. 109	Students Response on quality Education determined by the Fees	117
Table No. 110	Students Involvement in College decision Making	117-118
Table No. 111	Response on College in a proper locality for studying	118
Table No. 112	Response on Family residing with Students	118
Table No. 113	Response on Class management during the teachers on Leave	118
Table No. 114	Opinion of Students on enough Teachers in each subject	118-119
Table No. 115	Teachers Regularity in Class	119
Table No. 116	Response on Quality of Teaching in the College	119
Table No. 117	Response on student's management of study materials	119-12
Table No. 118	Response on College organizing Co-curricular Activities	120
Table No. 119	Response on decision making on student's welfare	120
Table No. 120	Response on satisfaction in teaching system in the College	120-121
Table No. 121	Response on College Uniform	121
Table No. 122	Computer facility for the students	121
Table No. 123	Response on Computer connected with internet facility	121
Table No. 124	Response on satisfaction with the College Facility	121-122
Table No. 125	Response on Scholarship entitlement	122
Table No. 126	Response on College Library	122
Table No. 127	Response on Library having prescribed syllabus	122
Table No. 128	Response on Hostel Facility	122-123
Table No. 129	Response on Residing in the Hostel	123
Table No. 130	Response on their Residence	123
Table No. 131	Response on student's residence from College	123
Table No. 132	Response on College Bus facility	124
Table No. 133	Response on Availing College Bus	124
Table No. 134	Response on Transport Management	124
Table No. 135	Student's relationship with their Teacher	124-125
Table No. 136	Response on Student's sharing their problems with their Teachers	125
Table No. 137	Response on Teacher's helpfulness	125
Table No. 138	Response on the Reason why they cannot approach their Teachers	125-126
Table No. 139	Award or Incentives for meritorious students	126
Table No. 140	Response on performance of the College	126

# CONTENTS

Certificate

Declaration

Acknowledgment

List of Tables

<b>Chapter1: Introduction</b>	<b>Page No</b>
1.0: Introduction	1-3
1.1: Nagaland Overview	3
1.1.1: Geography	3
1.1.2: People	3-4
1.1.3: Language	4
1.1.4: Culture and Organisation	5-6
1.1.5: Literacy	6
1.2: Progress of Education in Nagaland	6-7
1.3: Higher Education in Nagaland	7-18
1.3.1: Organisational set up of Higher Education in Nagaland	18
1.4: Significance of the study	18-19
1.5: Statement of the Problems	19-20
1.6: Objectives of the study	20
1.7: Operational definition of the Terms used	20
1.8: Delimitation of the study	20
<b>Chapter 2: Review Related Literature</b>	
2.0: Introduction	21
2.1: Studies done in India	21-42
2.2: Studies done Abroad	42-57
2.3: Summary of Review of Related Literature	58-63
<b>Chapter 3: Methodology and Procedures</b>	
3.0: Introduction	64
3.1: Nature of the study	64
3.2: Population of the study	64

3.3: Sample of the Study	64-65
3.4: Tools Used	65
3.4.1: Description of tools used	65
3.5: Collection of Data	66
3.5.1: Primary Data Collection Process	66
3.5.2: Secondary Source	66
3.5.3: Data Analysis	67

## **Chapter 4: DATA ANALYSIS AND INTERPRETATION**

4.0: Introduction	68
4.1: Analysis and Interpretation Response from Documentary survey	68-72
4.2: Analysis and Interpretation Responses given by Principals of Colleges	72-106
4.3: Analysis and Interpretation of Responses given by Teachers	106-115
4.4: Analysis and Interpretation of Responses given by Students	116-126

## **Chapter5: FINDINGS, CONCLUSIONS, AND SUGGESTIONS FOR FUTURE RESEARCH**

5.0: Introduction	127
5.1: Findings based on Documentary survey	127-130
5.2: Findings based on Responses given by Principals of Government and Private Colleges	130-144
5.3: Findings based on Responses given by Government and Private Teachers	144-154
5.4: Findings based on Responses given by Government and Private Students	154-166
5.5: Findings based on Responses given by Stakeholders	166-170
5.6: Discussion of Findings	171
5.6.1: Profile of the College	171-172
5.6.2: Curricular and Co-curricular Activities	172-173
5.6.3: Teaching method and Technique	173
5.6.4: Infrastructure and Facilities	173-174
5.6.5: Problems of College	174
5.6.6: Academic performance for the last five years	174-175
5.6.7: Factors responsible for good and poor performance of Colleges	175

5.6.8: Suggestive measures for the improvement of Colleges in Nagaland	175-176
5.7: Conclusions of the study	171-177-178
5.8: Suggestions/Recommendation of the study	178-179
5.9: Suggestions for Further Research	179-180
Bibliography	181-187
Appendices	188-229

## **1. INTRODUCTION**

### **1.0: Introduction**

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. Education is also a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfolding of the learners' potentialities, expanding their competencies and transformation of their interest, attitude and values. Every society has to give importance to education because it is a panacea for all evils and the key to solve the various problems of life. An educated person is socially conscious, morally upright, culturally distinct and yet nationally integrated. Education is a unique feature that plays the most dominant role in the life and evaluation of mankind. Hence education at all levels namely-Primary, Middle, Secondary, Higher secondary and Higher education plays an important role in shaping, sharpening and refining personality of the person.

Higher education constitutes the top most stage of formal education. Being at the apex of the entire educational structure, it influences all levels of education and is directly or indirectly associated with national development. It affects every field of human endeavor by providing man power for production, planning, management, and technological development; it influences practically every important national activity. The objective of Higher education is not only to promote quality and social justice but also to provide the right kind of work ethos, professional expertise and leadership in all walks of life. It is endeavor to foster among teachers and students the integral development of values inherent in physical, emotional, national, aesthetic, ethical and spiritual education and transmit through them in the society.

Indian higher education has its roots in Mount Stuart Elphinstone's Minute of 1823, due to which schools for teaching English and European sciences were established. Higher education in India was greatly influence by Macaulay's Minutes, which had crippling effects and even today those effects continue to obstruct the process of major reforms that are now felt to be urgent and imperative. The post-independence period, the demand for higher education has increased 20 times in relation to its position

during 1950-51. The post-independence era has exhibited higher education as a means for social mobility, especially for the downtrodden masses. Various facilities in accordance with the constitutional provisions, provided for lower sections' entry into higher education have encouraged the growth trend. Establishment of new colleges and universities in different parts of the country, particularly the growth of higher educational institutions in rural areas, has facilitated to some extent the democratization of enrolment policies in higher education.

The term Higher Education refers to education in the collegiate and university level, after the +2 stages, which includes general as well as professional courses. Higher education refers to the education in post higher secondary institutions, colleges and universities. The structure of higher education consists of years of education (after 12 years of school education) leading to a bachelor's degree in Arts and science and four years in professional fields like engineering and medicine. This is followed by two years of study for a Master's degree; and three years at least beyond the Master's degree for a Ph.D. degree which generally takes longer. The entrants are about eighteen years of age and therefore they are mentally mature and capable of performing at the abstract level. They can analyze, synthesize and grasp concepts and ideas of all kinds.

Performance means an accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed. In educational institutions, success is measured by academic performance, as how well a student meets standard set out by local Government and institutions itself. As career competition grows ever fiercer in the working world, the importance of students doing well in the colleges has caught the attention of parents, government and private enterprises. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Colleges, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the college's reputation and the possibility of monetary aids from the concerned department as well as family background of the students and their initial schoolings, facilities and infrastructure offered which can hinge on the overall performance of the college.

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to

foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in college, and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and colleges accountable for the components of each and every grade.

### **1.1: Nagaland Overview**

The state of Nagaland is located in the extreme North-Eastern part of India which has been inaugurated on the 1<sup>st</sup> of December 1963. Nagaland is a store house of rich culture and traditions. It is a land of song and music. It is also known the Switzerland of the east for its scenic beauty of landscapes, the vibrantly colourful sunrise and sunset, lush and verdant flora and fauna. The inhabitant here belongs to the Indo-Mongoloid race that is known to be friendly, hardworking, self-respecting and honest.

#### **1.1.1: Geography**

Nagaland the 16th state of the Indian union is situated at an average of 1000 meters above the sea level, and between 25.06°N and 27.04°N latitude and 93.20°E and 95.15°E longitude covering an area of 16,579sq.km. Nagaland is largely mountainous in terrain, with several ranges which breaks into many spurs. The hills take the form of serrated ridges are separated from one another by deep valleys through which streams and rivers make their ways. The two important mountain ranges are Patkai and Barrail. Saramati the highest peak (3840 meters) in Nagaland is part of the Patkai range while Japfü (3048 meters), the second highest peak is part of the Barrail range. The annual rainfall occurs mainly between May to October with an average annual rainfall of 250cm.

#### **1.1.2: People**

The exact number of Naga tribes is not known because they are now found not only in Nagaland, but also in the contiguous areas of the Indian state of Manipur, Assam and Arunachal Pradesh, as also in Myanmar (Burma). Thus Naga inhabited areas, sometimes call greater Nagaland, is divided by states and national boundaries. The population of Nagaland is entirely tribal. Nagas are of sub-medium height, the facial index is very low, the nasal index corresponds to a medium nose, the hair is generally straight, and the skin is brownish yellow. The eyes significantly do not show Mongolian

form. It could broadly be said that they are straight forward people. They are lacking in humility and are inclined to equate a kind and sympathetic approach with weakness. The Nagas have a very strong sense of self-respect and would not submit to anyone riding roughshod over their sentiments. A striking characteristic of the Naga tribes is their hospitality, simple and cheerfulness nature. To be greeted with a smiling face while travelling on the roads is a common experience. A visitor to Naga village is heartily received and entertained with a surfeit of rice-beer, which is generally served by the lady of the house or her young daughter with warmth which is unforgettable.

Most of the People of Nagaland are part of the various tribal groups that inhabit the rural corners of the state. The fairs and festivals of the different Naga tribes showcase the inherent local beliefs of the people of the state. The peaceful co-habitation of various tribes shows the harmonious attitude of the people of Nagaland towards each other.

### **1.1.3: Language**

Nagas inhabiting the 11 districts of Nagaland are not a single homogeneous people but a composite of 16 major schedule tribes speaking about 30 dialects. They have more language diversity than any other ethnic group or states in India. The different languages and dialects spoken are mostly unintelligible with each other. However, there are many similarities in between different languages spoken by them. The diversity of languages and traditions of the Nagas results most likely from the multiple cultural absorptions that occurred during their successive migrations. According to legend, before settling in the region, these groups moved over vast zones, and in the process, some clans were absorbed into one or more other tribes. Therefore, until recent times, absorptions were a source of many inter-clan conflicts.

In 1967, the Nagaland Assembly proclaimed English as the official language of Nagaland and it is the medium for education in Nagaland. Other than English, Nagamese a Creole language form of Indo-Aryan Assamese is a widely spoken language. Every tribe has its own mother tongue but communicates with other tribes in Nagamese or English. However, English is the predominant spoken and written language in Nagaland.



#### **1.1.4: Culture and Organisation**

The Naga tribes have an egalitarian society. The village is a closely knit unit, consisting of intermarried households of different. The Nagas are organized by tribes differentiated by language and some traditions. They have a strong warrior tradition. Their villages are sited on hilltops and until the later part of the 19th century, they made frequent armed raids to villages on the plains below. The tribes exhibit variation to a certain degree, particularly in their languages and some traditional practices.

Similarities in their culture distinguish them from the neighbouring occupants of the region, who are of other ethnicities. Almost all these Naga tribes have a similar dress code, eating habits, customs, traditional laws, etc. One distinction was their ritual practice of headhunting, once prevalent among tribal warriors in Nagaland and Naga areas in Manipur, Arunachal Pradesh, Assam, and among the Naga tribes in Myanmar. They used to take the heads of enemies to take on their power. They no longer practice this ritual. Their weapons are primarily a spear, with the shaft decorated with red-black hair, and the machete (dao), with broad blade and long handle. However Nagas today have culturally much westernized and traditional dresses are rarely used except during their traditional festivals.

Villages were divided into a certain number of clan territories or khels. The village is a well-defined entity with distinct land demarcation from neighboring villages. Each has a dialect, which fosters a strong sense of social solidarity within the village. The people of the village are held together by social, economic, political and ritual ties. The villages have their own identities, but not in isolation, as there are interdependent relationships with neighboring villages. Modernization is slowly eroding the centrality of villages as a social unit, as large commercial towns are rapidly developing in every region of the Naga Hills. This has brought about dramatic changes in the values, lifestyle, and social setup of the people.

The family is the basic unit of the Naga society. Marriages are usually monogamous and fidelity to the spouse is considered a high virtue. Marriage within the same clan is not permitted, as it is considered to be incest. Incestuous couples were previously ostracized from the villages. The family is the most important institution of social education and social control. There is deep respect for parents and elders in the

Naga society. Material inheritance, such as land and cattle, is passed on to the male offspring. The land tenure system in Nagaland is governed by customary laws and traditions and is protected by Article 371A of the Indian constitution.

#### **1.1.5: Literacy**

As per 2011 census, the Population of Nagaland is 19,80,602(19.81 lakhs), out of which males constitute 10.26 lakhs and Females 9.35 lakhs and 71.03 per cent of the population lives in rural areas. The present literacy rate of the state stands at 80.11 per cent with males and females literacy rate of 83.29 per cent and 76.19 per cent respectively.

#### **1.2: Progress of Education in Nagaland**

Before the advent of the British, the Nagas had no formal system of education. There was only the existence of traditional institution known as “Morungs” (Dormitories) where non-formal education was imparted for young boys on attaining adolescence. Morungs were considered to be an important educational, political and Social Institution, where the youth learns arts and folk songs, folk-tales, proverbs, war-tactics, diplomacy, religious rites and ceremonies. The elderly passed on their knowledge orally and teach the youth in different fields of life.

It was in such a scenario that the Britishers arrived in Nagaland. The Christian Missionaries who came to Nagaland led by Rev. E.W. Clark in 1872 brought the real change in the life of the Naga people. Christianity not only brought a new religion but education became a corollary. In 1878 he opened the first formal school in the Ao areas.

The next place where formal school was opened was at Kohima when Rev. Dr. C.D. King and his wife started a mission school in 1883 with a half dozen boys. Rev. Witter ventured to open a school in Wokha in 1886 and the first Lotha Primer was written. Since teaching of English to the masses was neither possible nor practical, the Missionaries articulated the tribal language into written form by using Roman scripts.

As a result the American missionaries introduced formal education called “Schooling” in the Naga Hills during the 1880s followed by British, although the whole colonial education was purely literacy providing 3Rs, Reading, Writing and Arithmetic, the progress of education has taken tremendous changes.

The fact that formal education in Nagaland was a latecomer, the progress achieved hitherto in term of literacy has been impressive. In 1901 only 1.3 per cent of the state population was literate and six decades later in 1961, the literacy inched up to 17.91 per cent and after ten decades the literacy rate of Nagaland shoot up to 80.11 per cent as per the 2011 census.

**Table No 1: Comparative Decadal Literacy percentage of India and Nagaland**

Year	1961	1971	1981	1991	2001	2011
India	24.02	29.48	36.23	52.21	65.38	74.04
Nagaland	17.91	27.40	42.57	61.65	67.11	80.11

*Sources: Census of India 2011 Nagaland series 14.*

Nagaland has made a remarkable progress in the field of education over the last forty years. As per the table shows above, with effect from 1981, Nagaland is always ahead and above National literacy rate till date.

### **1.3: Higher Education in Nagaland**

Higher Education in Nagaland is only 58 years old, and the aged old origin can be traced back to Fazl Ali College in Mokokchung which was established on 8<sup>th</sup> September 1959. In order to give new dimension in the field of higher education Science College was established on 15<sup>th</sup> January 1961.

In line with the progress of college education the Department of Higher & Technical Education came into existence on 1<sup>st</sup> May 1983 with a motto “Envision-Access Equity and Excellence”. Prior to this it was a constituent of the erstwhile of Department Education which comprised of all the various wings of Education. From 1<sup>st</sup> October, 2004 the Technical Education was further detached from Higher Education to be remerged back with Higher Education during 2009 although at the Directorate level it continues to function separately. The Department envision access, expansion and qualitative improvement of higher education through Colleges and Universities. The department has undertaken professional and vocational education by creating additional capacity in existing institutions and establishing new ones.

The Department is also responsible for evolving general policy of Higher Education in the state under the Ministry of Human Resource Development and responsible for perspective planning and policy formation for Collegiate Education, for which co-ordination and consultation with University Grant Commission (UGC). During

6<sup>th</sup> and 7<sup>th</sup> year plans, the Government of Nagaland took over 6 private colleges namely Sao Chang College Tuensang (15-04-83), Zunheboto College (01-02-86), Mt. Tiyi College Wokha (01-04-87), Dimapur College(01-02-89), Wangkhao College Mon(01-02-90) and Phek college (01-02-90) as a policy to provide one Government college in each district in consideration of the educational needs of the State.

In the later years five more colleges were taken over, namely Kohima College Kohima, Zisaji Presidency College, Kiphire, Yingli College, Longleng, Peren Government College and Pfütsero Government College. Two colleges of Teacher Education namely State College of Teacher Education, Kohima and Mokokchung College of Teacher Education were set up.

The Government Colleges of Nagaland alone could not fulfil the needs of the people due to greater demand for Higher Education, though the Department of Higher education in order to streamline this mandate, established one Government college in all the district headquarters. Hence, the establishment of Private Colleges were granted by the State Government who fulfills the criteria time to time.

In order to bring quality and excellence in Higher Education, the Department has seriously taken up with National policy for Assessing, promoting and sustaining quality education. To monitor and encourage the delivery of education, the Department is closely working with National Assessment and Accreditation Council under UGC to encourage the colleges in Nagaland to undertake Self-Assessment and to improve upon their performance. At present (2017-18) there are 64 secular Colleges in Nagaland out of which 15 are Government Colleges and 49 are Private colleges. Apart from these 64 secular Colleges there are also 29 Government recognized Theological Colleges in Nagaland.

**Table No 2: Number of Secular Colleges run with different streams.**

<b>Type of Colleges</b>	<b>No. Of Colleges</b>
Arts	49
Science	10
Commerce	15
B. Ed	08
M.Ed.	01
LAW	03
BBA	02
MCA	01

BCA	02
B. Music	01
<b>Grand total</b>	<b>92</b>

*Source:-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland.*

**Table No 3: Particulars of 15 Government Colleges in Nagaland.**

Sl. No	Name of the College	Year of establishment	Date of Govt. taking over	Streams	College under 2(F) and 12(B)	Date of NAAC Assessment
1	Kohima Science College, (Autonomous) Jotsoma	1961	01.07.64	Science	2(F) and 12(B)	30 <sup>th</sup> Nov.2011 Grade 'A'
2	Fazl Ali College, Mokokchung	1959	01.03.62	Science & Arts.	2(F) and 12(B)	29 <sup>th</sup> Aug.2009 Grade 'B'
3	Dimapur Govt. College, Dimapur	1966	01.02.89	Arts & Commerce	2(F) and 12(B)	15 <sup>th</sup> Nov.2015 Grade 'B'
4	Phek Govt. College, Phek	1981	01.02.90	Arts & Science	-	
5	Zunheboto Govt College, Zunheboto	1980	01.02.86	Arts	2(F) and 12(B)	
6	Wangkha College, Mon	1983	01.02.90	Arts	2(F) and 12(B)	
7	Mt. Tiya College, Wokha	1974	01.04.87	Arts	2(F) And 12(B)	
8	Kohima College, Kohima (NAAC assessed GRADE B)	1967	01.02.06	Arts & Commerce	2(F) And 12(B)	5 <sup>th</sup> Jun 2012 GRADE 'B'
9	Zisaji Presidency College, Kiphire	1997	01.02.06	Arts	-	
10	Yingli College Longleng	1992	01.02.06	Arts	2(F) And 12(B)	

11	Peren Govt. College, Peren	1987	01.02.06	Arts	-	
12	Sao Chang College, Tuensang	1973	15.04.83	Arts & Science	2(F) And 12(B)	
13	Pfütsero Govt. College, Pfütsero	1982	01.02.06	Arts	-	
14	State College of Teacher Education, Kohima (NAAC assessed GRADE B)	1975	Estd. 25.03.75	B.Ed& M.Ed	2(F) And 12(B)	16 <sup>th</sup> Sept. 2011 GRADE 'B'
15	Mokokchung College of Teacher Education	2012	Estd. 22.02.12	B.Ed	-	

Source:-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland.

**Table No 4: Particulars of Secular Private Colleges in Nagaland.**

Sl. No	District	College		Date of Establishment	Streams
1	Kohima	1	St. Joseph's College Jakhama ( NAAC Assessed Grade 'B')	19.03.85	Arts Science Commerce BBA
		2	Modern College(NAAC Assessed Grade B)	08.09.98	Arts
		3	Oriental College	01.06.96	Arts Commerce
		4	Mountain View Christian College	30.10.91	Arts
		5	Baptist College	23.08.82	Arts Commerce
		6	Alder College(NAAC Assessed Grade B)	01.03.92	Arts
		7	Japfü Christian College, Kigwema (NAAC ASSESSED Grade B)	05.07.96	Arts
		8	Mount Olive College (NAAC Assessed Grade B)	26.07.92	Arts Commerce
		9	Kohima Law College	1978	LLB
		10	Capital College of Higher Education	20.08.04	Arts
		11	Sazolie College Phezhu (NAAC Assessed B)	01.07.05	Arts
		12	Model Christian College	10.07.07	Arts Science

		13	Kros College	29.04.10	Arts Commerce
		14	Regional Institute of e-learning and Information Technology	2006	BCA
		15	Modern Institute of Teacher Education	09.03.09	B.Ed
		16	Sazolie College of Teacher Education	21.09.10	B.Ed
		17	Ura College of Teacher Education	2014	B.Ed
		18	Don Bosco College	2015	B.A
2.	Dimapur	19	Patkai Christian College, Chumukedima Autonomous (NAAC assessed Grade A)	24.08.74	Arts, Science Commerce BCA/MCA B.MUSIC
		20	Immanuel College (NAAC assessed Grade B)	22.02.94	Arts, Science
		21	S.M. College (NAAC assessed Grade B)	01.06.94	Arts
		22	City College of Arts and Commerce	12.05.92	Arts Commerce
		23	S.D. Jain Girl's College	1993	Arts Commerce
		24	Pranabananda Women's College (NAAC assessed Grade B)	27.05.91	Arts Commerce
		25	Public College of Commerce (NAAC assessed Grade B)	25.05.85	Commerce
		26	Salesian College of Higher Education	02.07.82	Arts
		27	Salt Christian College	11.10.91	Arts
		28	Tetso College (NAAC assessed Grade B)	14.06.94	Arts Commerce
		29	Eastern Christian College	21.09.91	Arts Commerce
		30	City Law College	1994	LLB
		31	Bosco College of Teacher Education	01.02.03	B.Ed
		32	Salt Christian College of Teacher Education	04.01.95	B.Ed
		33	St. John's College	15.06.06	Arts Science
		34	Unity College (NAAC assessed Grade B)	01.04.07	Arts Commerce
		35	Mount Mary College, Chumukedima	09.05.11	Arts Commerce
		36	J.N. Aier College	28.05.11	Arts
		37	C-Edge College	19.05.12	Arts

		38	Yemhi Memorial College	01.01.13	Arts Commerce
		39	Unity College of Teacher Education	20.11.12	B.Ed
		40	North East Institute of Social Sciences and Research	22.05.14	PG (Social Work)
		41	MGM College, Midland	New College	Arts
3.	Mokok- chung	42	People's College	14.19.84	Arts
		43	Mokokchung Law College	02.09.81	LLB
		44	Tuli College, Tuli	17.06.96	Arts
		45	Jubilee Memorial College	16.06.15	Arts
4.	Tuensang	46	Loyem Memorial College	04.07.93	Arts
		47	Shamator College, Shamator	New College	Arts
5.	Wokha	48	Bailey Baptist College	1996	Arts
6.	Peren	49	St. Xavier College, Jalukie	17.05.05	Arts

*Source:-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland*

**Table No 5: District wise break up of Colleges in Nagaland.**

Name of the District	Number of colleges		Total
	Government	Private	
Kohima	03	18	21
Dimapur	01	23	24
Mokokchung	02	04	06
Wokha	01	01	02
Phek	02	Nil	02
Zunheboto	01	Nil	01
Peren	01	01	02
Mon	01	Nil	01
Tuensang	01	02	03
Longleng	01	Nil	01
Kiphire	01	Nil	01
<b>Total</b>	<b>15</b>	<b>49</b>	<b>64</b>

*Source:-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland.*

**Table No 6: District wise Government Colleges with the number of teaching Faculties in Nagaland during 2017.**

Districts	Name of the College	Associate Professor	Assistant Professor	Total
<b>Kohima</b>	Kohima Science College Jotsoma	22	62	84
	Kohima College Kohima	6	27	33
	State College of Teacher Education	Nil	13	13
<b>Dimapur</b>	Dimapur Govt. College	13	25	38
<b>Wokha</b>	Mt. Tiya College	7	15	22
<b>Zunheboto</b>	Zunheboto Govt. College	4	21	25



<b>Mokokchung</b>	Fazl Ali College	19	41	60
	Mokokchung College of Teacher Education	1	7	8
<b>Tuensang</b>	Sao Chang College	2	27	29
<b>Mon</b>	Wangkhao College	5	16	21
<b>Longleng</b>	Yingli College	Nil	14	14
<b>Kiphire</b>	Zisaji Presidency College	Nil	16	16
<b>Phek</b>	Phek Govt. College	2	24	26
	Pfutsaro Govt. College	Nil	23	23
<b>Peren</b>	Peren Govt. College	Nil	17	17
<b>Total</b>		<b>81</b>	<b>348</b>	<b>429</b>

*Source:-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland*

**Table No 7: District wise Private Colleges with the number of teaching Faculties in Nagaland during 2017.**

Sl.NO	Name of the College	Male	Female	Total	Designation
<b>Kohima District</b>					
1	Model Christian College, Kohima	12	8	20	Asst. Professor
2	Japfü Christian College, Kigwema	10	15	25	Asst. Professor
3	Modern College, Kohima	12	16	28	Asst. Professor
4	Modern Institute of Teacher Education, Kohima	3	1	4	Asst. Professor
5	Mount Olive College, Kohima	11	15	26	Asst. Professor
6	St. Joseph's College Jakhama	33	34	67	Asst. Professor
7	Baptist College Kohima	18	12	30	Asst. Professor
8	Mountain View Christian College, Kohima	4	7	11	Asst. Professor
9	Kros College, Kohima	7	10	17	Asst. Professor
10	Sazolie College, Phezhu	8	10	18	Asst. Professor
11	Sazolie College of Teacher Education	4	4	8	Asst. Professor
12	Oriental College, Kohima	10	18	28	Asst. Professor
13	Alder College, Kohima	10	13	23	Asst. Professor
14	Capital College of Higher Education, Kohima	4	11	15	Asst. Professor
15	Kohima Law College, Kohima	4	2	6	Asst. Professor
16	Don Bosco College, Kohima	2	9	11	Asst. Professor
17	Ura College of Teacher Education, Kohima	1	5	6	Asst. Professor
18	National Institute of Electronic and Information Technology	19	6	25	Asst. Professor
<b>Dimapur District</b>					
19	Eastern Christian College,	12	19	31	Asst. Professor

	Dimapur				
20	Sakus Mission College, Dimapur	10	16	26	Asst. Professor
21	E-Edge College, Dimapur	5	8	13	Asst. Professor
22	City College of Arts & Commerce, Dimapur	5	20	25	Asst. Professor
23	Unity College of Teacher Education, Dimapur	2	7	9	Asst. Professor
24	Unity College, Dimapur	10	22	32	Asst. Professor
25	Salesian College of Higher Education, Dimapur	11	7	18	Asst. Professor
26	Pranabananda Women's College, Dimapur	13	13	26	Asst. Professor
27	Immanuel College, Dimapur	17	19	36	Asst. Professor
28	Bosco College of Teacher Education, Dimapur	2	5	7	Asst. Professor
29	Salt Christian College, Dimapur	8	12	20	Asst. Professor
30	Salt Christian College of Teacher Education, Dimapur	3	7	10	Asst. Professor
31	St. John College, Dimapur	21	19	40	Asst. Professor
32	City Law College, Dimapur	4	3	7	Asst. Professor
33	Public College of Commerce, Dimapur	10	1	11	Asst. Professor
34	J.N. Aier College, Dimapur	5	7	12	Asst. Professor
35	Patkai Christian College, Dimapur	35	33	68	Asst. Professor
36	Tetso College, Dimapur	12	20	32	Asst. Professor
37	S.D. Jain Girls College Dimapur	18	12	30	Asst. Professor
38	Mount Marry College, Dimapur	6	24	30	Asst. Professor
39	Yemhi Memorial College, Dimapur	5	13	18	Asst. Professor
40	Cornerstone College, Dimapur	2	4	6	Asst. Professor
41	MGM College, Dimapur	7	9	16	Asst. Professor
	<b>Mokokchung District</b>				
42	People's College, Mokokchung	8	12	20	Asst. Professor
43	Mokokchung Law College	5	2	7	Asst. Professor
44	Tuli College, Tuli	4	7	11	Asst. Professor
45	Jubilee Memorial College	3	7	10	Asst. Professor
	<b>Peren District</b>				
46	St. Xavier College, Jalukie	5	5	10	Asst. Professor
	<b>Wokha District</b>				
47	Bailey Baptist College, Wokha	8	8	16	Asst. Professor
	<b>Tuensang District</b>				
48	Loyem Memorial College,	3	7	10	Asst. Professor

	Tuensang				
49	Shamator College, Shamator	-	5	5	Asst. Professor
	<b>Total</b>	429	549	980	

Source:-Primary

**Table No 8: Colleges covered under 2(F) and 12(B) of the UGC Act 1956.**

Sl.No	Government	Private
01	Dimapur Government College	Alder College Kohima
02	Fazl Ali College Mokokchung	Baptist College Kohima
03	Kohima College Kohima	Capital College of Higher Education
04	Kohima Science College Jotsoma	Eastern Christian College Dimapur
05	Mt.Tiyi College Wokha	Immanuel College Dimapur
06	State College of Teacher Education Kohima	Japfii Christian College Jakhama
07	Sao Chang College Tuensang	Modern College Kohima
08	Wangkhao Govt. College Mon	Mt. Olive College Kohima
09	Yingli College Longleng	Oriental College Kohima
10	Zunheboto College Zunheboto	Patkai Christian College Chumukedima
11		Pranabananda Women's College Dmp.
12		Public College of Commerce Dimapur
13		St. John College Dimapur
14		St. Joseph College Jakhama
15		St. Xavier College Jalukie
16		Sakus Mission College Dimapur
17		Salt Christian College Dimapur
18		Salt Christian College of Teacher Education Dimapur
19		Sazolie College, Phezhu
20		Tetso College Dimapur
21		Unity College Dimapur
<b>Total</b>	<b>10</b>	<b>21</b>
<b>Grand Total</b>	<b>31</b>	

Source:-Annual Administrative Report 2014-15, Dept .of Higher Education, Govt. of Nagaland.

**Table No 9: Growth of Institutions and Students Enrolment for the last Five years.**

Year	Number of Institution			Number of Degree Students		
	Private	Government	Total	Private	Government	Total
2013-14	46	15	<b>61</b>	14553	6066	<b>20619</b>
2014-15	46	15	<b>61</b>	17007	5347	<b>22354</b>
2015-16	48	15	<b>63</b>	17977	6157	<b>24134</b>
2016-17	50	15	<b>65</b>	20317	8267	<b>28584</b>
2017-18	49	15	<b>64</b>	22138	8257	<b>30395</b>

Source-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland

**Table No 10: Academic performance of Government Colleges at Degree level during 2017.**

Sl. No	Stream	Total Appeared	Total Passed	Pass Percentage
1	Arts	1575	875	55.55 %
2	Science	410	341	83.17%
3	Commerce	58	07	12.06%
4	B.Ed.	161	140	86.95%
5	M.Ed.	Nil	Nil	0%

*Source-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland.*

**Table No 11: Academic performance of Private Colleges at Degree level during 2017.**

Sl. No	Stream	Total Appeared	Total Passed	Pass Percentage
1	Arts	3258	3145	96.5%
2	Science	758	625	82.4%
3	Commerce	579	373	64.4%
4	B. Ed	140	130	92.8%
5	L.L.B	67	39	58.2%
6	B.B.A	26	26	100%
7	MCA	2	2	100%
8	B. Music	26	14	53.8%
9	BCA	9	9	100%

*Source-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland.*

**Table No 12: The Comparative Results of Government and Private Colleges at degree level during 2017.**

Sl. No		Arts	Science	Comm.	B. Ed	M. Ed	L.L. B	BBA	BCA
1	Govt.	55.55 %	83.17%	12.06%	86.95 %	0%	-	-	-
2	Private	96.5%	82.4%	64.4%	92.8%	-	58.2 %	100 %	100%

Apart from 15 Government and 49 secular Private Colleges, 29 Theological Colleges were granted NOC by the Department of Higher Education, Government of Nagaland.

**Table No 13: District wise break up Theological Colleges in Nagaland.**

Sl. No	District		College	Establishment	Affiliation
1	Kohima	1	Kohima Bible College	1970	ATA/NATA
		2	Christ for the Nation Bible College	1980	ATA
		3	Shalom Bible School	1996	ATA

		4	Faith Theological Seminary	2008	IIM
		5	Mt. Terovu Theological College	2005	IIN
		6	Asian Mission College	New College	
2	Dimapur	1	Reformation Bible College	1994	ATA
		2	Agape College	1991	ATA
		3	Withee Bible College	2002	IIM
		4	Oriental Theological Seminary	1991	NBSE
		5	Nagaland Baptist College	2003	IIM
		6	Logos College	2000	ATA/IIM
		7	United College of Theology and Missions	1992	ATA/IIM
		8	Discipleship Bible College	1981	ATA
		9	Servanthood Bible College	1989	ATA
		10	Living Bible College	2002	IIM/NATA
		11	Trinity Theological College	1993	Serampore University
		12	Eastern Bible College	1974	AGA
		13	Faith Theological College	2003	NATA/ATA
		14	New Life Bible College	1997	ATA/IIM
		15	Golden Crown Theological College	New College	
3	Mokokchung	1	Clark Theological College	1972	Serampore University
		2	Nagaland Bible College	New College	
4	Wokha	1	Witter Theological College	1946	Serampore University
5	Tuensang	1	Oriental Theological College, Yangli	1996	IIM
		2	Kihoto Theological College, Yankor, Shamator	New College	
6	Zunheboto	1	Anderson Theological College	1996	IIM
		2	Nito Theological College	2005	IIM
7	Phek	1	Baptist Theological College	1987	Serampore University

**ATA**=Asia Theological Association

**AGA**=Assemblies of God Association

**NATA**=National Association for Theological Accreditation

**IIM**=Senate of Indian Institution of Missiology

**NBSE**=Nagaland Board of School Education

### **1.3.1: Organisational set up of Higher Education in Nagaland**

The Department is headed by a minister of Higher Education. At the Secretariat level, the Department is headed by the Commissioner and Secretary who is assisted by one Additional Secretary, one Deputy Secretary, two Under Secretaries and the support of Secretariat Assistants headed by a Section Officer.

At the Directorate level, the Department is headed by a Director with supporting Officers as under:-

**Table No 14: Directorate Set up.**

<b>Sl. No</b>	<b>Designation</b>	<b>No</b>
1	Additional Director	1
2	Joint Director	1
3	Deputy Director	1
4	Special Officer( Budget)	1
5	Officer on Special Duty(Planning)	1
6	Officer on Special Duty (Establishment)	1
7	OSDs (Attached)	5
8	Senior Accounts Officer(Deputed from Treasuries &Accounts)	1
9	Statistical Officer(Deputed from Economics &Statistics)	1

*Source-Annual Administrative Report 2017-18, Dept .of Higher Education, Govt. of Nagaland.*

**Table No 15: Ministerial staff support is further headed by Registrar with supporting Staff as under:-**

<b>Sl. No</b>	<b>Designation</b>	<b>No</b>
1	Superintendent	2
2	Assistant Superintendent	3
3	Grade III	59
4	Grade IV	35

*Source-Annual Administrative Report 2017-18, Dept. of Higher Education, Govt. of Nagaland.*

### **1.4: Significance of the study**

College being the most precious assets to any nation, they deserve the best results that education can offer. It has generally being realized by all nations today whether secular or non-secular college that their mere survival as an institution very

much depend upon how effectively their performances in upholding their academic results as well as balanced management.

Despite many commonness features in colleges, the pattern of each college is unique. It is a universal fact that the progress of any country, state and district depends upon how good quality the colleges produced for future human resources. In India 75% of parents send their children to the colleges thinking that one day their children will obtain a good job after their studies. It is a well-known fact that good job needs good results.

In Nagaland, education in terms of enrolment accelerated after statehood. Quantitatively there has been an encouraging trend towards Higher education. There has been an overwhelming explosion of enrolment at various stages nevertheless the performance with respect to quality was less than satisfactory in some institutions. The ever changing nature of activities in the service sector has also led to an increase in the demand of good result at Higher Education, than whatever colleges whether private or Government colleges producing is accountable for acquiring good jobs too. The good performance of any institutions may not depend only to an extent of accepting one reason. The fact that any key to success or failure have a secret story to reveal.

Keeping the above points in view, an in-depth research is urgently needed to study what factors is responsible making the performance good or bad. Therefore, the present study is an attempt to find out whether Government or Private Colleges in Nagaland does better and hope to provide suggestions for improvements in the area of poor performance.

### **1.5: Statement of the Problems**

Statement of the problem being one of the most important and essential components of the research. It gives a clear vision to the researcher that there has been quantitative development at Higher Education as the number of Colleges has gone up to 65 since statehood. So the present study is undertaken with an intention to examine and compare the performance of Government and Private Colleges in their overall performances. It is the humble desire of the researcher to suggest improvement to the colleges of underperformance and enhancing the qualities of education on the other

hand. Hence the problem selected is entitled as “**Performance of Government and Private Colleges in Nagaland: A comparative study.**”

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

1. To study the profile of Government and Private Colleges in Nagaland.
2. To assess the curricular and co-curricular activities of Government and Private Colleges.
3. To analyze the teaching techniques employed by the Teachers of Government and Private Colleges.
4. To compare the available infrastructure and facilities of Government and Private Colleges.
5. To study the problems faced by Government and Private Colleges.
6. To compare the Academic performance of Government and Private Colleges in the last five years.
7. To analyze the factors responsible for the poor and good performance of Government and Private Colleges.
8. To suggest measures for the overall improvement of colleges in Nagaland.

#### **1.7: Operational definition of the Terms used**

**Performance:** The word “Performance” here refers to over all performances like academic, teachers, curricular, co-curricular, infrastructure etc. of the colleges.

**Comparative:** Comparative here refers to denoting or involving comparison of Government and Private Colleges.

**Government Colleges:** Colleges which are fully administered and funded by the state Government of Nagaland.

**Private Colleges:** Colleges run by Individual, Societies or NGOs.

#### **1.8: Delimitation of the study.**

The study is delimited to 12 Government Colleges from 10 districts and 12 Private Colleges from 6 districts of Secular Colleges in Arts stream only which are affiliated to Nagaland University.



## **2. Review Related Literature**

### **2.0: Introduction**

The review of related Literature is that part of any research work that gives insight to the investigation about the issue or problem under study. Doing a careful and thorough literature review is essential when a researcher write about research at any level. It is basic home work that is assumed to have been done vigilantly and a given fact in all research papers. It not only surveys what research has done in the part on the topic but it also appraises, encapsulate, compares and contrast various scholarly books, research articles and other relevant sources that are directly related to present research. A literature review helps, creating a sense of rapport with the audience or readers, so they can trust that a researcher has done his/her homework.

Well prepared Review literature help avoid incidental plagiarism. It sharpens the research focus, condense, evaluate, synthesize and paraphrase the gist of outside sources in his/her own words. It also provides the rationale framework of the study.

This chapter presents a short summary of the studies undertaken by individual researchers, organizations and commissions during the last few decades. It provides the researcher the glimpse of research steps and procedures as to how he should proceed towards his study. In this connection, the investigator has point out some of the things that which were encountered before undertaking this study. The investigator of the present study has also gone through some books, dissertations, survey of research in education, journals etc. The investigator has tried the best to collect necessary materials available about all the related studies which have been conducted.

A brief review of the related literature in the area of the performance of Government and Private Colleges in India and abroad are given below in two sections:

1. Studies done India.
2. Studies done abroad.

#### **2.1: Studies done in India**

**Bose, P.K, Banerjee, P.K and Mukherjee, S.P. 1962: Facilities available to students and teachers for study and works in Higher Secondary schools for West Bengal: An Educational survey, Department of Statistics, Calcutta University.**

**Objective:** The major objective of the survey was to give a brief account of facilities for study and work that were made available to students and teachers in the Higher Secondary schools in four districts of West Bengal-Howrah, Hooghly, Nadia and Murshidabad.

**Findings:** The survey revealed that most of the facilities for study and work that were made available to students and teachers were inadequate and unsatisfactory. Facilities other than those for teaching were also not sufficient. The findings indicated ample scope for improvement in the state of affairs prevailing in Higher Secondary schools.

**Pramool.S.1979: The role of teachers in Gujarat (India) and Thailand-A comparative study, Ph.D. Education, MSU.**

**Objectives:**

- i. To make a comparative study of the teachers role under two cultural settings.
- ii. To compare the degree of consensus about teachers role among Principals, teachers, teacher educators and community leaders.
- iii. To find out significant roles of teachers as expected by students.

**Findings:**

- i. Teachers to train and educate people to acquire modern skills and techniques to prepare pupils for various subordinate ranks of Government service and to inculcate western values and the spirit of western science.
- ii. Teachers are expected to develop pupils for reconstructing the nation to develop scientific temper to be the agent of national integration and change and modernization of society.
- iii. In both the countries the expected roles of teachers have assumed new dimension and the society expected their leadership in the task of making education an effective instrument in the task of nation-building.

**Sirirassamee, T.1980: A comparative study of the Higher Education system in Thailand and India. Ph.D. Education, Bombay University.**

**Objectives:**

- i. To describe the historical development on higher education in India and Thailand.
- ii. To analyze the similarities and differences in the teaching and learning community in the two countries and

iii. To describe the innovative programme in higher education in the two countries

**Findings:**

- i. Both were influence by Western.
- ii. Indian teachers had higher qualification than teachers in Thailand.
- iii. Indian teachers had more teaching experiences than their counterpart
- iv. Teachers in both the countries were dissatisfied with the curriculum they taught.
- v. Most teachers in both the countries used the lecture method.

**Ekambaram, B. 1980: A study of an experiment in creating an Effective school climate, Ph.D. Education SGU.**

**Objectives:**

1. To change the teachers' verbal behaviour by proper training and regular feedback programme.
- ii. To study the effectiveness of imputes in bringing about changes in respect of organizational climate, leadership behaviour and teachers' morale.
- iii. To study the effects of sustained changed behaviour on students' performance.
- iv. To study the effect of changed teachers' behaviour on variables such as pupils' academic motivation, classroom trust, adjustment, dependency, independency, initiative, activity level class room integration level and classroom climate.

**Findings:**

- i. As a result of teacher behaviour training and regular feedback, the teachers changed their behaviour in the experimental group.
- ii. Pupils' academic motivation level was significant at 0.01 levels in the experimental group.
- iii. The classroom climate components such as productivity, legitimacy, and authenticity and total classroom climate showed significant mean gain scores, with respect to experimental group.

**Amarnath, 1980: Comparative study of the organizational climate of Government and Privately managed Higher Secondary Schools in Jullundar District, Ph.D. Punjab University.**

**Objective:**

- i. There are global differences among the Government and Privately managed Higher Secondary schools on each dimensional of the organizational climate.
- ii. The variables of principals' behaviour are more dominant than those of the teachers' of behaviour in accounting for variations in the organizational climate.
- iii. There is positive relationship between the organizational climate and the academic achievement of students of Government and Privately managed schools

**Findings:**

- i. The Government and Privately managed schools, as a group did not differ significantly in their organizational climate but differ from school to school and no two schools had similar organizational climate, which was attributed to the difference in the personality traits of the principals and teachers.
- ii. The principals of both types of schools did not differ in their behaviour as leaders.
- iii. There was no difference in the dominance of principals' behaviour and teachers' behaviour accounting for variations in the organizational climate of the schools.
- iv. There were no significant differences between the relationship organizational climate with the job satisfaction of the principals as well as the teachers, both the types of schools.
- v. There was no positive relationship between the organizational climate and the academic achievement of the students.

**Indian Institute of Education, 1980: Development of Colleges in Marathwada University-1980-1990, Pune.**

**Objective:** This project was undertaken to study the status of Arts, Science and Commerce colleges in Marathwada University and also their projected plan of development during the decade 1980-1990. The project covered all the five districts, viz., Aurangabad, Beed, Nanded, Osmanabad and Parbhani.

**Findings:**

- i. There were 67 colleges of which two were Government managed and 65 privately managed; only one was a woman's college and 66 were mixed colleges.

ii. 32 colleges had Arts, Science and Commerce faculties, 32 had Arts and Commerce faculties, one college had Arts and Science faculties, 6 had only Science, 2 only Commerce and 2 only Arts faculties.

iii. The media of instruction were English and Marathi at the undergraduate level for Arts and Commerce and English for Science.

iv. 46 Colleges paid rent to their management.

**Bano, K. 1981: A comparative study of Teacher-Pupil Relationship in Public schools and other schools of Uttar Pradesh, Ph.D. Education AMU.**

**Objective:** The main objective of the study was to compare the attitudes of Teachers towards their students and that of students towards their teachers of public and non-public schools, co-educational and single sex institutions.

**Findings:**

i. The students of non-public co-educational and single sex institutions had more favourable attitudes towards their teachers than their counter parts in public schools.

ii. The teachers of public schools held more favourable attitudes towards individual characteristics possessed by their students than the teachers of non-public co-educational schools.

iii. There was no significant difference between the attitude of public school and single sex non-public school teachers towards the individual characteristics possessed by their students.

iv. The teachers of non-public schools more favourably endorsed their students' knowledge, academic careers and social adjustment with adults than their counter parts in public schools.

v. The public school teachers more favourably endorsed their students' conduct and social adjustment with peers than their counter parts in non-public schools.

**Gcpi, 1981: A Study of the Factors Responsible for Good Examination Results, Allahabad.**

**Objectives:**

i. To find out the various factors responsible for increasing the percentage of examination results,

- ii. To find out the various factors responsible for decreasing the percentage of examination results.
- iii. To study the contribution of co-curricular activities in affecting the examination results.
- iv. To suggest possible measures to improve upon the examination results.

**Findings:**

- i. A good school building, a good laboratory, good furniture, proper library and reading-room facility, playground, games and sports, appropriate situation and good environment of the school helped in improving the examination results.
- ii. The teaching experience of the principal, capable and experienced staff, good methods of teaching, regular correction of homework, regular evaluation, proper attention to individual differences of students, proper educational guidance and encouragement to students, good academic achievement of the students at the time of admission to the school, good socio-economic status of the students, healthy relationship between the principal and the staff, proper co-operation between the teachers and the parents, good management and good discipline were the other factors which were significantly effective in improving the examination results.
- iii. Discussion with teachers with respect to the various curricular activities to be covered during the session was also a significant factor in improving the results.
- iv. There were no significant differences between those schools which had good examination results and those which had poor examination result with respect to the number of working days, the work-load of the teachers, the teacher-pupil ratio and the rules and regulations for admission and promotion of students.
- v. Both the types of schools had an attitude of indifference towards the professional or academic growth of their teachers.
- vi. The various factors responsible for poor examination results were the lack of dedicated teachers, indiscipline and the lack of interest in studies among students, passive attitude of parents toward the education of their wards, lack of proper correction of the homework, unnecessary interference of the members of students' union in the activities of the school, lack of material resources in the school, the copying and

guessing tendencies of students, reading cheap and short-cut books, students' lack of interest in co-curricular activities, and the teachers' involvement in private tuitions.

**Dubey, T.B, 1981: A comparative study of Secondary Teacher Education in Madhya Pradesh and Maharashtra, Ph.D. Education, SAG. University.**

**Objective:**

- i. To make a comparative study of teacher education in Madhya Pradesh and Maharashtra.
- ii. To identify the pattern of teacher education in the two neighbouring States.
- iii. To highlight the problems of Secondary teacher education institutions.
- iv. To suggest means to improve teacher education by drawing up realistic programmes and future plans of teacher education.
- v. To develop coordination between the practices teaching programme in the two States.

**Findings:**

- i. In Madhya Pradesh 80% of the colleges was Government whereas in Maharashtra only 27% were Government colleges and 61.5% Private colleges.
- ii. The number of practice lessons in Maharashtra varied between 30 and 40, except Bombay University where it was 20; in Madhya Pradesh also there was provision for 40 lessons but student-teachers taught 30 to 35 lessons.
- iii. The duration of teacher education in both the States was one year.
- iv. In Maharashtra, despite the provision of selection for admission, the colleges of education faced the problem of recession in the enrolment of students. The teachers who came for training without pay faced severe financial problems.
- v. A large number of teacher-educators offered as special methods, subjects for which they were not qualified.
- vi. The teacher-educators' low salary prevented them from subscribing to journals; inadequate library stock in most of the colleges prevented them from keeping themselves up to date.

**Heredia, R.C, 1981: Structure and Performance of College Education-An organizational Analysis of Arts and Social Science Colleges in Bombay, Social Centre, St. Xavier's College, Bombay.**

**Objective:** The major objective of the study was to examine the internal organizational structure of selected Arts and Science colleges affiliated to Bombay University, with special reference to organization, principles of bureaucracy and professionalism, teaching-research dilemma, institutional innovation and external examination. The basic research problem focused on the functional efficiency of the affiliating University in a changing social situation and rising expectations it must meet within the constricting limitations.

**Findings:**

- i. The recurring expenditure per student was Rs 680-638, of which 54.63% came from the student, 40.82% from Government grants and scholarships and 4.55% from the management. All colleges were affected by severe financial stress.
- ii. The average score for entering an Arts college was 49.512% and that for entering a Science college 57.47%.
- iii. The average faculty strength for Arts and Science colleges was 32.5 and 18.5, respectively.
- iv. About 52% of the time of a college teacher was used up in preparation, teaching, correction, etc., and only 19% of the time was left for study and research. Senior teachers had fewer courses to teach, a smaller teaching load and more time for study and research.
- v. The colleges had a high degree of paternalism and bureaucratization and low professionalization. Paternalism was positively affected by a high student-faculty proportion but negatively by institutional complexity. Bureaucratization was positively affected by institutional complexity and negatively by institutional age. Professionalization was positively affected by a well-qualified faculty and institutional specialization.

**Rangari, A.D. 1981: Comparative study of the schedule caste and the non-schedule caste college students of Aurangabad, Ph.D. psychology Poona University.**

**Objectives:** The main objective was to compare the scheduled caste and the non-scheduled caste college students on self-concept interpersonal relationship, personality adjustment, intelligence and academic achievement.



**Findings:**

- i. Significant difference existed on the different sub-variables of adjustment. By and large the non-schedule caste students showed better adjustment in different areas than the schedule caste students.
- ii. On intelligence, the non-schedule caste students did better than the schedule caste and the urban than the rural.
- iii. On educational achievement the non-schedule caste students did better than the schedule caste students.

**Bose, P.K. 1982: Graduate Employment and Higher Education in West Bengal. PhD, Calcutta University.**

**Objective:** The objectives were:

1. To identify the role played by the education system in general, and the higher education system in particular, in the overall socio-economic development of the country and conversely, the influence extended by the social, cultural and economic factors in the development of the education system.
2. To identify the inconsistencies, both quantitative and qualitative, that had developed
3. To throw light on the main variables to be considered in formulating policies of intake to different disciplines and institutions.
4. To identify the factors which hindered implementations of such policies and to suggest ways for minimizing the effect of these factors?
5. To develop a system of indicators which could be used by national policy makers, administrators, potential employers and students for decision making.
6. To create a database for researchers in educational planning, particularly in the area of employment.

**Findings:** The findings led to the following recommendations:

1. The state should expand its educational activities.
2. Participations of educated females in the labour force and their absorption in the work force should be increased.
3. Emphasis on enrolment in arts subjects in universities and colleges should be reduced.

4. Disparities in cost per student in different types of educational institutions should be reduced as far as possible and expenditure on the creation maintenance of physical facilities should be increased.
5. The educational system should take into account different criteria for selection used by employing organizations.
6. Employers should note that good income alone does not satisfy their employees.
7. Emphasis on agriculture and rural extension programmes should be increased in universities and colleges.
8. The content of higher education should be made more responsive to the world of work.

**Keduolhoutuo, 1982-84. “A comparison of the students of the Affluent class and Deprived class in the High schools of Kohima Town” M.A Dissertation.**

For the present study, the investigator studied class nine students belonging to different backgrounds, from 7 selected High schools of Kohima Town.

To collect the data, the investigator used the revised form of Kuppuswamy’s SES scale developed in 1982.

Achievement test in general Science and Math was constructed by the investigator. Data was collected and analyzed.

**Findings:**

1. There was no significant Mean difference in Academic performance in General Science of Students belonging to Affluent and Deprived classes.
- ii. Students belonging to Affluent and Deprived classes were found to differ on academic performance in General Science and Math.

**Pandian, C. 1983: Learning styles and teaching strategies in Higher Education, Ph.D. Education, Madras University.**

**Objectives:**

1. Learning styles of college students and their preferred teaching strategies.
- ii. The association between learning styles and predictive variables like types of college, sex, subject of study, personality traits, locus of control and English language ability.

**Findings:**

- i. College students differed in their learning styles and in their preference for techniques strategies.
- ii. Four teaching strategies evolved for each of the seven learning styles.
- iii. Except their “subject of studies” all other variables were related to their learning styles.
- iv. Irrespective of students learning styles, their preference for teaching methods formed three clusters.
- v. Learner characteristic and cognitive styles were found to influence directly, and also through learning style, their preference for teaching strategies.

**Prasada Rao, Y.F.W. 1984: Factors that make a Lecture effective at the college level, Ph.D. Education, MSU.**

**Findings:**

- i. The most important factor which made a lecture effective in teaching arts, commerce and science subject, according to the teachers and students, were; (a) teachers preparation (b) seen students attention (c) explaining subject matter clearly, and (d) describing the subject-matter in details.
- ii. The personal factors involved in an effective lecture according to all the teachers and students were (a) ability on the part of the teacher to speak clearly. (b) using simple language, (c) treating all students with equal friendliness.
- iii. Teachers and students expected an introduction to a lecture to be brief and related to the previous topic.
- iv. Teachers and students believe that the use of questions was the best means of securing students attention.
- v. Students had a strong desire to express personal ideas and expected a free atmosphere in the classroom.
- vi. Students of all three faculties and teachers of science faculty believe in creating a cooperative and competitive situation in the classroom.
- vii. Teachers and students of the three faculties did not seem to favour teachers presenting hand-outs at the beginning of lecture.

viii. The study implies that there should be proper orientation programme for college teachers on how to make their lectures effective and also on how to augment them by the use of teaching aids and demonstration.

**Padhan, N, 1986: A Study of the Socio-economic Background, Academic Performance and Job-replacement of University Students, Ph.D. Education MSU.**

**Objective:**

- i. To study the cosmopolitan character of the University in horizontal, vertical and substantive forms.
- ii. To study the academic performance of students in different courses with regard to their socio-economic backgrounds.
- iii. To study the job-placement of students going out of the University after six months of the completion of courses.

**Findings:**

- i. Students belonging to almost all parts of the country were admitted in different faculties.
- ii. The students belonging to SC and ST, non-Hindu, poor communities, rural areas and first-generation learners were underrepresented in the University.
- iii. The University had a good research and teaching atmosphere in almost all its faculties.
- iv. Only in the case of the Arts faculty, was socio-economic background found to be a determinant of academic achievement.
- v. Academic life of Arts, Science and Commerce students affected academic achievement.
- vi. The employment position was better among the products of the Engineering, Medicine and Home science facilities, whereas it was moderate among the products of Fine arts, Applied Science, Social work and Education and Psychology faculties.

**Xavier, G. Francis, 1987: A Study of the Attitudes of College Students towards Self-improvement, Ph.D. Education, Karnataka University.**

**Objective:** The study attempted to investigate attitudes towards self-improvement which comprised physical, mental, emotional socio-economic, vocational and spiritual/moral aspects. Nine questions inquiring into differences in terms of attitudes towards self-

improvement with respect (i)Sex, (ii)different religions, (iii)different age levels, (iv)different achievement levels, (v)different classes(educational),(vi)rural/urban status, (vii)different parental occupations, (viii)parental educational levels, and (ix)parental annual income, among college students were raised and accordingly nine null hypotheses were formed.

**Findings:**

- i. Female students secured higher scores on their attitudes towards self-improvement than male students.
- ii. Religion had a marked influence on the attitudes of students toward self-improvement.
- iii. Academic achievements positively correlated with attitudes toward self-improvement.
- iv. The scores obtained by younger students (15-20) studying in PUC were higher than those of elder students pursuing degree, post graduate and professional courses.
- v. Urban students showed an edge over rural students in their attitudes toward self-improvement.
- vi. Parental education had greater influence in developing positive attitudes toward self-improvement than occupation and annual income of parents.
- vii. Students showed a marked preference for vocational, physical and social economic improvements and negative preference for mental, moral and emotional improvements.

**Benal, B.I. 1987: A Critical study of development of higher education in the state of Karnataka during six five year plans (1950-1985) with special reference to Karnataka University, PhD. Karnataka University.**

**Objective:** The major objectives of the study were:

1. To study the development of higher education in Karnataka University.
2. To study qualitative development through institutional materials.
3. To study the improvement of quality of Teachers.
4. To study the problems of examinations and evaluation.
5. To critically evaluate the nature and extent of development with respect to the trends in developed states in the country.
6. To suggest steps for improvement of higher education.

**Finding:** The major findings of the study were:

1. There was a considerable quantitative growth of the member of institutions, namely, the affiliated and constituent colleges and university postgraduate departments during the plan period.
2. It was also seen that the receipts and expenditures had significantly increased due to the developmental programmes initiated and implemented. Similarly, it was seen that the sources of income had increased to the best advantage of the educational institutions.
3. The library of the Karnataka University had expanded considerably and it was believed to be the second biggest in Asia.
4. With regard to modernization of science departments, physics, chemistry and geology had greatly expanded and were offering leadership courses in their disciplines in the country.
5. For student facilities, financial efforts had not been made to the extent expected.
6. Qualitative improvement at the affiliated colleges and also at the university was not very significant. Hardly any effort had been made for reorienting the in-service training providing up to date knowledge to the teachers recruited at the affiliated colleges and at the university level. The authorities of the university had not made any attempt to look into the academic problems of the teachers.
7. There had not been any consistent effort made by the university authorities to evolve new techniques and devices in evaluating the students' progress at the examinations.

**Dhaundiyal, D.C.1989: The Efficiency of institutional performance in the intermediate colleges of Garhwal region. Ph.D. Education, Hemvati Nandau Bahugana, Garhwal University.**

**Objectives:**

- i. To identify the ingredients of the efficiency of institutional performance
- ii. To assess and examine:-
  - a) Institutional functional style; b) teachers personality; c) achievement motivation and study habits of students as measures of institutional efficiency and; d) to compare different types of institution on psychological and organisational characteristics.

**Findings:**

- i. There was a marked significant difference between the perception of teachers of efficient and inefficient institutions on institutional functional styles.
- ii. There existed a high difference on achievement motivation between students of efficient and inefficient institution.
- iii. The perception of the students on study habits differed significantly between the efficient and inefficient institution.

**Mohapatra.T.1991: “Problems of Secondary school Teachers: A comparative study of Govt. and Private School Teachers.” Ph.D Utkal University.**

**Objectives:**

- i. To study the structure of the secondary schools of Cuttack Town (Govt. and Private separately), including total strength of Teachers.
- ii. To trace out the Teachers’ image and interaction and their relation with the school curriculum and school activities.
- iii. Critically examine their freedom, initiative and creativity in relation to text books, syllabus, evaluation and examination.
- iv. To study their different roles in relation to social change and modernization.
- v. Critically analyze their alienation to society, job satisfaction, aspiration and causes of frustration.
- vi. To assess the importance of NPE 1986 in relation to secondary school teachers.
- vii. To examine the aims/objectives of teachers organization in Orissa.

**Findings:**

- i. Majority of both male and female teachers came from Lower and Lower middle class income groups.
- ii. Private school teachers were found to be more qualified than Govt. school teachers.
- iii. Numbers of secondary schools in Cuttack were not adequate to cater to the demand for schooling in the urban area.

**Khader M.A.1992: Analyses of the difference between Private and Government Schools on their effectiveness on school achievement, Independent study; Mysore Regional of education.**

**Objectives:**

- i. To find out if Private and Public schools differ by school factors, student characteristics and school achievement.
- ii. To study the dimensions/factors by which both Private and Public schools can be differentiated.
- iii. To study the effects of school factors and student characteristics on school achievement.

**Finding:**

- i. The Private high quality schools had an effective management system and low teacher-student ratio. At the other extreme private and public low quality schools, despite a low teacher-student ratio, had a weak management system and followed an open-door admission policy.
- ii. The public high quality schools with a higher teacher-student ratio and a management system varying from average to moderately effective, maintained higher work ethics.
- iii. The tendency to show similar pattern of behaviour among students of the same school was highly visible in Private high quality and public low quality.
- iv. The difference among schools were more sharp if they were compared across the quality level of Private and Public schools rather than treating them merely as Private and Public schools.
- v. Intelligence, educational aspirations, school environment, language proficiency, linguistic level and academic emphasis were found to be factors critical to school success.

**Chinnamma.P.1992: A comparative study of the performance of degree colleges under different managements in Coastal Andhra Pradesh. Ph.D. Education Osmania University.**

**Objectives:**

- i. To compare the academic performance of students in colleges under three different types of management, namely Missionary, Private and Government.
- ii. To evaluate the organizational climate of the institutions.



**Findings:**

- i. Self-aspirations of students in two Christian colleges and two private colleges were high.
- ii. The staff of the government colleges were highly interested in preparing students for the university examinations, besides helping them grow in personality and character.
- iii. As infrastructures, facilities including physical facilities, libraries, playground, student's lounge, staff room etc. were quite abundant in the Private colleges, while the Government colleges were actually ill equipped.
- iv. As regards the academic achievements of the students of different colleges, the performance was satisfactorily consistent in the Christian colleges, inconsistent in the private colleges and poor in the government college.

**Saville-ü A Meru DERS, 1993-95: "A comparative study of the profiles of Private and Government High schools in Kohima". M.A Dissertation.**

This M.A Dissertation used 3 Government and 4 Private High Schools as sample.

The investigator followed the normative survey method.

**Findings:** Better performance in public exams is not dependent upon better infrastructure or better service conditions for teachers. The following factors proved to have over-riding importance in favour of private schools:

- i. A better educational foundation of the students.
- ii. Better learning atmosphere.
- iii. Higher motivation of students/teachers to do better.
- iv. Greater interest shown by parents and
- v. The stake of success/failure put on the management.

**Thoü Thejano, DERS 1998.2000: "A Critical study of the performance in HSLC Examination of Government and Private Schools in and around Dimapur Town". M.A. Dissertation.**

Upon successful completion of the above mentioned study, the investigator brought out the following major findings:

- i. The average performance of the Private schools in the HSLC examination is much above the Government schools.
- ii. Many of the Headmasters are not able to control the teachers as well as the students.

- iii. Most of the Private schools are satisfied with the administration of the school where strict rules are followed.
- iv. Discipline is better and administration more efficient and effective.
- v. Both Govt. and Private have special coaching classes for students.
- vi. Government school teachers are not satisfied with the performance of their students, whereas, teachers of private schools are much satisfied with the performance of their students.
- vii. In Nagaland, Private schools are far better in terms of teaching, management, efficiency and results.
- viii. Headmasters of Government schools are silent spectators in the selection and appointment of their teachers unlike the Headmasters of Private schools.
- ix. Transfer policy is a big factor in poor performance of Government schools ,unlike Private schools where there isn't much transfer.
- x. Admission test is not conducted in Government schools and admission is open to all classes. In private schools, new students are not admitted in the higher classes and admission is done through tests which help improve academic performance.
- xi. Students from Government schools are from poor SES background. There is PTA in Private schools where students' problems are discussed and appropriate measures taken, unlike Government schools where this is not done.

**Kaur Sarbjit & Kumar Dinesh, 2008: Comparative study of Govt. and Non-Govt. College Teachers in relation to job satisfaction and job stress.**

**Objectives:**

- i. To discover the difference between government and non-government College teachers in relation to job satisfaction
- ii. To find out the difference between government and non-government College teachers in relation to job stress.

**Finding:** This study compared the job satisfaction and job stress of the government and non-government college teachers and the results indicated that there was more job stress and less job satisfaction among the non-government college teachers.

**Roghaiye Shahani Shalmani, 2013: A comparative study on management and performance in Private and Government schools. Department of studies in Education, University of Mysore Karnataka**

**Objectives:** The purpose of the study was to investigate the level of job performance of school teachers in different management types (Govt. and private). It was also to find out the job performance difference between Government and Private schools.

**Findings:** The study revealed difference between Government and Private school teachers with reference to job performance.

1. The private school teachers had higher mean score than Government school teachers
2. Private school teachers have higher support of teachers at workplace.
3. Private schools were related to hard work and tend to achieve high result with less expenditure than Government schools.
4. Private teachers were superior to their counterparts in teaching as well as formation and summative evaluation.

**Shikh-Ehteshamuddin, 2013: A comparative study of school under Government Private Management with respect to socio-economic status of the parents and Academic achievement of students of secondary stage of education. Ph.D Integrated University Lucknow.**

**Objectives:**

- i. To study the academic achievement of Government and Private Secondary school students.
- ii. To study the effect of socio-economic status of parents and academic achievement of children enrolled in Government secondary schools.
- iii. To study the effect of socio-economic status of parents and academic achievement of children enrolled in Private secondary schools.

**Findings:**

- i. There were differences found between academic achievement of high, average and low socio-economic status of Government secondary school students, as their academic achievements are highly influenced by socio-economic status.

ii. There were differences found between academic achievement of high, average and low socio-economic status of Private secondary students as high socio-economic status students performed academically better.

iii. Socio-economic status was identified as strong predictor of academic achievement as high differences were found in high, average and low socio-economic status in Private and Government secondary school students.

**Surendra Singh.T, 2014: “A comparative study on the academic achievements between the students of private and government high schools within Imphal east district (Manipur)”. Voice of Research Vol. 3, Issue 1, ISSN 2277-7.**

**Objectives:**

i. To compare the academic achievements of the students of HSLC Examination in Manipur in regards to the pass and fail % in the following areas: (i) overall and (ii) sex wise (2009 to 2011).

ii. To compare the overall academic achievements of the students of Private and Government Schools at HSLC Examination within Imphal East District (Khurai Assembly Constituency) during 2009 to 2011.

iii. To compare the academic achievements of the boys and girls students of the Schools at HSLC Examination within Khurai Assembly Constituency during 2009 to 2011.

iv. To compare the School wise academic achievement at the High School Leaving Certificate Examination in Manipur within Khurai Assembly Constituency of Imphal East District during 2009 to 2011.

v. To find out the related problems and their suggestive measures for more academic achievement.

**Findings:** The study reveals that academic achievements of the students of Private schools were much better than achievement of Government schools. **And the reasons for low academic achievement of Government Schools are:-**

Lack of supervision by Govt. authorities.

Lack of more dedicated teachers and lack of competition among students.

Lack of involvement of parents in the education of students.

Lack of professional qualifications among teachers.

Improper teaching methods, not systematic and regular. The teacher teaching is being provided is not at the national standard as the curriculum is not up-to-date yet.

Adequate transport facility is provided at a few government schools only.

**The reasons for the better academic achievement of Private Schools are:-**

Teachers are devoted, dedicated, systematic, punctual, and regular.

There is a better interaction and cooperation among the students, teachers and school authorities.

There is a better infrastructure and good administration.

There is a good spirit of competition.

School authorities keep a strict supervision on the teachers and students.

There are regular tests and examinations conducted.

Healthy appointment process of qualified teachers and selection of good students at the time of admission.

Adequate transport facility is provided at most of the private schools.

**Kumar Manil, Mishra Kushudra, 2015: “Performance management: A comparative study of Govt. and Private Schools.” IJMRD [www.allsubjectjournal.com](http://www.allsubjectjournal.com) vol.2: Issue 12.**

**Objectives:**

- i. To do a comparative study of school teacher job performance in Govt. and Private Schools
- ii. To find out the job performance between the Govt. and Private Primary Schools.
- iii. To study and compare the teaching methodology adopted in Govt. and Private Schools.

**Findings:**

- i. The study disclosed the difference between Govt. and Private school teachers with reference to job performance management.
- ii. Private school system and management has an effective dynamic influence on teachers.
- iii. Private school have higher support of teachers at school.
- iv. Private school is connected to hard work.
- v. Private school tends to achieve high result with low payment of teachers.

**Sherafat. R, Murthy C, 2016: “A Comparative Study of Government and Private School Students on their Critical Thinking and Study Habits”** International Journal of Indian Psychology, Volume 3, Issue 4, No. 59, ISSN 2348-5396 (e), ISSN: 2349-3429 (p),DIP: 18.01.062/20160304, ISBN: 978-1-365-26307-1

**Objectives:**

- To study whether the Government and Private School Students differ in their Critical thinking.
- To study whether the Government and Private School Students differ in their Study habits

**Findings:** The results of this study demonstrate Government and Private school students differ on critical thinking and study habits. Private school students have higher Critical Thinking levels and Study habits than the government school students. It implies that there is a need on the part of the government setting to work towards developing critical thinking abilities among its students so that they can perform better. The educational processes must adequately address the need for developing thinking abilities in general and critical thinking in particular among its learners. Perhaps this is the most neglected area which needs more attention. Private school students also have better Study habits as compared to government school students.

**2.2: Studies done Abroad**

**Carter, Joseph 1992: Factors impacting the core curriculum performance of college freshmen. Ed.D, Grambling State University**

**Objective:** This study explores particular relationship which may exist between community characteristics (eg, average parish annual income, educational attainment, per capita expenditure for education and parish population); personal characteristic(eg, age, gender, and ethnicity); high school characteristic(eg, size of schools based on enrolment, pupil teacher ratio, and classification,( public or Private); high school curriculum(eg, the number of units completed and grades obtained in Mathematics, English, Social studies, and Science); and over all high school academic performance( eg, ACT composite and individual sub-scores in verbal, quantitative, social studies, and natural science; rank in the high school graduating class, and high school grade point average).

**Finding:** Results of this study indicate that remedial courses have a differential effect dependent upon prior abilities. Remedial courses seem to be focused on using a single criterion for entrance and a single mechanism for providing instruction. The curriculum needs to be studied, assessed, and restructured to enhance it. Currently, it is beneficial to some but not all population.

**Schwarz, Carolyn Cottrell, 1996: A Comparison of teaching goals of full time and part time College faculty. PhD, Saint Louis University.**

**Objective:** The purpose underlying this study is that identifying course goal is essential to any subsequent evaluation or assessment of teaching effectiveness in a college class. One instrument, the Teaching Goals Inventory developed by Thomas Angelo and K. Patricia Cross(1990) was used to survey full-time and part time faculty in this single institution study (N=196, Webster University, St. Louis, Missouri). The researcher added 11 questions regarding goal-setting and attitudes about assessment to the original survey.

**Finding:** The results confirmed prior findings that are time status is not a significant factor in selection of course goals or” primary role as a teacher.” However, subject matter is a highly significant influence on course goals and on how college teachers view their “primary role”.

**Vavra, Anthony Joseph.1996: A comparison of the performance of developmental students with regular students in a College level mathematics course. Ph.D. West Virginia University.**

**Objective:** The purpose of this study was to compare the performance of developmental students and regular students in a College level mathematics course at a comprehensive community college. In this study students were identified as developmental students if they were required to complete a developmental algebra course. Regular students were those students who were not required to complete this developmental algebra course based on their mathematics section ACT score or their ASSB elementary algebra score. The hypotheses were concerned with identifying any significance in the performance of the developmental students as compared to the performance of the regular students of a college-level mathematics course.

**Finding:** The results of the study showed that development achieved a lower, but not significantly lower; mean score on comprehensive final examination and on the mean course grade point. There were no significant differences in the percentage passing between the two groups.

**Kim, Daniel Donghyun. 1996: A study of the relationship between psychological androgyny and college adjustment among Korean-American college students. Ph.D, Andrews University.**

**Objective:** The process of adjusting to college has been difficult for many Korean-Americans because of the tensions that exist between traditional sex roles verses androgynous sex roles. While it has opened doors to new and exciting opportunities in personal growth, complex challenges of academic, emotional and social adjustment must be made. The traditional views of the subculture have posed unique problems for young Korean-Americans who have enrolled in higher education. This descriptive study examined the relationship between androgynous flexibility and the college adjustment of Korean-American students. Androgynous flexibility was investigated in term of college adjustment.

**Finding:** Results indicated that androgynous Korean-Americans subjects adjusted to college significantly better than feminine or undifferentiated Korean-American students. However, there were no significant differences in levels of adjustment to college between androgynous Korean-American students and masculine Korean-American students

**Ferguson, Marion Penny Adair. 1996: The relationship between College teacher's locus of control and student achievement in developmental classes. Ed.D, East Texas State University.**

**Objective:** The major purpose of this investigation was to determine whether a significant relationship existed among teachers' locus of control, gender, and years of teaching experience and their students' academic achievement. The data for this investigation were collected during the fall semester of 1993 and the spring semester of 1994. Data on the study's 84 college-level teachers who teach in freshmen developmental classes were collected via the Responsibility of Student Achievement



Questionnaire. The American College Test was utilized to measure academic achievement of the 564 participating students.

**Finding:** The study found that teachers do assume responsibility for academic successes of students and that female teacher and male teachers assume similar responsibility for student achievement in the class rooms. It seems portable from this investigation that a teacher's belief in self-responsibility for students' academic successes and failures might be closely associated with the expectations for students learning held by that teacher.

**Phongsuwan, Ananchai. 1996: Relationship between college satisfaction and language ability and academic performance of international students Ph.D. Washington State University.**

**Objective:** This study focused on assessment of international student's college satisfaction and the relationship between college satisfaction and language ability and academic performance.

**Finding:** It was found that there was a significant relationship between communicative language ability and satisfaction with the college's contribution to academic performance.

**Shonwetter, Dieter Jurgen.1996: Effective instruction and student differences in the College classroom. Ph.D. University of Manitoba (Canada).**

**Objective:** The purpose of this study was to examine the relationship between effective teaching and student learning. This was accomplished by first investigating the causal links between effective instruction and student learning of Novel lecture material and second, by explaining the student entry characteristics that benefit from and are compensated for by an effective outcomes teaching behaviour.

**Finding:**

- i. The study reveals that organizational demonstrated a consistent pattern of student learning outcomes. It had a strong influence on student attention and achievement outcomes.
- ii. Secondly high organized instruction in combination with high expressiveness produce on optional learning condition for students.
- iii. Low organized instruction seemed to interfere with the facilities effects previously found with high expressiveness, thwarting students learning.

iv. Students with more adaptive learning orientation benefited from highly organised instruction.

**King, Jacqueline Elizabeth, 1996: Improving the odds: Factors that increase the likelihood of four year College attendance among high school seniors. PhD, University of Maryland College Park.**

**Objective:** The central purpose of this study is to identify factors that increase the likelihood of College attendance among high school seniors, paying particular attention to variable that are associated with four year college attendance by low income students.

**Finding:** This study's findings reinforce much of the sociological and economic literature. Socioeconomic status, family support, educational goal, academic self-concept, financial aid, and academic achievement are all significant predictors of College attendance for the entire sample and, for the most part, for low income students as well. In addition, this study found two previously untested variables to be particularly important predictors of four years college attendance.

**Kumnoch, Em-amorn.1996: A comparison of Higher education system of Taiwan, Singapore and Hong Kong as a model for developing nations. Ph.D.**

The major findings of the study concluded that, the models of higher education used by Taiwan, Singapore and Hong Kong from 1945-1980 are not identical. However, they came to similar conclusions in terms of economic development. In this case an emerging industrial country like the socio and economic conditions of Taiwan, Singapore and Hong Kong would find that adoption of that Higher education model might be appropriate for adoption in the country. On the other hand, if an emerging industrial country has social and economic criteria dissimilar to those of Taiwan, Singapore and Hong Kong, a propose single mode of Higher education would be appropriate with an adjustment to suit the national resources, cultural background and structures of traders and the labour force of the country.

**Blackwell Edward Allen Jr.1997: Influence, policy formation and higher education in Florida 1989-1994. Ph.D. Florida International University.**

**Objective:** This study examine the perceptions of state Governmental officials and administration from the state University system, community college system and

Independent Institution concerning the ability of various groups to influence state-level higher education policy formation.

**Finding:** The findings indicated that a power and influence hierarchy exists among the various groups that attempt to influence Higher education policy. Emerging issues identified by the respondents is legislative attempt to define quality and supervise Academic programme development for Higher Education.

**Cubeta John Frank.1997: The relationship between social personal variables and Academic success and persistence. Ph.D. University of Connecticut.**

**Objectives:** This study examined the relationship between and among a variety of social personal and demographic variables and effects upon academic success on two year and four year college students at six institutions.

**Findings:**

1. Results showed that personal variables were reluctantly more important in explaining the variables in Academic success.
- ii. The study also suggest the presence of a complex personal, social, educational system that is capable of magnifying small initial discrepancies between college roll conflict or barriers to participation into much larger differences in academic outcomes.

**Baker, Bruce Edward. 1997. The Impact of involvement in intercollegiate athletic on College student development. PhD, Boston College.**

**Objective:** The purpose of this study was to investigate the interest level and availability of information and professional support for tenure-track, full-time Assistant professors appointed in fall 1995-four-year institutions in the commonwealth of Virginia. The survey of new faculty included four sections: "information about the faculty role and the institution", "professional socialization support sources", open-ended question, and demographic items.

**Finding:** The results of the study confirmed that higher education faculty, like all organizational new comers, express interest in both information and support. The organizational socialization literature and adult transition literatures may therefore provide a useful theoretical basis for studying experiences of new faculty in higher education.

**Jones, Betty Jean. 1997: A critical interpretation of higher education governing policy in South Africa mediating the legacy of the past to the present for a new future. Ed.D. University of San Francisco.**

**Objective:** This study investigates South Africa's policy governing institution of higher education as set forth in the context of the country's transitional constitution of 1993; gains understanding of the framework in which the country's ministry of education interprets and implements the policy; and probes the implication in specific educational contexts.

**Finding:** The study revealed that change and the process of change become the issue. Transformation and reform must occur among students and autonomous councils to ensure the institutionalization of democratic participation. All constituents, on a deeper, moral and individual level must realize the inter-relatedness of humanity, recognizing the irreplaceable value of each other in the process of coming together toward common ground, mutual respect, understanding, and change. Change is possible through understanding, and understanding, at each best, happens within the medium of language.

**Rosenzweig, Joy Suzanne. 1997: The life and times of Innovative Colleges and Universities: Factors affecting the endurance and transformation of Institutional reforms in higher education. PhD, Claremont Graduate University.**

**Objective:** This investigation examined the history durability of educational innovation at six Colleges and Universities that were founded in the 1960s and 1970s as alternatives to the main streams of American higher education. The goal of the research was to understand how and why innovative or experimental Campuses preserve their founding missions or dreams in a changing- often non-supportive-social, political, and economic climate.

**Finding:** The results of this study demonstrate that smaller innovative campuses are more likely maintain their distinctive missions than larger public Universities. The finding suggest that innovation is more likely to endure at institution where there is still is a significant presence of charter professors, where faculty are recruited on the basis of the interest in innovative approaches, where academics are rewarded for distinctive teaching and curricular development, where organizational hierarchies and developmental structures are minimize; and where there is administrative support for

innovation. The results also indicate that affiliation with consortium institutions, a later start-up date, the ability to adapt and change, and community support may enhance the survival of a distinctive campus.

**Stephenson, Gary Devin. 1997: The impact of a student success course on academic achievement and persistence. PhD, University of Alabama**

**Objective:** The purpose of conducting this study was to assess the effectiveness of a college student success course by attempting to identify possible significant differences in persistence rates and academic achievement between students who successfully completed the course and students who did not enrolled in the course. Additionally, the study was designed to determine whether there were any gender-related or race/ ethnic origin differences in academic achievement and pressure between students in both the control group and the treatment group.

**Finding:** The findings of their study revealed that a student success course did not positively impact the resistance rate or academic achievement of a purposefully selected of full time, degree seeking students who completed the course, as composed to a matched group of students who did not enrolled in the course. Additionally, findings indicated that participation in the student's success course, based on gender or race/ ethnic origin, had no significant impact on academic achievement or persistence.

**Cohen, Judith Schein. 1999: Talking About college: experiences of underprepared first year college students. Ph.D. University of Illinois at Chicago.**

Ten academically underprepared first year students were interviewed to gather information about their experiences as they started to enter an urban university. Students were asked to discuss their participations of their backgrounds, previous educational experiences, academic skills, college academic and non-academic experiences, choices they have made during this process, and the expectations and goals that they have for the future. Each student was interviewed between one and four times. All interviews were taped and transcribed, and information about each student was summarized. The data were compared and analysis, yielding forty topics. Further evaluation led to the emergence of seven themes or patterns

The results indicated that although the students are academically underprepared for college according to test scores, their perception of their literacy preparation and skills are varied.

Almost all saw themselves as good students in high school, where they learned to be cooperative and get along. Often these students came to college with a fatalistic attitude towards life changes. For the most part they expressed a narrow view of the world, as they did not travel, discuss, or even know much about events not directly connected to their lives. When they began college, they often remained separate from much of college life. Few joined extracurricular activities, and their friends remained those they had known before or were very similar to them. Although they spoke positively of family members who overcame troubles in their lives, the students had few role models and mentors. Finally, students achieved some academic success by taking responsibility for their learning, both by developing better independent study strategies and by actively seeking out assistance from appropriate university resources.

**Weerts, David John, 1999: Understanding differences in state support for higher education: A comparative study of state appropriations for research universities. PhD, University of Wisconsin-Madison**

**Objective:** The purpose of this study was to identify and explore the most compelling of these explanations for differences in unrestricted state appropriations for Carnegie Public Research I Universities during the 1990s. Both quantitative and qualitative methods were used in the study.

**Finding:** Finding revealed that examination of organizational theory suggested that a combination rational, political and cultural systems theories are useful for understanding the organization, processes, and structures explaining key differences state support for public research I Universities.

**Mazzoli, Andrew Joseph.2000: Faculty perceptions of influence on the curriculum in higher education. PhD, University of South Carolina.**

**Objective:** The purpose of this study was to find out faculty perceptions of influence of groups outside the faculty on the curriculum in higher education and determine if perceptions of influence are contingent and institutional type and selected faculty characteristics.

**Finding:** Finding revealed that there were differences in the faculty perceptions of outside group influences that are attributable to institutional type and selected faculty characteristics. Despite acknowledged influences and differences, the idea of faculty autonomy over the curriculum is largely intact.

**Matthews, Bryan L.2001: A comparative Evaluation of two academic support programs for academically at risk students at a private liberal arts college in Marland. Ed.D, Wilington College (Delaware).**

**Objective:** This study focused on evaluating the impact of an intervention for academically underachieving college students at a small liberal arts college in Maryland. This investigation was conduct in order to determine the effectiveness of an academic support program on students' participation academic performance and improve study habits.

**Finding:** The major finding of this study was that the E-TEAM approach increased participation and promoted academic improvement. The E-TEAM participants reported improvement with their note taking and note reviewing skills, their test taking skills, their time spent studying, their study efficiency , and their class attendance.

**Schrage, Gregg E,.2001:The impact of Block scheduling on Student Achievement, School Climate and Curriculum. A survey of Mid-Western High Schools”, Ed.D Northern Illinois University 238pp Adviser: Christine Sorensom.**

This paper examined the perceptions of Mid-Western High school Principals or their designees regarding the impact of Block Scheduling on achievement, student behaviour, school climate, specific subject areas and curriculum and instruction. The purpose of the study was to find out how schools evaluated their block scheduling and recorded their assessment. Tool used was a self-constructed survey based on 43 success indicators. The analyses included descriptive statistics as well as t-test and ANOVAS to explore differential effects of school size, SES, type of block and years of block experience.

**Findings:** Reports about achievement were positive for classroom achievement with fewer claims of improvement in standardized testing. Improvement was also noticed in student behaviour, school climate and some subject areas. For most curriculum and instruction indicators, the block was perceived as positive.

Results of t-test and Anovas showed a number of significant results. Generally, significant differences favour the 4×4 schedule, over the A/B schedule. High SES and layer schools over smaller ones. Large schools also reported higher SES than small ones.

**Hicks, Harvey, Samuel, 2001: A study of factors that influence Academics success Black American Middle School Males. Iii Ph.D Virginia Commonwealth University 126pp.**

The Black American Male has had to face and endure many physical, emotional and psychological hardships since his ancestors arrived in the US as Slaves. One of those hardships has been his constant status as a second class citizen. Despite the circumstances, and odds, there have been Black males who have achieved in many fields. But even today, in the field of education, achieving academically is not an endeavour most Black Males pursue. Interview was used as a tool for this study. This study revealed that the boys who participated collectively possessed several resilient traits which previous research has shown to be related to success in schools. The study highlighted that possession of these traits by these boys was not necessarily a predictor of Academic achievement, nor was living at risk circumstances necessarily a prediction of academic failure. The boys in the study enjoyed school, occasionally making good grades in certain subjects and collectively had very good daily attendances.

**LorPao. 2001: Blueprint for college success. Key life experiences contributing to Hmong University students' matriculation and graduation from College. Ph.D. The University of Wisconsin-Madison.**

**Objectives:** The purpose of this qualitative study was to explore, identify and describe key life experiences that contribute to Hmong University students' matriculation and graduate from college.

**Findings:** Based on the evidences, five cluster key life experiences that included:-

- i. Experience supportive family environment.
- ii. Experience social and academic support in a formal education environment.
- iii. Experience life lessons embracing/hardship and challenges.
- iv. Experience a vision and drive for success that included a college education.
- v. Experience financial support.



**Bixby, Janet Sarah, 2002: Addressing the achievement gap: A study in two high schools at attempting reform. PhD, University of Wisconsin-Madison.**

**Objective:** The study was to examine the contextual factors that influence White teachers' understandings of their diverse students' academic needs, abilities, and the most appropriate curricula for them in heterogeneously grouped class norms.

**Finding:** The study shows that the teachers' construction of race is intertwined with their understandings of curriculum and goals. Those are in turn intertwined with what they understand to be the dominant groups in the schools and with the histories of the schools.

**Han, Seog-Soo, 2002: A study of factors influencing college admission and enrolment at the University of Iowa. PhD, University of Iowa.**

**Objective:** The ultimate purpose of this study was to develop an effective enrolment management strategy for the University of Iowa. In order to achieve the purpose, this study examined what factors affect admission and enrolment decision and how two processes are related to each other by using the logistic regression analysis.

**Finding:** One of the finding was that the sub-group models provide unique information that the total model cannot tell. There are many variables that provide the policy implications for effective strategy because they function differently according to the sub-group. Another important finding was the necessity of BIC test from the view point of statistics. This study found that when we develop the total sample model, it would be useful to apply BIC test and then exclude the variables that have negative statistics.

**Smith Anona Patrice. 2002: Differences in performance of African American and White students at a large predominantly White University as a function of progress towards degree completion. Ed.D, North Carolina State University**

**Objective:** The purpose of this study was to examine the ratio disparities in educational outcomes for African American and White students attending a large, research one, predominantly White institution (PWI). Specifically, the differences between African American White students' college experiences and entering characteristics that result in racially differentiated academic achievement were investigated.

**Finding:** The results were mixed with regards to statistically significant differences in the demographic characteristic of African American and White students. For example,

African American students reported having experienced statistically significant more personal hardships relating to emotional, academic, and financial problem, spent more hours per week working, and entered the University with lower SAT/ACT scores than did White students. African American students also reported lower CGPAs and slower progression rates than did their White counterparts. Statistically significant racial differences were found between African American and White students with regard to academic integration, feelings of discrimination, and socioeconomic status. African American students reported having fewer positive experiences with faculty, and also their perceptions of feelings of discrimination were greater than their White counterparts.

**Boyer, Robert, Kevin. 2002: "A comparative study of Academic achievement and Student and Parent satisfaction in a Middle school and a Junior High in the state of Alaska."160pp chairman: James Beebe**

The purpose of the study was to explore whether there were statistical differences in Academic achievement and students and Parents satisfaction between Gruening Middle schools (GMS) and Mears Junior High School (MJHS)

Student performance was examined using (a) gains/losses compared to their 7<sup>th</sup> grade California achievement test (CAT) scores for 1008 Eight graders in 1996 to 97; (b) gains/losses in their 9<sup>th</sup> grade CAT scores in 1997-98 and their 10<sup>th</sup> grade CAT scores in 1998-99; (c) Dropout rates during Highs school and (d) student behaviour indicators of out of School suspensions, attendance and grade-level retention during 1996-97.

Parent and Student satisfaction was examined based on survey data in 1996-97 of 1805 students, 271 parents from two schools.

The data were analyzed using one way ANOVA and Chi-square test for independence.

**Findings:** Statistically significant differences were found in gains/losses in the 8<sup>th</sup> grade test performance in Language, Arts and total test battery with the MJHS cohort having larger gains.

ii. Statistically significant differences were found in gains/losses in the 9<sup>th</sup> grade test performance in Language, Arts, Maths and total test battery with the GMS cohort having greater gains.

- iii. Statistically significant differences were found in gains/losses in the 10<sup>th</sup> grade test performance in Reading and total test battery with the GMS again having greater gains.
- iv. Statistically significant difference in parent and students satisfaction was found in some areas, but not in others.
- v. There were statistically significant differences in dropout rates and suspensions, but not in attendance or retentions.

**Hewitt Barbara Louis. 2002: Effects of Academic achievement, extra-curricular involvement and work experiences on entry-level employment of college graduate. Ph.D. University of Pennsylvania.**

**Objectives:** This study investigated what types of involvement are most beneficial for students in terms of increasing the number of interview invitations and job offers received. The specific involvement areas investigated included academic involvement, extra-curricular involvement and work experience.

**Findings:** The research indicated that students with higher GPA received more job offers. While professional work experience was moderately helpful in gaining more interviews and job offers.

**Damien Nzabihimana. 2010: The nature of schools and academic performance of pupils in primary schools in district Kigali City. University International de Kanpala.**

**Objectives:**

- i. To compare pupils performance in public and Private primary schools in Gasabo district Rwanda.
- ii. To establish the relationship between school facilities and pupils performance in Gasabo district in Rwanda.
- iii. To establish the relationship between teacher quality and pupils academic achievement in Gasabo District Rwanda.

**Findings:**

- i. The outcome of the analyzed data showed that there is significance different between the academic performances of pupils.
- ii. Students outperformed their counterparts who attended Public primary schools in English and Maths.

- iii. Private schools performed better than Public schools.
- iv. The findings also reveals that standards of education in public school could not compete with private as maximum of population lives below poverty line, could not afford to send their children to private schools.
- v. Private schools are more resources than public schools.
- vi. In academic performance both schools result depended much on adequate supply of good teachers and school resources.
- vii. The last findings reveal that enrolling one's child in private schools predicts his/her good future.

**Mahinge Paul Waithaka: Determinants of performance of Teachers in middle level colleges: A comparative study of public and private colleges in Thika District.**

**Objectives:** This study sought to identify the factors that determine performance of teachers in these colleges. It also sought to investigate if there exist significance between the performance of teachers in private and public middle level colleges.

**Findings:** The study found that though teachers perceived that they are assessed through the performance of students in national examinations, they are not sure how the assessment is done. No formal appraisal is carried out especially in public colleges.

- i. Most teachers found their working environment just bearable. In most cases excellent cases went unnoticed and this affected the morale of the teachers.
- ii. The study also found that teachers in private colleges were performing better in their duties than those public colleges; however the performance was motivated by negative factors of being sacked for poor performance.
- iii. Most administrators rated the performance of teachers in their colleges as average.
- iv. In the light of these feelings, it is suggested that the Government should formulate a reward system that recognizes and management training school should be best set up for all the college administrators and Government should put the teachers in its employment on performance contracts for efficient service delivery.

**Shabbir Muhammad, Wei Song, Fu Yuan Guang, Chong Ren , Altaf Marwat M, Nabi Ghulam and Ahmed Bilal, 2014: "A Comparative Study of Public Versus Private Primary Schools, An Evidence From Azad Kashmir (Pakistan**

**Objective:** This study has been conducted to compare the public versus private schools by taking maximum measures of performance. Main purpose of this study is to compare the performance of public and private schools in Azad Kashmir by taking, head teachers and teachers job satisfaction, cooperation of higher authorities with H/Ts, school administration and management, availability of physical facilities, maintenance of school record, vision of teachers for good teaching, assignment of homework, planning of co- curricular activities, performance of students, parents and students satisfactions as measures of performance.

**Findings:**

- i. Public schools H/Ts are more satisfied by their employments as H/T as compared to private school H/Ts (principals), in fact comparatively reasonable salaries in the public sector by which they enjoyed. Whereas private school principals have an advantage of more satisfaction as compared to public schools H/Ts pertaining to cooperation of higher authorities with them, by their teaching staff and reputation of private schools in society.
- ii. Public school teachers are more satisfied by their employments and salaries as compared to private school’s teachers, whereas private school teachers have an advantage of more satisfaction in teaching their favourite subjects.
- iii. The Public schools are better regarding maintenance of school record as compare to private schools.
- iv. The private schools have lead in administration, teacher’s performance, home work schedule, school discipline, availability of physical facilities, planning of co-curricular activities, and better academic achievement of students as compared to public schools.
- v. Parents relating to private schools are more satisfied toward performance of private schools as compared to parents concerned to public school.
- vi. Private schools children are more satisfied by regarding cooperation of their teacher with them, by teaching method of teachers, their encouragement through competition, and they go to school happily whereas public school students are not satisfied with their schools and want to change the schools. Overall, it concludes that both public and private schools in AJ&K face a large number of challenges.

### **2.3: Summary of Review of Related Literature**

The aforementioned literature essentially attempted to focus on profile of Government and Private institutions as well as curricular and co-curricular activities, teaching techniques, infrastructure facilities, problems, academic performance, factors responsible for the good and poor performance and measures for over all improvements and further attempted to come out with the result of which institution is doing better. However all the studies differ in their basic objectives, scope, coverage and the period of researched. But most of the studies focus on the academic performance of the institutions.

The present study also found out that both in the case of Government and Private educational institutions, factors like size of the institutions, teachers and students enrolment, age, gender, basic infrastructural facilities, commitment and dedication from all sources, financial support, community involvement, made them achieve their status of good or poor institutions.

The study on Improving the odds; Factors that increase the likelihood of four years college attendance among high school seniors by Jacqueline Elizabeth King (1996) reveal that socio economic status, family support, academic self-concept, financial aid, are some of the significant predictors of good attendance in the college. A comparative study of Public versus Private primary schools in Azad Kashmir by Shabbir Muhammad, Wei Song, Fu Yuan Guang, Chong Ren, Altaf Marwat M, Nabi Gulam, and Ahmed Bilal (2014) reveal that Public schools Head Teachers are more satisfied by their employments comparatively the reasonably salaries, whereas Private school Head Teachers have an advantage of more satisfaction as compared to Public schools pertaining to cooperation of higher authorities with them by their teaching staff and more satisfaction in teaching their favourite subjects. It also revealed that Public schools have better maintenance of school record compared to Private school. Study further reveal that Private schools have better administration, teacher's performance, home work schedule, school discipline, availability of physical facilities, planning of co-curricular activities and academic achievement of students. Private school students are more satisfied regarding cooperation, encouragement and teaching method with their

teachers, whereas Public school students not satisfied with their schools and wanted to change the school.

The study also found that many colleges and schools were lack facilities for study and work for students and teachers. Facilities available to students and teachers for study and works in Higher Secondary Schools in West Bengal by P.K Bose, P.K Banerjee and S.P Mukherjee (1962) reveal that facilities available for teachers and students were inadequate and unsatisfactory.

Amarnath in 1980 made a comparative study of the organizational climate of Government and Privately managed Higher Secondary schools in Jullundar District reported that school as a group did not differ significantly in their organizational climate but differ from school to school and no two schools had similar organizational climate which was attributed to the difference in the personality traits of the principal and teachers. The principals of both schools did not differ in their behaviours as a leader, dominance, job satisfaction and no positive relationship between the organizational climate and academic achievement of the students.

The study found that Single Sex and non-public co-educational institutions had more favourable attitudes towards teachers and students than their counter parts in public schools. K. Bano reported in her comparative study of Teachers-Pupil relationship in public schools and other schools of Uttar Pradesh (1981) that , teachers of public schools held more favourable attitudes towards individual characteristics possessed by their students than teachers of non-public and co-educational schools.

The study made by Savilie-ü A Meru (1993-95) on comparative study of the profiles of Private and Government High schools in Kohima proved that better performance in public exams is not dependent upon better infrastructure or better service conditions for teachers, but due to better educational foundation of the students, learning atmosphere, higher innovation of students and teachers to do better, greater interest shown by parents and management.

The study also found the necessity to keep on structuring and redefining the course of study as the same old system curriculum prove no beneficial for many generation to come. Joseph Carter (1992) who conducted a study on Factors impacting the core curriculum performance of college freshmen revealed the importance of

curriculum need to be assessed, restructured to enhance to fit the present educational system. Moreover, Joseph Andrew Mazzoli (2000) made a study on Faculty perceptions of influence on the curriculum in Higher Education in South Carolina points out that despite acknowledged influence and differences; the idea of faculty autonomy over the curriculum is largely intact.

The study also shown that teachers in both Private and Govt. institutions should not be employing single or continue using traditional method of teaching but need to be equipped with modern skills and techniques to prepare pupils for various challenges. S. Pramool (1979) reported on his study on the role of Teachers in Gujarat and Thailand- A comparative study that, teachers are expected to develop pupils for reconstructing the nation to develop scientific temper to be the agent of national integration and change and modernization of society. The study revealed both the countries expected the role of teachers assume new dimension in making the education system an effective instrument for nation building. T. Sirirassamee (1980) made a comparative study of Higher education system in Thailand and India came out with both the system were influenced by Western education. Indian teachers had higher qualification and teaching experiences than teachers in Thailand. Most teachers in both the countries used the Lecture method.

The study made by Sarbjit Kaur and Dinesh Kumar (2008) on “ Comparative study of Government and Non-Government College teachers in relation to job satisfaction and job stress”, found that there was more job stress and less job satisfaction among the non-Government college teachers. Shahani Shalmani Roghaiye (2013) made a study on “A comparative study on management and performance in Private and government schools” came out that Private school teachers have higher support of teachers at work place and have hard work and tend to achieve high result with less expenditure than Government schools, and also felt superior to their counterparts in teaching as well as formation and summative evaluation.

The study also found out that many institutions in regard to infrastructure and management were far beyond imagination. P. Chinnamma (1992) points out in his study on “ A comparative study of the performance of degree colleges under different managements in coastal Andhra Pradesh” that infrastructure, facilities including physical



facilities, libraries, playground, student's lounge, staff room etc. were quite abundant in Private colleges, while the Government colleges were actually ill equipped.

T. Surrendra Singh (2014) made a study on "A comparative study on the academic achievements between the students of private and Government high schools within Imphal district found that Private schools were doing much better than Government schools in respect of infrastructure, management, academic performance and administration. Government schools were lacking in supervision of authorities, less involvement of parents in the education of students. Government school teachers were not professionally qualified, not systematic, improper teaching methods and there were no adequate transport facilities in Government schools. The study also points out those Private school teachers were dedicated, systematic, punctual and regular in their duties. School authorities were strict in vigilance; schools were equipped with better infrastructure and good administration. There was good spirit of competition among the students and regular test and examinations being conducted. Healthy appointment of qualified teachers and selection of good students at the time of admission were found under the establishment of Private schools.

As per the study made by Nzabihimana Damien (2010) on The nature of schools and academic performance of pupils in Primary schools in district of Kigali City says that there is a significant difference between the academic performance of pupils. Students outperformed their counterparts who attended public primary schools in English and Maths. Private schools are more resources than public schools. In academic performance, both schools result depended much on adequate supply of good teachers and school resources. The last finding reveals that enrolling one's child in Private schools predicts his/her good future.

G. Francis Xavier (1987) made a study on the attitudes of College students towards Self-improvement shows that Academic achievements positively correlated with attitudes self-improvement. Parental education had higher influence in developing positive attitudes toward self-improvements than occupation and annual incomes of parents. Thejano Thoü (1998-2000) made A critical study of the performance in HSLC Examination of Government and Private schools in around Dimapur town found that the average performance of the Private schools in the HSLC examination is much above the

Government schools. Most of the Private schools are satisfied with the administration of the schools where strict rules are followed. Both Government and Private have special coaching classes for students. In Nagaland, Private schools are far better in terms of teaching management, efficiency and results. Transfer policy is a big factor in poor performance of Government schools, unlike Private schools. Admission test is not conducted in Government schools and admission is open to all classes. In Private schools, new students are not admitted in the higher classes and admission is done through tests which help improve academic performance. In private schools student's problems are discussed and appropriate measures were taken through PTA. Socio economic status was identified as strong predictor of academic achievements.

As per study revealed by C. Murthy and R. Sherafat (2016) on A comparative study of Government and Private students on their critical thinking and study habits that Private school students have higher critical levels and study habits than Government school students. The contributing factors for success and failure in regard to Academic performance in both Government and Private colleges was differs from college to college. However maximum factors were due to lack of basic infrastructure and poor environment. GCPI (1981) made A study of the factors responsible for good examination results in Allahabad shows that a good school building, good laboratory, good furniture, proper library and reading room facility, playground, games and sports, appropriate situation and good environment of the school helped in improving the examination results. It also proved that the teaching experience of the principal, capable and experience staff, good methods of teaching, regular correction of homework, regular evaluation, proper attention to individual differences of students, proper educational guidance and encouragement to students, good academic achievement of the students at the time of admission to the school, good socio-economic status of the students, healthy relationship between the principal and the staff, proper co-operation between the teachers and the parents, good management and good discipline were the other factors which were significantly effective in improving the examination results. Discussion with teachers with respect to the various curricular activities to be covered during the session was also a significant factor in improving the results. The study found that there were no significant differences between those schools which had good examination results and

those which had poor examination result with respect to the number of working days, the workload of the teachers, the teacher-pupil ratio.

The various factors responsible for poor examination results were lack of dedicated teachers, indiscipline and the lack of interest in studies among students, passive attitude of parents toward the education of their wards, lack of proper correction of the homework, unnecessary interference of the members of students' union in the activities of the school, lack of material resources in the school, the copying and guessing tendencies of students, reading cheap and short-cut books, students' lack of interest in co-curricular activities, and the teachers' involvement in private tuitions.

There are so many reasons where Government or Private colleges perform as per their different capacities and abilities making their institutions better or poorer. However, some general factors which can be taken for over all improvements of colleges in Nagaland. The study conducted by Paul Waithaka Mahingeon Determinants of performance of teachers in middle level colleges: A comparative study of public and private colleges in Thika District suggested that Government should formulate a reward system that recognizes and management training school should be best set up for all the administrators and put the teachers in its employment on performance contracts for efficient service delivery. The study implies that there should be proper orientation program for all college teachers on <sup>how</sup> to make their lectures effective and also on how to augment them by the use of teaching aids and demonstration.

The present study proceed to make an attempt to bring out the different profile of the colleges, where curricular and co-curricular activities be made uniform to give the best result of the colleges, by adopting the best means of teaching technique for both types of colleges, to imbibe the best infrastructural facilities for smooth functioning of the colleges, so that the best result in academic performance can be achieved by pointing out the factors responsible for the good performance as well as to do away the factors leading to downfall of colleges and finally suggest the best means for over-all improvement of the colleges in Nagaland.

In the light of the Review Related Literature done abroad and in India, it has been found that no studies have been done so far on the topic chosen by the investigator for the research proposal.

### **3. Methodology and Procedures**

#### **3.0: Introduction**

This chapter of Research Methodology clearly defines the research methods used to conduct the study. The researcher explains how the necessary data and information to address the research objectives and questions was collected, presented and analyzed. Reasons and qualification for the research design, research instruments, data sources, data collection techniques and analytical techniques used are given.

#### **3.1: Nature of the study**

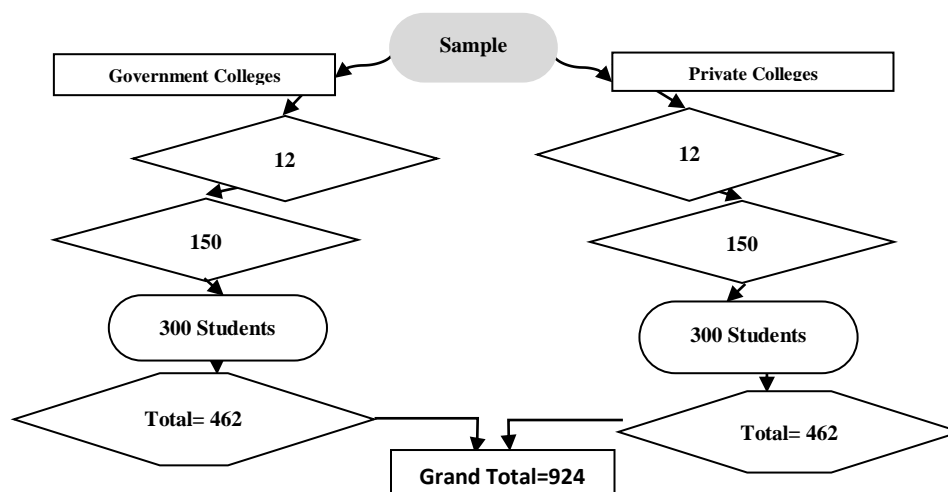
The present study has been taken up to analyze the Performance of Government and Private Colleges in Nagaland. The study is based on Descriptive type of research. Descriptive research design helps portray an accurate profile of persons, events and situations. Its design also allows for in-depth analysis of variables and elements of the population to be studied and as well as collection of large amounts of data in a highly economical way. It enables generation of factual information about the study. A type of information obtained for the study was through primary, secondary sources and also when the investigator conducted an interview of a few people who had knowledge and experience directly or indirectly to the present study.

#### **3.2: Population of the study**

The population comprises of entire Principals, Teachers and Students of Government and Private Colleges under the Arts stream offering degree courses in Nagaland.

#### **3.3: Sample of the Study**

A sample of 12 principals, 150 teachers and 300 students from Government Colleges and equal number from Private Colleges in the state represents their views, characteristics for the whole Colleges in Nagaland.<sup>17</sup> Interview schedule for Stake holders comprises of Officers in the Department of Higher Education in Nagaland, Administrator, Teachers, Research scholars at Nagaland University and some Student leaders in Nagaland.



### 3.4: Tools Used

Three questionnaires were framed by the investigator to find out the response from the Principals, Teachers and Students and Interview schedule conducted with stake holders specially in the department of Higher Education, Administrators and Teachers of Nagaland University, Kohima Campus and some prominent student leaders in Nagaland towards “Performance of Government and Private Colleges in Nagaland: A comparative study”. The questionnaire comprised both close ended and open ended forms of questions where in some items space was given for their suggestions. The questions were framed in consultation with the supervisor and after the approval from the supervisor the questionnaire were first given for a pilot test with few people from each category and necessary addition/deletion were made based on their response/comments. The questionnaires were again given to experts for final approval. Finally the questionnaires were distributed to the selected sample from the population of the study to collect relevant information.

#### 3.4.1: Description of tools used

The tools used for the study were constructed based on the objectives of the study. Each tools contained a number of items designed to fulfill the various objectives of the study. For collection of data, the investigator personally administered the questionnaire to the selected sample of respondents. Sufficient data were collected for detailed analysis and interpretation.

### **3.5: Collection of Data:**

Primary data was collected using the questionnaires personally administered by investigator with relevant information for the purpose of study was explained to the respondents. Besides these, magazines, souvenirs, official records, reports, Journals, published and unpublished documents, Books etc. were reviewed in order to collect secondary data for the study.

#### **3.5.1. Primary Data Collection Process**

The main tool for collection of primary data was questionnaires and Interview schedule. After finalizing both the tools, the researcher contacted the Head of the Institution, Stake holders and sought due permission for the same. After receiving due permission the researcher fixed a date, time and reached the institution and office as per the appointment. The researcher explained the objectives and purpose of study, hence established and gains the confidence of respondents.

The questionnaire was distributed to the Heads of the Institutions, Teachers and Students. They were briefed of the purpose of the research and the researcher explained to them the need for such a study.

Like-wise the researcher made office and home visits in the cases of interview schedule with prepared questions basing on the objective of the study. The researcher made prior appointment through phone by stating the purpose of visit and explained the objectives of the study and tried to establish rapport with the respondents to gain their confidence and requested for response to the questions to be posed by researcher. They were asked to answer freely of whatever their opinion pertaining to each questions. The researcher minutely recorded the opinions given by respondents.

#### **3.5.2: Secondary Source**

The data collection was also done from books, periodical, journals, souvenirs, magazines, official records, and reports, published and unpublished documents. For this purpose the researcher visited different libraries, Directorate of Higher Education, Secretariat, University and some libraries of Technical institutions in Nagaland.

### **3.5.3: Data Analysis**

The Investigator in the present study had followed the descriptive method and adopted statistical percentages to discuss, analyze and interpret numerical scores to classify the data translating each unit meaning. Data collected were first entered objective and category wise in excel sheet and tabulated systematically. The responses collected from three categories of people – Principals, Teachers and Students of both the Government and Private Colleges were systematically arranged and calculated and converted into percentage and presented in tabular form followed by calculation of numbers and conversion into percentages. Stakeholder's views also were minutely recorded and converted into data forms for necessary and qualitatively analyses followed by interpretation and discussion of the findings.

## **4. Data Analysis and Interpretation**

### **4.0. Introduction**

Analysis of data means categorizing, systematizing and classifying the data. Interpretation refers to the task of drawing inferences from the collected facts after an analytic study. In order to procure a significant picture of the raw information collected, analysis and interpretation is the core of a research study. This particular part of the research work needs special care so as to draw accurate result and inferences. The data are studied from as many angles as possible either to explore the new fact or to reinterpret already known existing facts.

This chapter deals with the analysis and interpretation of the data collected through questionnaire and oral interview. Data collected were analyzed by following descriptive technique. The analysis of the data collected for the present study “Performance of Government and Private Colleges in Nagaland: A comparative Study” was analyzed keeping in mind the objectives of the study. Most of the information was received in response to both closed and open ended questions from the questionnaire. Responses collected from each items were calculated and then converted into percentages followed by interpretation and discussion which were analyzed and presented in tabular forms.

Analysis and interpretation was attempted under following sections as discussed in the preceding units:

- (1) Analysis and interpretation of Documentary Survey
- (2) Analysis and interpretation of data collected through questionnaire. The data collected through questionnaire were analyzed under the following 3 categories viz.

Category 1: Analysis of Responses of Principals of the Colleges.

Category 2- Analysis of Responses of Teachers

Category3 -Analysis of Responses of Students

### **Section I**

#### **4.1: Analysis and interpretation of Documentary Survey**

In order to fulfill the present research objectives, data were also collected through documentary survey. The investigator had included only those which were



authentic. Each data was derived and drawn from valuable records preserved by concerned Government Office, Colleges, University and individuals relating to Performance of Government and Private Colleges.

In this sub section of the chapter, the investigator attempted to deal and make an analysis of the survey on the profile, curricular, co-curricular, Teaching techniques, Infrastructure, Facilities, Problems, Academic performance, Factors responsible for good and poor performance and suggestion measures for overall improvement of Government and Private Colleges in fulfillment objectives of the study.

The following sources were consulted for the documentary survey:

1. Annual Administrative Report, Department of Higher Education (2013 to 2017)
2. Annual Report and Accounts, Nagaland University (2013 to 2017)
3. Pursuit of Excellence, NAAC in Nagaland for quality and excellence in Higher Education.
4. National Education Policy in Context.
5. District Human Development Report Kohima
6. District Human Development Report Dimapur.
7. District Human Development Report Mokokchung
8. District Human Development Report Peren
9. District Human Development Report Phek
10. District Human Development Report Tuensang
11. District Human Development Report Mon
12. District Human Development Report Zunheboto
13. Peren Government College Silver Jubilee Souvenir 2013
14. An Annual Journal of Pranabananda Women's College Volume1 Issue 1, 2014
15. Naga Society, Culture, Education and Emerging Trends.

#### **4.1.1. Observation and Analyses from Documentary Survey**

The following analyses were made from the documentary studies.

##### **A. Profile of Government and Private Colleges.**

Historically, the development of Higher Education in Nagaland was relatively not so old compared to other states in the Country, with the establishment of Fazl Ali as the first College at Mokokchung in 1959 which was followed by Kohima Science

College at Jotsoma in 1961, Dimapur Government College in 1966 and Kohima Arts College in 1967. It was found that both the number of Government and Private Colleges in Nagaland has grown substantially. Today there are 64 secular Colleges, out of which 15 are Government and 49 are Private Colleges.

It was found that almost all the Government Colleges were initially started by Public leaders as Private Colleges but later it was taken over by Government. It was observed that Private Colleges were playing a larger role as provider of undergraduate courses in the state, also in terms of number of Colleges and higher student enrolment. Moreover in the case of NAAC Assessment in the state, Private Colleges has higher number of NAAC Accreditation.

### **B. Curricular and Co-curricular activities of Government and Private Colleges.**

The educational landscape of Higher Education in the state did not have much diversified in the field of Curricular and Co-curricular as compared to other state in the Country for both the Private and Government Colleges. Courses and subjects were quite conventional and more on theory oriented. The axis of Teaching-Learning were more on Lecture based in both the cases.

It was found out that both the Government and Private Colleges did not cater much activities related to Aesthetic and Cultural values. In many institutions there was no proper playground of their own.

### **C. Teaching Techniques employed by the Teachers of Government and Private Colleges.**

Higher Education in Nagaland was more on theory oriented, the teaching techniques were more on Lecture method in both the Government and Private Colleges. This many a times failed to cater to the learning need and process of many students and also falls short of sufficiently tapping the creative potentials of the otherwise creative students.

The system of Higher Education for both the cases in Nagaland was examination centered, which unfortunately, chiefly test memory power only, which ultimately resulted in the form of inadequate to engage on the world of work.

#### **D. Infrastructure and facilities of Government and Private Colleges.**

The physical infrastructure arrangement for Higher Education in the state did not look quite attractive in both the cases. College buildings and other infrastructural facilities affected the productivity of the students and teachers.

Particularly, the Library in all the Colleges was not well equipped, besides students and teachers in both the cases did not have the habit of using the Library facilities.

It was also observed that Research and Development forms the wings of Higher Education, but this type of facilities rarely found in both the Government and Private Colleges in Nagaland. Early recognition and promotion of this category was necessary.

#### **E. Problems of Government and Private Colleges in Nagaland**

The Courses, Programmes, Infrastructure, Administration and Management facilities available in Higher Education did not look as nearly attractive or effective as compared to what was provided in other states. Different problems faced by both the Government and Private Colleges in different areas.

It was observed that Private Colleges were facing more problems in financial matters, as well as permanent retainment of teachers in the Colleges. However, Government Colleges were facing much problem in the matter of Political interference in Higher Education by transferring Teachers in the middle of Academic year.

#### **F. Academic performance of Government and Private Colleges.**

Higher education in Nagaland being examination-centred education, which mainly made to test the student's memory power. It was observed that the danger arises in such a situation where many students found themselves grossly inadequate to engage in the world of work, finding themselves incompetent to get the job.

It was also found out that Private Colleges were doing better in overall Academic pass percentage.

#### **G. Factors responsible for the Poor and Good Performance of Government and Private Colleges.**

It was well observed that one of the factors determining the income levels of individual was their educational achievement. The role of Higher Education was explicit in calculation of Human Development Index.

The factors like dedication on the part of Administrators, Teachers, students, Ministerial staffs, Parents, Community, Qualified Teachers and Hard work on the part of Students were accountable for the success of the College in both the cases.

Less Infrastructure facilities for basic needs and weak Co-ordination among the staffs were some of the accountable factors leading to the Poor performance of both the Government and Private Colleges.

#### **H. Measures for the overall improvement of Colleges in Nagaland.**

Education has become more vital than ever before in determining how well people, the local communities and the country prosper and progress in today's global competitive economy. Higher Education has become a doorway for the Students as well as Teachers to catch up with technological age. In such a situation, with the exception of a few, many Government and Private Colleges in Nagaland did not provide a well-balanced facilities and programmes in their Colleges.

It was observed that Infrastructural development must be given priority in the field of Higher Education. Comprehensive review of financial requirements of both Government and Private Colleges must be made to achieve the target of quality, equity and excellence in Higher Education.

Authority by exploring or enlarge the number of courses of study, it provides including more professional courses suitable to local needs.

The role of Libraries in Higher Education be understood and strengthened by upgrading the kind of books and journal aligned with the requirements of the students and teachers. Computer facilities and internet connectivity to all the Government and Private Colleges in Nagaland.

### **Section II**

#### **4.2. Analysis and Interpretation Responses given by Principals of Colleges.**

Principals of the College comprised of all the Government Colleges in 11 districts of Nagaland and randomly selected equal number of Principals from Private Colleges within the state of Nagaland.

**A. Comparison of the Profile of Government and Private Colleges.**

**Table No 16: Name and Establishment year of sample Colleges.**

<b>Government Colleges</b>	<b>Year of Establishment</b>	<b>Private Colleges</b>	<b>Year of Establishment</b>
Dimapur Govt. College	1996	Japfu Christian College	1996
Kohima Govt. College	1967	Oriental College	1996
Wangkhao Govt. College	1983	Capital College of Higher Education	2004
Pfutsero Govt. College	1982	Alder College Kohima	1992
Sao Chang Govt. College	1973	Mt. Olive College Kohima.	1992
Peren Govt. College	1987	Unity College	2007
Zisaji Presidency College	1997	Tetso College	1994
Yingli College	1992	Sakus Mission College	1994
Fazl Ali College	1959	St. Xavier College	2005
Phek Govt. College	1981	Loyem Memorial College.	1993
Zunheboto College	1980	People's College	1984
Mt. Tiya College	1974	Bailey Baptist College	1996

The above table shows that Fazl Ali College was the first College established in the year 1959.

**Table No 17: Background Information of College Principals.**

<b>Gender</b>	<b>Government%</b>	Male	Female			
		66.66%	33.33%			
	<b>Private%</b>	Male	Female			
		66.66%	33.33%			
<b>Marital Status</b>	<b>Government%</b>	Married	Unmarried			
		100%	0%			
	<b>Private%</b>	Married	Unmarried			
		83.33%	16.66%			
<b>Age</b>	<b>Government%</b>	36-40	41-45	46-50	51-55	56-60
				16.66%	50%	33.33%
	<b>Private%</b>	36-40	41-45	46-50	51-55	56-60
		16.66%	33.33%	16.66%	16.66%	16.66%

The above table shows that majority of the Principals in Government Colleges are male with 66.66% and 33.33% are female and all of them are married, 16.66% are under the age group of 46-50, 50% are under 51-55 and 33.33% are under 56-60. Likewise 66.66% in Private College are male members and 33.33% are female, 83.33% are married and 16.66% are unmarried, 16.66% are under the age of 36-40, 33.33% are under 41-45, 16.66% are under 46-50, 16.66% are under 51-55 and 16.66% are under 56-60.

**Table No 18: Educational and Professional qualifications of Principal.**

Educational & Professional Qualification	Government %	PG	M.Phil.	Ph.D.	B.Ed	M.Ed	NET	JRF
		50%	16.66%	41.66%			8.33%	
	Private%	PG	M.Phil.	Ph.D.	B.Ed	M.Ed	NET	JRF
		41.66%		58.33%	8.33%		8.33%	16.66%

The above table shows that most of the Principals of both Government and Private Colleges have the required qualification, none of the Principal in Government Colleges has acquired B. Ed, M. Ed and JRF but with 16.66% M. Phil, 41.66% Ph. D and 8.33% NET and none of the Principal in Private Colleges has acquired M. Phil, M.Ed. In this regard the Principal in Private colleges has 8.33% with B. Ed, 58.33% Ph.D and 16.66% have JRF which signifies the qualification advantages than that of the Government colleges.

**Table No 19: Service condition of Principals.**

Service Condition	Government %	Permanent	Temporary	Contract	Adhoc	Substitute
		100%				
	Private%	Permanent	Temporary	Contract	Adhoc	Substitute
		91.66%	8.33%			

The above table shows 100% of the Government Principals are permanent in service condition and in Private Colleges 91.66% are permanent and 8.33% are temporary.

**Table No 20: Year of experiences as Principal.**

Years of experience as Principal	Government %	1-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	Any other
		50%	41%			Officiating Principal
	Private%	1-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	Any other
		25%	25%	16.66%	25%	Above 20 yrs 8.33%

The above table shows in Government Colleges with 50% have an experiences from 1-5 years and 41% has an experiences from 6-10 years, also there are few Principals as officiating Principals, whereas in Private Colleges, from 1-5 years 25% have teaching experiences, 6-10 years 25%, 11-15 years 16.66%, 16-20 years 25% and others 8.33%.

**Table No 21: Affiliation to University.**

Status affiliation to NU	Government%	Permanent	Temporary	Provisional
		58.33%	33.33%	8.33%
	Private%	Permanent	Temporary	Provisional
		83.33%	16.66%	

The above table shows that in Government Colleges 58.33% are permanently affiliated to Nagaland University, 33.33% are temporary and 8.33% provisional and in Private Colleges 83.33% are permanently affiliated to Nagaland University, 16.66% are temporary.

**Table No 22: Status of College assessed by NAAC and Grade.**

Is college Assessed by NAAC?	Government%	Yes	No	If yes, Grade	
				A	B
		16.66%	83.33%		16.66%
	Private%	Yes	No	If yes, Grade	
				A	B
		25%	75%		25%

In Government College 16.66% is assessed by NAAC and 83.33% are not assessed by NAAC and 16.66% graded as grade B, as shown in the table above 25% from Private College are assessed by NAAC and 75% are not assessed by NAAC and 25% of the College are graded as grade B.

**Table No 23: Criteria for Student's Admission.**

Criteria for Students Admission	Government%	On Merit Basis	First Come First Basis	Random Basis	Inter-view Basis	Any Other	
		41.66%	50%		8.33%		
	Private%	On Merit Basis	First Come First Basis	Random Basis	Inter-view Basis	Any Other	
						Hostel- lers Are Inter- viewed	Merit Basis for some class
		8.33%	83.33%		8.33%	8.33%	8.33%

The above table shows that the criteria for student's admission in Government Colleges on merit basis is 41.66%, First come first basis 50% and Interview basis 8.3%, and in Private Colleges 8.33% on Merit basis, 83.33% on First come first basis, 8.33% on Interview basis, 8.33% hostellers were Interviewed and 8.33% of some class on merit basis.

**Table No 24: Information on Student's Background.**

Students Background	Government%	Majority from Rural	Majority from Urban	Any Other
		100%		
	Private%	Majority from Rural	Majority from Urban	Any Other
				From Eastern Nagaland
		8.33%	91.66%	8.33%

The above table shows 100% Government students are from rural areas but 8.33% of Private College students are from rural areas and 91.66% from urban areas, also 8.33% from eastern Nagaland.

**Table No 25: Major Papers Offered in the Colleges.**

Major Papers Offered			
Government%		Private%	
English	91.66%	English	100%
Pol. Science	100%	Pol. Science	100%
History	100%	History	100%
Education	66.66%	Education	83.33%
Sociology	16.66%	Sociology	83.33%
Philosophy	16.66%	Philosophy	8.33%



Economics	75%	Economics	58.33%
Geography	16.66%	Geography	
Tenyidie	16.66%	Tenyidie	8.33%
Any other		Any other Diploma in Computer Application	8.33%

The above table shows there are 9 major papers offered in Government Colleges with English 91.66%, Pol. Science 100%, History 100%, Education 66.66%, Sociology 16.66%, Philosophy 16.66%, Economics 75%, Geography 16.66%, Tenyidie 16.66%. The table also indicates 9 major papers offered in Private Colleges with English 100%, Pol. Science 100%, History 100%, Education 83.33%, Sociology 83.33%, Philosophy 8.33%, Economics 58.33%, Tenyidie 8.33% and Diploma in Computer Application 8.33%.

**Table No 26: Status of Convening Meeting.**

Whether Convene the meeting Regularly?	Government%	Yes	No	If yes, How Frequent ly?	Annua -lly	Half year-ly	Quarter -ly	Month -ly	Need Arises
		100 %							
	Private %	Yes	No	If yes, How Frequent ly?	Annua -lly	Half year-ly	Quarte-ly	Month -ly	Need Arises
		100 %							

The above table shows that regularity in convening meeting by the managing body of the Government institutions is 100% with 16.66% half yearly, 25% quarterly, 41.66% monthly and 33.33% of the meeting held when need arises. The regularity of the meeting by the managing body of Private institutions is also 100% with half yearly 16.66%, quarterly 41.66%, monthly 41.66% and meetings held when need arises account to 16.66%.

**Table No 27: Availability of Managing/Governing Body in the College.**

Does the college have Managing Board/Governing body?	Government %	Yes	No	Only Advisory Board
		75%	16.66%	16.66%
	Private%	Yes	No	Only Advisory Board
		91.66%		

The table above indicates the existence of the managing body in the Government institutions 75%, 16.66% without managing body and 16.66% only with advisory board and the Private institutions with managing body is 91.66%.

**Table No 28: Motivate Teachers for Journal Publication.**

As a Principal do you encourage your Teachers to write articles for journal publications?	Government%	Yes	No	Sometimes
		91.66%	8.33%	
	Private%	Yes	No	
		100%		

The above table shows the Encouragement of teachers to write articles for journals with 91.66% Yes and 8.33% No for the Government institutions and 100% Yes for Private.

**Table No 29: Teachers involvement in Decision Making for College Management.**

Do you involve Teachers in decision making for College Management Activities?	Government%	Yes	No	To Some Extend
		75%		8.33%
	Private%	Yes	No	To Some Extend
		75%		25%

The above table shows that 75% of both the Government and Private institutions involve Teachers in decision making and 8.33% to some extend in Government and 25% to some extend in Private.

**Table No 30: Students Leader involvement in Decision Making.**

Does student leaders involve in decision making for planning and development of your College?	Government%	Yes	No	To Some Extend
		16.66%		83.33%
	Private%	Yes	No	To Some Extend
		50%	8.33%	41.66%

The table shows the involvement of students' leaders in decision making for Government with 16.66% Yes, and 83.33% to some extend and for Private institutions, the involvement of students' leaders in decision making is 50% Yes, 8.33% No and 41.66% to some extent.

**Table No 31: Assessment of the Teachers Performance.**

Assessed the Performance of Teachers	Government%	Once a Week	Once a Month	Once in Two Month	Never	Annua-ly	Occasiona-ly
			58.33%	8.33%		8.33%	8.33%
	Private%	Once a Week	Once a Month	Once in Two Month	Never	Annua-ly	Occasiona-ly
		8.33%	25%	33.33%		25%	8.33%

The above table indicates the Performance assessment of teachers with 58.33% once a month, 8.33% once in two months, 8.33% annually and 8.33% occasionally in Government institutions and in Private institutions with 8.33% once a week, 25% once a month, 33.33% once in two months, 25% annually and 8.33% occasionally.

**Table No 32: Commitment of Teachers in their works.**

As the head of the college, how would you describe your teachers' level of commitment to their work?	Government%	Highly Committed	Committed	Less Committed	Not at all
		16.66%	75%		
	Private%	Highly Committed	Committed	Less Committed	Not at all
		25%	66.66%	8.33%	

The above table shows the Teacher's level of commitment to their work with 16.66% highly committed and 75% committed teachers in Government and in Private institutions with 25% highly committed, 66.66% committed and 8.33% less committed teachers.

**Table No 33: Availability of Research fund for Teachers.**

Does your college have any research fund for Teachers?	Government%	Yes	No
		0%	91.66%
	Private%	Yes	No
		16.66%	83.33%

The table shows Research fund for Teachers with zero percentage of Yes and 91.66% No in Government and 16.66% Yes and 83.33% No in Private institutions.

**Table No 34: Book Grant Facilities in the College.**

Is there any Book grant facility available in your College?	Government%	Yes	No
		33.33%	66.66%
	Private%	Yes	No
		33.33%	66.66%

The above table shows that the Book grant facility is 33.33% Yes and 66.66% No in both the Government and Private institutions.

**Table No 35: Orientation for Teachers.**

<b>Does your College organize Orientation program for Teachers?</b>	<b>Government%</b>	Yes	No	Sometimes
		8.33%	41.66%	41.66%
	<b>Private%</b>	Yes	No	Sometimes
		50%	16.66%	33.33%

The table indicates organized orientation for teachers with the Government having 8.33% Yes, 41.66% No and 41.66% sometimes and in Private institutions 50% Yes, 16.66% No and 33.33% in sometimes category.

#### **B. Comparison of Curricular and Co-curricular Activities in Government and Private Colleges.**

**Table No36: Curricular Activities practiced in the College.**

<b>Does your College provide the following Curricular activities?</b>							
<b>Government%</b>				<b>Private%</b>			
	Yes	No	Sometime		Yes	No	Sometime
<b>Lecture</b>	83.33%		8.33%	<b>Lecture</b>	83.33%		8.33%
<b>Group Activity</b>	58.33%	8.33%	33.33%	<b>Group Activity</b>	66.66%	16.66%	8.33%
<b>Distribution of Hand-outs/ Notes</b>	75%	8.33%	16.66%	<b>Distribution of Hand-outs/ Notes</b>	50%	16.66%	25%
<b>Seminar in the class</b>	91.66%		8.33%	<b>Seminar in the class</b>	75%	8.33%	8.33%
<b>Group Discussion</b>	25%	25%	41.66%	<b>Group Discussion</b>	83.33%	8.33%	
<b>Panel Discussion</b>	8.33%	41.66%	41.66%	<b>Panel Discussion</b>	33.33%	33.33%	33.33%
<b>Project Work</b>	50%	16.66%	33.33%	<b>Project Work</b>	83.33%	16.66%	
<b>Team Teaching</b>		66.66%	25%	<b>Team Teaching</b>	8.33%	75%	16.66%
<b>Class Test</b>	100%			<b>Class Test</b>	91.66%		
<b>Assignment</b>	100%			<b>Assignment</b>	91.66%	8.33%	
<b>Activity Based Learning</b>	41.66%	16.66%	33.33%	<b>Activity Based Learning</b>	66.66%	16.66%	16.66%

The data indicates the curricular activities in government with Lecture 83.33% Yes and 8.33% sometimes, Group activity 58.33% Yes, 8.33% No and 33.33% sometimes, Distribution of notes 75% Yes, 8.33% No and 16.66% sometimes, Seminar in the class 91.66% Yes and 8.33% sometimes, Group discussion 25% Yes, 25% No and 41.66% sometimes, Panel discussion 8.33% Yes, 41.66% No and 41.66% sometimes, Project work 50% Yes, 16.66% No and 33.33% sometimes, Team teaching 66.66% No and 25% sometimes, Class test 100% Yes, Assignment 100% Yes, Activity based learning 41.66% Yes, 16.66% No and 33.33% sometimes. The data also indicates the curricular activities in the private sector with Lecture 83.33% Yes and 8.33% sometime, Group activity 66.66% Yes, 16.66% No and 8.33% sometime, Distribution of notes 50% Yes, 16.66% No and 25% sometime, Seminar in the class 75% Yes, 8.33% No and 8.33% sometime, Group discussion 83.33% Yes and 8.33% No, Panel discussion 33.33% Yes, 33.33% No and 33.33% sometime, Project work 83.33% Yes and 16.66% No, Team teaching 8.33% Yes, 75% No and 16.66% sometime, Class test 91.66% Yes, assignment 91.66% Yes and 8.33% No, Activity based learning 66.66% Yes, 16.66% No and 16.66% in sometime category.

**Table No 37: Provision for Exposure Trips.**

Are Exposure Trips organize?	Government%	Yes	No	Sometimes
		41.66%	8.33%	50%
	Private%	Yes	No	Sometimes
		58.33%		41.66%

Table shows the provision of Exposure trips in Government institution with 41.66% Yes, 8.33% No, 50% sometimes and in Private institution 58.33% Yes and 41.66% sometimes.

**Table No 38: Schedule on Saturday.**

What is the schedule on Saturday?	Govern-ment%	Regular Teaching	Co-curricular activities	Holiday	2nd and 4th Saturday Holiday	Seminars, Mentoring Session
		25%	41.66%	16.66%	25%	8.33%
	Private %	Regular Teaching	Co-curricular activities	Holiday	2nd and 4th Saturday Holiday	Seminars, Mentoring Session
		16.66%	41.66%	33.33%	25%	

The table above shows the Schedule on Saturday in Government with regular teaching 25%, Co-curricular activities 41.66%, Holiday 16.66%, 2<sup>nd</sup> and 4<sup>th</sup> Saturday

holiday 25%, Seminars, mentoring session 8.33% and in Private regular teaching 16.66%, Co-curricular activities 41.66%, holiday 33.33%, 2<sup>nd</sup> and 4<sup>th</sup> Saturday holiday 25%.

**Table No 39: Does your college conduct the following programs?**

<b>Tutorial</b>	<b>Government%</b>	Yes	No	Sometimes
		50%	25%	16.66%
	<b>Private%</b>	Yes	No	Sometimes
		58.33%	16.66%	25%
<b>Remedial</b>	<b>Government%</b>	Yes	No	Sometimes
		66.66%	16.66%	16.66%
	<b>Private%</b>	Yes	No	Sometimes
		58.33%	25%	16.66%
<b>Extra Class</b>	<b>Government%</b>	Yes	No	Sometimes
		66.66%	8.33%	25%
	<b>Private%</b>	Yes	No	Sometimes
		66.66%	8.33%	25%
<b>Coaching Class</b>	<b>Government%</b>	Yes	No	Sometimes
		16.66%	66.66%	16.66%
	<b>Private%</b>	Yes	No	Sometimes
		41.66%	41.66%	16.66%

The above table indicates the Remedial teaching and Extra classes in Government with Tutorial 50% Yes, 25% No, 16.66% sometimes and in Private 58.33% Yes, 16.66% No and 25% sometimes, Remedial classes in Government 66.66% Yes, 16.66% No, 16.66% sometimes and in Private 58.33% Yes, 25% No and 16.66% sometimes, Extra classes in Government 66.66% Yes, 8.33% No, 25% sometimes and in Private 66.66% Yes, 8.33% No and 25% sometimes, Coaching classes in Government 16.66% Yes, 66.66% No, 16.66% sometimes and in Private 41.66% Yes, 41.66% No and 16.66% sometimes.

**Table No 40: Co-curricular Activities.**

<b>Does your College provide the following Curricular activities?</b>	<b>Government%</b>	Yes	No	Sometimes
		75%		25%
	<b>Private%</b>	Yes	No	Sometimes
		91.66%		8.33%

The above data shows that 75% of the Government Colleges organize Co-curricular activities and 25% of the Colleges do sometimes and 91.66% of the Private Colleges organize co-curricular activities and 8.33% in sometimes categories.

**Table No 41: Physical Activities/Games and Sports.**

<b>Physical Activities/Games and Sports</b>			
<b>Government%</b>		<b>Private%</b>	
Football	91.66%	Football	83.33%
Volley ball	91.66%	Volley ball	91.66%
Basket ball	66.66%	Basket ball	91.66%
Table Tennis	66.66%	Table Tennis	75%
Badminton	75%	Badminton	75%
Cricket	25%	Cricket	33.33%
Swimming		Swimming	
Hockey		Hockey	
Track events	58.33%	Track events	58.33%
Shot Put	75%	Shot Put	75%
Discuss throw	75%	Discuss throw	66.66%
Javelin throw	66.66%	Javelin throw	66.66%
Trekking	25%	Trekking	16.66%

Table above indicates the physical activities in the Government institutions with Football 91.66%, Volley Ball 91.66%, Basket Ball 66.66%, Table Tennis 66.66%, Badminton 75%, Cricket 25%, Track events 58.33%, Shot Put 75%, Discuss Throw 75%, Javelin Throw 66.66%, Trekking 25%, and in Private, Football 83.33%, Volley Ball 91.66%, Basket Ball 91.66%, Table Tennis 75%, Badminton 75%, Cricket 33.33%, Track events 58.33%, Shot Put 75%, Discuss Throw 66.66%, Javelin Throw 66.66% and Trekking 16.66%.

**Table No 42: Intellectual Activities.**

<b>Intellectual Activities</b>			
<b>Government%</b>		<b>Private%</b>	
Quiz	75%	Quiz	83.33%
Debate	75%	Debate	91.66%
Extempore speech	91.66%	Extempore speech	75%
Spelling Bee	16.66%	Spelling Bee	16.66%
Reading	41.66%	Reading	41.66%
Elocution	50%	Elocution	41.66%
Poetry Recitation	33.33%	Poetry Recitation	25%
Essay writing	83.33%	Essay writing	75%

The above table shows the Intellectual activities in the Government with Quiz 75%, Debate 75%, extempore speech 91.66%, Spelling Bee 16.66%, Reading 41.66%, Elocution 50%, Poetry Recitation 33.33%, Essay Writing 83.33% and in Private with

Quiz 83.33%, Debate 91.66%, Extempore Speech 75%, Spelling Bee 16.66%, Reading 41.66%, Elocution 41.66%, Poetry Recitation 25% and Essay Writing 75%.

**Table No 43: Cultural Activities.**

<b>Cultural Activities</b>			
<b>Government%</b>		<b>Private%</b>	
Folk Dance	50%	Folk Dance	50%
Folk song	50%	Folk song	41.66%
Drama	58.33%	Drama	75%
Skit	58.33%	Skit	58.33%

The above table shows the Cultural activities in Government with Folk Dance 50%, Folk Song 50%, Drama 58.33%, Skit 58.33% and in Private Folk Dance 50%, Folk Song 41.66%, Drama 75% and Skit 58.33%.

**Table No 44: Aesthetic Activities.**

<b>Aesthetic Activities</b>			
<b>Government%</b>		<b>Private%</b>	
Beauty Contest	16.66%	Beauty Contest	25%
Fashion Show	58.33%	Fashion Show	50%
Couple Show	50%	Couple Show	50%
Flower Show	8.33%	Flower Show	16.66%
Painting	66.66%	Painting	91.66%
Drawing	41.66%	Drawing	83.33%

The above table indicates the Aesthetic activities in Government with Beauty contest 16.66%, Fashion show 58.33%, Couple Show 50%, Flower show 8.33%, Painting 66.66%, drawing 41.66% and in Private Beauty contest 25%, Fashion Show 50%, Couple show 50%, Flower show 16.66%, Painting 91.66% and Drawing 83.33%.

**Table No 45: Clubs/Union/Organization Present in the College.**

<b>Does your College have the following Clubs/ Unions/ Organizations?</b>					
<b>Government%</b>			<b>Private%</b>		
<b>National Service Scheme (NSS)</b>		100%	<b>National Service Scheme (NSS)</b>		100%
<b>National Cadet Corps (NCC)</b>		75%	<b>National Cadet Corps (NCC)</b>		58.33%
<b>Junior Red Cross (JRC)</b>		50%	<b>Junior Red Cross (JRC)</b>		25%
<b>Red Ribbon Club (RRC)</b>		100%	<b>Red Ribbon Club (RRC)</b>		100%
<b>Students Union</b>		100%	<b>Students Union</b>		83.33%
<b>Eco Club</b>		41.66%	<b>Eco Club</b>		41.66%
<b>Any Other</b>	<b>Fine Arts and Performing Club</b>	8.33%	<b>Any Other</b>	<b>Peace Channel, Drama, History Club</b>	16.66%
	<b>Evangelical Union</b>	8.33%			

The above table shows the presence of Clubs/Union/Organization in the Colleges with the Government Colleges having National Service Scheme (NSS) 100%, National



Cadet Corps (NCC) 75%, Junior Red Cross (JRC) 50%, Red Ribbon Club (RRC) 100%, Students Union 100%, Eco Club 41.66%, Fine Arts and Performing Club 8.33%, Evangelical Union 8.33% and in Private, having National Service Scheme (NSS) 100%, National Cadet Corps (NCC) 58.33%, Junior Red Cross (JRC) 25 %, Red Ribbon Club (RRC) 100%, Students Union 83.33%, Eco Club 41.66% and Peace Channel, Drama and History Club 16.66%.

**Table No 46: Important Days Observe in the College.**

<b>Does your college observe the following days?</b>					
<b>Government%</b>			<b>Private%</b>		
<b>Sanitation Day</b>		25%	<b>Sanitation Day</b>		50%
<b>Teacher's Day</b>		58.33%	<b>Teacher's Day</b>		58.33%
<b>World Environment Day</b>		58.33%	<b>World Environment Day</b>		83.33%
<b>Independence Day</b>		91.66%	<b>Independence Day</b>		66.66%
<b>World Literacy Day</b>		16.66%	<b>World Literacy Day</b>		25%
<b>International Woman's Day</b>		25%	<b>International Woman's Day</b>		16.66%
<b>World Aids Day</b>		50%	<b>World Aids Day</b>		33.33%
<b>World Disabled Day</b>		8.33%	<b>World Disabled Day</b>		
<b>Earth Day</b>		33.33%	<b>Earth Day</b>		33.33%
<b>Water Day</b>			<b>Water Day</b>		
<b>Any Other</b>	<b>National Education Day</b>	16.66%	<b>Any Other</b>		
	<b>Republic Day</b>	8.33%			

The above data shows the important days observe in Government Colleges with Sanitation Day 25%, Teachers Day 58.33%, World Environment Day 58.33%, Independence Day 91.66%, World Literacy Day 16.66%, International Woman's Day 25%, World Aids Day 50%, World Disabled Day 8.33%, Earth Day 33.33%, National Education Day 16.66%, Republic Day 8.33% and in Private Colleges, observing Sanitation Day 50%, Teachers Day 58.33%, World Environment Day 83.33%, Independence Day 66.66%, World Literacy Day 25%, International Woman's Day 16.66%, World Aids Day 33.33% and Earth Day 33.33%.

**Table No 47: Guidance and Counselling Cell.**

<b>Does your college have a Guidance and Counselling cell?</b>	<b>Government%</b>	Yes	No
		91.66%	8.33%
	<b>Private%</b>	Yes	No
		91.66%	8.33%

The above table shows that both the Government and Private Colleges having Guidance and Counseling Cell 91.66% and 8.33% without.

**Table No 48: Schedule on Guidance and Counselling.**

How often do you organize Guidance and Counselling program?	Government%	Daily	Weekly	Monthly	Quarterly	Twice in a Year	Annually
			8.33%	8.33%		8.33%	66.66%
	Private%	Daily	Weekly	Monthly	Quarterly	Twice in a Year	Annually
				25%	8.33%	8.33%	50%

The above table indicates the schedule for Guidance and Counseling with the Government having weekly 8.33%, monthly 8.33%, twice in a year 8.33%, annually 66.66% and with Private having monthly 25%, quarterly 8.33%, twice in a year 8.33% and annually 50%.

**Table No 49: Community Participation in the College.**

Do you invite community participation in any of your College function?					
Government%			Private%		
Yes	No	Sometimes	Yes	No	Sometimes
41.66%	8.33%	33.33%	58.33%	16.66%	25%

The above data indicates the Community participation in the College with the Government 41.66% Yes, 8.33% No, 33.33% sometimes and Private Colleges with 58.33% Yes, 16.66% No and 25% in sometimes category.

### C. Comparison of Teaching Methods and Techniques in Government and Private Colleges.

**Table No 50: Teaching methods/Techniques Employed by Teachers in the College.**

Teaching methods/Techniques			
Government%		Private%	
Lecture method	100%	Lecture method	100%
Dictation Method	91.66%	Dictation Method	66.66%
Demonstration Method	41.66%	Demonstration Method	50%
Team Teaching		Team Teaching	16.66%
Power Point Teaching	41.66%	Power Point Teaching	66.66%
Practical Teaching	58.33%	Practical Teaching	41.66%
Role play by involving students	8.33%	Role play by involving students	

Table shows the methods/techniques employed by teachers in the College with the Government employing Lecture method 100%, Dictation method 91.66%,

Demonstration method 41.66%, Power Point Teaching 41.66%, Practical Teaching 58.33%, Role play by involving students 8.33% and in Private colleges employing Lecture method 100%, Dictation method 66.66%, Demonstration method 50%, Team Teaching 16.66%, Power Point Teaching 66.66% and Practical Teaching 41.66%.

**Table No 51: Classroom Technologies used by Teachers.**

<b>Do the Teachers in your College use/apply the following Classroom Teaching Technologies?</b>			
<b>Government%</b>		<b>Private%</b>	
Blackboard	100%	Blackboard	100%
Projector	58.33%	Projector	66.66%
TV	8.33%	TV	8.33%
Computer	66.66%	Computer	58.33%
CD/DVD	16.66%	CD/DVD	50%
Any Other	8.33%	Any Other	

The above table shows the class room technologies with the Government having Blackboard 100%, Projector 58.33%, TV 8.33%, Computer 66.66%, CD/DVD 16.66% Any other 8.33% and in Private having Blackboard 100%, Projector 66.66%, TV 8.33%, Computer 58.33% and CD/DVD 50%.

#### **D. Comparison of Infrastructure and Facilities in Government and Private Colleges.**

**Table No 52: College having own building and type of building.**

<b>Does your College have your own building?</b>	<b>Government%</b>	Yes	No		
		83.33%	16.66%		
	<b>Private%</b>	Yes	No		
		100%			
<b>If yes, type of building?</b>	<b>Government%</b>	RCC Type		Hill Type	Kachha Type
		75.00%			8.33%
	<b>Private%</b>	RCC Type		Hill Type	Kachha Type
		91.66%		16.66%	

The above table shows the infrastructure of the Colleges with the Government with own building 83.33% Yes, 16.66% No and Private 100% Yes. The table also shows that the type of building in government with RCC type is 75%, Kachha type 8.33% and Private with RCC is 91.66% Yes and Hill type 16.66%.

**Table No 53: Facilities available in the College.**

<b>Are the following various facilities available in your College?</b>					
<b>Government%</b>	<b>Yes</b>	<b>No</b>	<b>Private%</b>	<b>Yes</b>	<b>No</b>
<b>Play Ground</b>	58.33%	41.66%	<b>Play Ground</b>	50%	50%
<b>Volley Ball Court</b>	41.66%	58.33%	<b>Volley Ball Court</b>	66.66%	33.33%
<b>Basket Ball Court</b>	16.66%	83.33%	<b>Basket Ball Court</b>	66.66%	33.33%
<b>Teachers Common Room</b>	91.66%	8.33%	<b>Teachers Common Room</b>	91.66%	8.33%
<b>Students Common Room</b>	50%	50%	<b>Students Common Room</b>	75%	25%
<b>Boys Hostel</b>	25%	75%	<b>Boys Hostel</b>	75%	25%
<b>Girls Hostel</b>	33.33%	66.66%	<b>Girls Hostel</b>	83.33%	16.66%
<b>Quarter for Teachers</b>	33.33%	66.66%	<b>Quarter for Teachers</b>	41.66%	58.33%
<b>Quarter for Non-Teaching Staff</b>	50%	50%	<b>Quarter for Non-Teaching Staff</b>	58.33%	41.66%
<b>Toilet For Male Teachers</b>	50%	41.66%	<b>Toilet For Male Teachers</b>	83.33%	16.66%
<b>Toilet For Female Teachers</b>	50%	41.66%	<b>Toilet For Female Teachers</b>	83.33%	16.66%
<b>Girls Toilet</b>	75%	16.66%	<b>Girls Toilet</b>	100%	
<b>Boys Toilet</b>	66.66%	25%	<b>Boys Toilet</b>	100%	
<b>Toilet for People with Disabilities</b>		83.33%	<b>Toilet for People with Disabilities</b>	25%	75%
<b>Room for Major Students</b>	41.66%	58.33%	<b>Room for Major Students</b>	41.66%	58.33%
<b>Computer Room</b>	75%	16.66%	<b>Computer Room</b>	91.66%	8.33%
<b>Auditorium</b>	66.66%	33.33%	<b>Auditorium</b>	66.66%	33.33%
<b>Hall for Indoor Games</b>	50%	50%	<b>Hall for Indoor Games</b>	66.66%	33.33%
<b>Guidance and Counselling Room</b>	8.33%	83.33%	<b>Guidance and Counselling Room</b>	66.66%	33.33%
<b>Safe Drinking Facilities</b>	58.33%	33.33%	<b>Safe Drinking Facilities</b>	91.66%	8.33%
<b>Canteen</b>	75%	25%	<b>Canteen</b>	83.33%	16.66%
<b>Ramp for People with Disabilities</b>	16.66%	75%	<b>Ramp for People with Disabilities</b>	25%	75%
<b>Seminar Hall</b>	16.66%		<b>Seminar Hall</b>	8.33%	

The above table shows the facilities available in the Colleges with Government having Play Ground 58.33% Yes and 41.66% No, Volley Ball Court 41.66% Yes and 58.33% No, Basket Ball Court 16.66% Yes and 83.33% No, Teachers Common Room 91.66% Yes and 8.33% No, Students Common Room 50% Yes and 50% No, Boys

Hostel 25% Yes and 75% No, Girls Hostel 33.33% Yes and 66.66% No, Quarter for Teachers 33.33% Yes and 66.66% No, Quarter for non-teaching staff 50% Yes and 50% No, Toilet for Male Teachers 50% Yes and 41.66% No, Toilet for Female Teachers 50% Yes and 41.66% No, Girls Toilet 75% Yes and 16.66% No, Boys Toilet 66.66% Yes and 25% No, Toilet for people with disabilities 83.33% No, Room for major students 41.66% Yes and 58.33% No, Computer Room 75% Yes and 16.66% No, Auditorium 66.66% Yes and 33.33% No, Hall for Indoor Games 50% Yes and 50% No, Guidance and Counseling Room 8.33% Yes and 83.33% No, Safe Drinking Facilities 58.33% Yes and 33.33% No, Canteen 75% Yes and 25% No, Ramp for people with disabilities 16.66% Yes and 75% No, Seminar Hall 16.66% Yes, and Private Colleges having Play Ground 50% Yes and 50% No, Volley Ball Court 66.66% Yes and 33.33% No, Basket Ball Court 66.66% Yes and 33.33% No, Teachers Common Room 91.66% Yes and 8.33% No, Students Common Room 75% Yes and 25% No, Boys Hostel 75% Yes and 25% No, Girls Hostel 83.33% Yes and 16.66% No, Quarter for Teachers 41.66% Yes and 58.33% No, Quarter for non-teaching staff 58.33% Yes and 41.66% No, Toilet for Male Teachers 83.33% Yes and 16.66% No, Toilet for Female Teachers 83.33% Yes and 16.66% No, Girls Toilet 100% Yes, Boys Toilet 100% Yes, Toilet for people with disabilities 25% Yes and 75% No, Room For Major Students 41.66% Yes and 58.33% No, Computer Room 91.66% Yes and 8.33% No, Auditorium 66.66% Yes and 33.33% No, Hall for indoor Games 66.66% Yes and 33.33% No, Guidance and Counseling Room 66.66% Yes and 33.33% No, Safe Drinking Facilities 91.66% Yes and 8.33% No, Canteen 83.33% Yes and 16.66% No, Ramp for people with disabilities 25% Yes and 75% No, Seminar Hall 8.33% Yes.

**Table No 54: Computer facilities provided to the staff.**

<b>Does your College provide Computer facility to the following?</b>					
<b>Government%</b>	Yes	No	<b>Private%</b>	Yes	No
<b>Principal</b>	100%		<b>Principal</b>	100%	
<b>Vice Principal</b>	91.66%		<b>Vice Principal</b>	91.66%	8.33%
<b>Teachers</b>	75%	16.66%	<b>Teachers</b>	83.33%	16.66%
<b>Students</b>	50%	50%	<b>Students</b>	66.66%	33.33%
<b>Any other</b>			<b>Clerical and Library Section</b>	8.33%	

The above table shows the Computer facilities in Government with Principal 100% Yes, Vice Principal 91.66% Yes, Teachers 75% Yes and 16.66% No, Students

50% Yes and 50% No, and in Private with Principal 100% Yes, Vice Principal 91.66% Yes and 8.33% No, Teachers 83.33% Yes and 16.66% No, Students 66.66% Yes and 33.33% No, Clerical and Library section 8.33% Yes.

**Table No 55: Computer for Ministerial staff And Internet Facility.**

<b>Sufficient computers for Ministerial staff and Internet Facility.</b>					
<b>Government</b>	<b>Yes</b>	<b>No</b>	<b>Private</b>	<b>Yes</b>	<b>No</b>
<b>Does your College have sufficient computers to carry out the office work by the Ministerial staff?</b>	83.33%	16.66%	<b>Does your College have sufficient computers to carry out the office work by the Ministerial staff?</b>	91.66%	8.33%
<b>Is your computers connected with internet facility?</b>	75%	25%	<b>Is your computers connected with internet facility?</b>	91.66%	8.33%

The above table shows sufficient Computers in Government College for ministerial staff 83.33% Yes and 16.66% No, Computer with internet 75% Yes and 25% No, In Private sufficient computers for ministerial staff 91.66% Yes and 8.33% No, Computers with internet facilities 91.66% Yes and 8.33% No.

**Table No 56: Library, Xerox and Canteen Facility.**

<b>Library, Xerox and Canteen facility.</b>					
<b>Government%</b>	<b>Yes</b>	<b>No</b>	<b>Private%</b>	<b>Yes</b>	<b>No</b>
<b>Does your College have a Library?</b>	100%		<b>Does your College have a Library?</b>	100%	
<b>Is your computers connected with internet facility?</b>	33.33%	66.66%	<b>Is your computers connected with internet facility?</b>	66.66%	33.33%
<b>Does your college have a Xerox Centre?</b>	83.33%	16.66%	<b>Does your college have a Xerox Centre?</b>	91.66%	8.33%
<b>Do your college have a Canteen?</b>	75%	25%	<b>Do your College have a Canteen?</b>	83.33%	16.66%

Table above shows the availability of Library and Facilities in the Colleges with the Government with College Library 100% Yes, Library connected with internet 33.33% Yes and 66.66% No, Xerox Centre 83.33% Yes and 16.66% No, College Canteen 75% Yes and 25% No and in Private colleges with College Library 100%, Library connected with internet 66.66% Yes and 33.33% No, Xerox Centre 91.66% Yes and 8.33% No, College Canteen 83.33% Yes and 16.66% No.

**Table No 57: Library Equipment and Books.**

<b>Library Equipment and Books</b>							
<b>Government%</b>	Yes	No	To Some Extend	<b>Private%</b>	Yes	No	To Some Extend
<b>Is your Library equipped with the latest books?</b>	25%	16.66 %	58.33%	<b>Is your Library equipped with the latest books?</b>	83.33%		16.66 %
<b>Library well stocked with Text Books</b>	41.66 %		50%	<b>Library well stocked with Text Books</b>	50%	8.33%	33.33 %
<b>Journals</b>	25%	16.66 %	50%	<b>Journals</b>	33.33%	16.66 %	50%
<b>Magazines</b>	25%	8.33 %	58.33%	<b>Magazines</b>	50%	8.33%	41.66 %
<b>Encyclopaedias</b>	25%	8.33 %	58.33%	<b>Encyclopaedias</b>	41.66%		58.33 %
<b>News Paper</b>	33.33 %	8.33 %	50%	<b>News Paper</b>	83.33%		16.66 %
<b>Any Other References</b>	8.33 %			<b>Any Other References</b>	8.33%		

The above table shows the Library equipment and books in Government with Library equipped with latest books 25% Yes, 16.66% No and 58.33% to some extent, Library well stocked with text books 41.66% Yes and 50% to some extent, Journals 25% Yes, 16.66% No and 50% to some extent, Magazines 25% Yes, 8.33% No and 58.33% to some extent, Encyclopedias 25% Yes, 8.33% No and 58.33% to some extent, News Paper 33.33% Yes, 8.33% No and 50% to some extent, any other references 8.33% Yes and in Private with Library equipped with latest books 83.33% Yes and 16.66% to some extent, Library well stocked with text books 50% Yes, 8.33% No and 33.33% to some extent, Journals 33.33% Yes, 16.66% No and 50% to some extent, Magazines 50% Yes, 8.33% No and 41.66% to some extent, Encyclopedias 41.66% Yes and 58.33% to some extent, News Paper 83.33% Yes and 16.66% to some extent, Any other references 8.33% Yes.

#### **E. Comparison of the Problems in Government and Private Colleges.**

**Table No 58: Problems of the College in Regard to Infrastructures.**

<b>Does your college face any problems with regard to Infrastructure?</b>							
<b>Government%</b>	Yes	No	To some Extend	<b>Private%</b>	Yes	No	To some Extend
	58.33%		25%		16.66%	33.33%	50%

<b>Indicated Areas</b>				<b>Indicated Areas</b>			
<b>Less number of class room</b>	33.33%	16.66 %	41.66%	<b>Less number of class room</b>	8.33%	50%	41.66%
<b>Less number of desk and benches</b>	8.33%	58.33 %	25%	<b>Less number of desk and benches</b>		91.66%	8.33%
<b>Improper arrangement of class rooms</b>	16.66%	50%	25%	<b>Improper arrangement of class rooms</b>		100%	
<b>Poor visibility by the last benchers</b>	8.33%	50%	33.33%	<b>Poor visibility by the last benchers</b>	8.33%	91.66%	
<b>No proper ventilation</b>	8.33%	66.66 %	16.66%	<b>No proper ventilation</b>		100%	
<b>No play ground</b>	41.66%	50%		<b>No play ground</b>	25%	66.66%	8.33%
<b>No recreational Hall</b>	58.33%	25%	8.33%	<b>No recreational Hall</b>	25%	75%	
<b>No proper college fencing</b>	50%	8.33%	33.33%	<b>No proper college fencing</b>	41.66%	58.33%	
<b>Improper light connection</b>	16.66%	66.66 %	8.33%	<b>Improper light connection</b>		100%	
<b>No separate room for students union office</b>	50%	41.66 %		<b>No separate room for students union office</b>	8.33%	91.66%	
<b>Lack of safe drinking water facility</b>	33.33%	50%	8.33%	<b>Lack of safe drinking water facility</b>	8.33%	83.33%	8.33%
<b>No black board</b>		91.66 %		<b>No black board</b>		100%	
<b>Insufficient Toilets</b>	50%	25%	16.66%	<b>Insufficient Toilets</b>		91.66%	8.33%
<b>No proper staff room</b>	41.66%	33.33 %	16.66%	<b>No proper staff room</b>		100%	
<b>Any other</b>				<b>Any other</b>			
<b>No recreation Centre for teachers</b>	8.33%						
<b>Lack of Space in Library for reading</b>	8.33%						

The above table shows the problems faced by the colleges in the Government with college faced with regard to infrastructure 58.33% Yes and 25% to some extent, Less number of class room 33.33% Yes, 16.66% No and 41.66% to some extent, Less number of Desk and Benches 8.33% Yes, 58.33% No and 25% to some extent, Improper arrangement of class rooms 16.66% Yes, 50% No and 25% to some extent, Poor visibility by the last benchers 8.33% Yes, 50% No and 33.33% to some extent, No proper ventilation 8.33% Yes, 66.66% No and 16.66% to some extent, No playground 41.66% Yes and 50% No, No recreation hall 58.33% Yes, 25% No and 8.33% to some



extent, No proper college fencing 50% Yes, 8.33% No and 33.33% to some extent, Improper light connection 16.66% Yes, 66.66% No and 8.33% to some extent, No separate room for students union office 50% Yes and 41.66% No, Lack of safe drinking water facility 33.33% Yes, 50% No and 8.33% to some extent, No blackboard 91.66% No, Insufficient toilets 50% Yes, 25% No and 16.66% to some extent, No proper staff room 41.66% Yes, 33.33% No and 16.66% to some extent, No recreation Centre for teachers 8.33% Yes, Lack of space in library for reading 8.33% Yes and in Private college faced problems with regard to Infrastructure 16.66% Yes, 33.33% No and 50% to some extent, Less number of class room 8.33% Yes, 50% No and 41.66% to some extent, Less number of desk and benches 91.66% No and 8.33% to some extent, Improper arrangement of class rooms 100% No, Poor visibility by the last benchers 8.33% Yes and 91.66% No, No proper ventilation 100% No, No playground 25% Yes, 66.66% No and 8.33% to some extent, No recreation hall 25% Yes and 75% No, No proper College fencing 41.66% Yes and 58.33% No, Improper light connection 100% No, No separate room for students union office 8.33% Yes and 91.66% No, Lack of safe drinking water facility 8.33% Yes, 83.33% No and 8.33% to some extent, No blackboard 100% No, Insufficient toilets 91.66% No and 8.33% to some extent, No proper staff room 100% No.

**Table No 59: Problems with regard to Management/Administration.**

<b>Government%</b>	<b>Yes</b>	<b>No</b>	<b>To Some Extent</b>	<b>Private%</b>	<b>Yes</b>	<b>No</b>	<b>To Some Extent</b>
<b>Does your College face any problems with regard to management/ administration?</b>		25%	66.66 %	<b>Does your College face any problems with regard to management/ administration?</b>	8.33 %	33.33 %	58.33%
<b>Indicated Areas</b>				<b>Indicated Areas</b>			
<b>Inadequate Number of Teaching Staff</b>	25%	33.33 %	25%	<b>Inadequate Number of Teaching Staff</b>	8.33 %	83.33 %	8.33%
<b>Inadequate no of Non-Teaching Staff</b>	16.66 %	50%	16.66 %	<b>Inadequate no of Non-Teaching Staff</b>	8.33 %	83.33 %	8.33%
<b>Teacher-Student Relation</b>	16.66 %	41.66 %	16.66 %	<b>Teacher-Student Relation</b>		91.66 %	8.33%

<b>Inadequate ICT Facility</b>	33.33 %	33.33 %	16.66 %	<b>Inadequate ICT Facility</b>	16.66 %	66.66 %	16.66 %
<b>Lack of Dedicated Staffs</b>	25 %	33.33 %	33.33 %	<b>Lack of Dedicated Staffs</b>		83.33 %	16.66 %
<b>Lack of Moral Responsibility</b>	8.33 %	50 %	33.33 %	<b>Lack of Moral Responsibility</b>		91.66 %	8.33 %
<b>Improper set up of Managing Board</b>	16.66 %	58.33 %		<b>Improper set up of Managing Board</b>	8.33 %	83.33 %	8.33 %
<b>Lack of Communication Skills</b>		50 %	25 %	<b>Lack of Communication Skills</b>	16.66 %	83.33 %	
<b>Absenteeism Among Teachers</b>		41.66 %	50 %	<b>Absenteeism Among Teachers</b>		83.33 %	16.66 %
<b>Absenteeism Among Students</b>	8.33 %	41.66 %	33.33 %	<b>Absenteeism Among Students</b>	16.66 %	41.66 %	41.66 %

The above table shows the problems faced by the colleges with regard to management/administration with the Government problems in regard to management/administration 25% No and 66.66% to some extent, Inadequate number of teaching staff 25% Yes, 33.33% No and 25% to some extent, Inadequate number of non-teaching staff 16.66% Yes, 50% No and 16.66% to some extent, Teacher-student relation 16.66% Yes, 41.66% No and 16.66% to some extent, Inadequate ICT facility 33.33% Yes, 33.33% No and 16.66% to some extent, Lack of dedicated staffs 25% Yes, 33.33% No and 33.33% to some extent, Lack of moral responsibility 8.33% Yes, 50% No and 33.33% to some extent, Improper setup of managing board 16.66% Yes and 58.33% No, Lack of communication skills 50% No and 25% to some extent, Absenteeism among teachers 41.66% No and 50% to some extent, Absenteeism among students 8.33% Yes, 41.66% No and 8.33% to some extent and in Private college problems with regard to management/administration 8.33% Yes, 33.33% No and 58.33% to some extent, Inadequate number of teaching staff 8.33% Yes, 83.33% No and 8.33% to some extent, Inadequate number of non-teaching staff 8.33% Yes, 83.33% No and 8.33% to some extent, Teacher-student relation 91.66% No and 8.33% to some extent, Inadequate ICT facility 16.66% Yes, 66.66% No and 16.66% to some extent, Lack of dedicated staffs 83.33% No and 16.66% to some extent, Lack of moral responsibility 91.66% No and

8.33% to some extent, Improper setup of managing board 8.33% Yes, 83.33% No and 8.33% to some extent, Lack of communication skills 16.66% Yes and 83.33% No, absenteeism among teachers 83.33% No and 16.66% to some extent, Absenteeism among students 16.66% Yes, 41.66% No and 41.66% to some extent.

**Table No 60: Problems with Regard to Finances.**

<b>Government%</b>	<b>Yes</b>	<b>No</b>	<b>To some extend</b>	<b>Private%</b>	<b>Yes</b>	<b>No</b>	<b>To some extend</b>
<b>Does your College face any problems with regard to Finances?</b>	8.33%		50%	<b>Does your College face any problems with regard to Finances?</b>	25%		66.66%
<b>Indicated Areas</b>				<b>Indicated Areas</b>			
<b>Insufficient Salary of the Teaching staff</b>	8.33%	66.66%	8.33%	<b>Insufficient Salary of the Teaching staff</b>	33.33%	33.33%	25%
<b>No proper financial grants from the Govt.</b>	50%	16.66%	25%	<b>No proper financial grants from the Govt.</b>	66.66%	8.33%	16.66%
<b>Tuition fees not paid in Time</b>	8.33%	83.33%		<b>Tuition fees not paid in Time</b>	41.66%	33.33%	25%
<b>Lack of Finance for College development</b>	66.66%	8.33%	16.66%	<b>Lack of Finance for College development</b>	50%		41.66%
<b>Lack of money for Co-curricular Activities</b>	50%	8.33%	33.33%	<b>Lack of money for Co-curricular Activities</b>	25%	41.66%	25%
<b>Any Other</b>				<b>Any Other</b>			

The above table shows the problems regarding to finances with the Government faced problems with regard to finances 8.33% Yes and 50% to some extent, Insufficient salary of teaching staff 8.33% Yes, 66.66% No and 8.33% to some extent, No proper financial grants from the government 50% Yes, 16.66% No and 25% to some extent, Tuition fees not paid in time 8.33% Yes and 83.33% No, Lack of finance for college development 66.66% Yes, 8.33% No and 16.66% to some extent, Lack of money for co-curricular activities 50% Yes, 8.33% No and 33.33% to some extent and in Private college faced problems with regard to finances 25% Yes and 66.66% to some extent, Insufficient salary of the teaching staff 33.33% Yes, 33.33% No and 25% To some

extent, No proper financial grants from the government 66.66% Yes, 8.33% No and 16.66% to some extent, Tuition fees not paid in time 41.66% Yes, 33.33% No and 25% to some extent, Lack of finance for college development 50% Yes and 41.66% to some extent, Lack of money for co-curricular activities 25% Yes, 41.66% No and 25% to some extent.

**Table No 61: Problems with regard to Academic Achievements.**

<b>Government%</b>	Yes	No	To some extend	<b>Private%</b>	Yes	No	To some extend
<b>Does your college face any problems with regard to Academic achievements?</b>	8.33%	16.66%	50%	<b>Does your college face any problems with regard to Academic achievements?</b>	8.33 %	25%	66.66%
<b>Indicated Areas</b>				<b>Indicated Areas</b>			
<b>Incompetency of Teachers</b>		66.66%	16.66 %	<b>Incompetency of Teachers</b>		91.66 %	8.33%
<b>Lack of Teacher's dedication</b>		33.33%	50%	<b>Lack of Teacher's dedication</b>		91.66 %	8.33%
<b>Course could not be covered on Time</b>	8.33%	75%		<b>Course could not be covered on Time</b>	8.33 %	91.66 %	
<b>Students don't attend the class regularly</b>	33.33%	33.33%	25%	<b>Students don't attend the class regularly</b>	16.66 %	50%	33.33%
<b>Student don't study at home</b>	41.66%	8.33%	33.33 %	<b>Student don't study at home</b>	33.33 %	33.33 %	33.33%
<b>Result comes out late</b>	16.66%	41.66%	25%	<b>Result comes out late</b>	16.66 %	58.33 %	25%

The above table shows Government Colleges with regard to faced Academic achievement is 8.33% Yes, 16.66% No and 50% to some extent, Incompetency of teachers 66.66% No and 16.66% to some extent, Lack of teachers dedication 33.33% No and 50% to some extent, Course could not be covered on time 8.33% Yes and 75% No, Students don't attend class regularly 33.33% Yes, 33.33% No and 25% to some extent, Students don't study at home 41.66% Yes, 8.33% No and 33.33% to some extent, Result comes out late 16.66% Yes, 41.66% No and 25% to some extent, and in the case of Private Colleges, faced problems with regard to Academic Achievement is 8.33% Yes, 25% No and 66.66% to some extent, Incompetency of teachers 91.66% No and 8.33%

To some extent, Lack of teachers dedication 91.66% No and 8.33% to some extent, Course could not be covered on time 8.33% Yes and 91.66% No, Students don't attend class regularly 16.66% Yes, 50% No and 33.33% To some extent, Students don't study at home 33.33% Yes, 33.33% No and 33.33% To some extent, Result comes out late 16.66% Yes, 58.33% No and 25% To some extent.

**Table No 62: Problems with regard to Co-curricular Activities.**

<b>Government%</b>	Yes	No	To some Extent	<b>Private%</b>	Yes	No	To some Extent
<b>Does your College face any problems with regard to Co-curricular activities?</b>	16.66 %	16.66 %	41.66%	<b>Does your College face any problems with regard to Co-curricular activities</b>	25%	16.66 %	58.33 %
Indicated Areas				Indicated Areas			
<b>No play ground</b>	50%	41.66 %		<b>No play ground</b>	25%	58.33 %	16.66 %
<b>Inadequate sports facilities</b>	75%	8.33 %	8.33%	<b>Inadequate sports facilities</b>	25%	41.66 %	33.33 %
<b>Lack of time to organize co-curricular activities</b>	33.33 %	16.66 %	41.66%	<b>Lack of time to organize co-curricular activities</b>	8.33%	58.33 %	33.33 %
<b>No expert to manage the same</b>	41.66 %	33.33 %	16.66%	<b>No expert to manage the same</b>	25%	50%	25%

The above table shows that Faced problems with regard to Co-curricular activities with Government Colleges 16.66% Yes, 16.66% No and 41.66% to some extent, No playground 50% Yes, 41.66% No, Inadequate sports facility 75% Yes, 8.33% No, 8.33% to some extent, Lack of time to organize Co-curricular Activities 33.33% Yes, 16.66% No, 41.66% to some extent, No Expert to manage the same 41.66% Yes, 33.33% No, 16.66% to some extent and problem faced with regard to Co-curricular Activities in Private Colleges 25% Yes, 16.66% No and 58.33% To some extent, No playground 25% Yes, 58.33% No, 16.66% to some extent, Inadequate sports facility 25% Yes, 41.66% No, 33.33% to some extent, Lack of time to organize co-curricular

activities 8.33% Yes, 58.33% No and 33.33% To some extent, No expert to manage the same 25% Yes, 50% No and 25% To some extent.

#### F. Comparison of the Academic Performance of Government and Private Colleges.

**Table No 63: Degree Arts Results for the last Five years (2013-2017)**

Year	No. of Candidates Appeared		No. of Candidates Passed		Pass Percentage	
	Govt.	Private	Govt.	Private	Govt.	Private
<b>2013</b>	1590	1413	705	856	44%	61%
<b>2014</b>	2346	1715	1957	1500	83%	87%
<b>2015</b>	584	1504	574	743	98%	49%
<b>2016</b>	1183	1202	998	1067	84%	89%
<b>2017</b>	1333	1265	683	754	51 %	60%
<b>Total Percentage</b>					<b>72%</b>	<b>69%</b>

*Source: Secondary: NU Results Lumami: (2013-2017)*

It is evident from above table that the Academic performance of Private Colleges as per NU Degree Arts results has been relatively better during the last five years. The pass percentage of the students in the Degree Arts examination of the Private Colleges remained consistent throughout the five (5) years period except in the year 2015, the pass percentage had an average of only 49% whereas Government Colleges had an average of 98% which brought the total average performance of Government Colleges with 3% higher than Private Colleges for the last five years.

**Table No 64: Award or Incentives for meritorious students.**

Table No 64. Award or incentives for meritorious students.									
Government%		Yes	No	Sometimes	Private%		Yes	No	Sometimes
Does your College offer any award or incentives to meritorious students?		50%	16.66 %	25%	Does your College offer any award or incentives to meritorious students?		83.33 %	8.33 %	8.33%
If yes, In what way?					If yes, In what way?				
Cash award	Certifi- cate	Medal	Tro- phy	Book	Cash award	Certifi- cate	Medal	Tro- phy	Book
66.66%	66.66%	8.33%	8.33 %		75%	75%	8.33%	16.6 6%	16.66 %

The above table shows the academic performance of the colleges with Government institutions, with any award or incentive to meritorious students 50% Yes, 16.66% No and 25% sometimes, With cash award 66.66%, Certificate 66.66%, Medal

8.33% and Trophy 8.33%, and with Private institutions, any award or incentive to meritorious students 83.33% Yes, 8.33% No and 8.33% sometimes, With Cash award 75%, Certificate 75%, Medal 8.33%, Trophy 16.66% and Book 16.66%.

**Table No 65: Satisfaction of College Performance.**

<b>Government</b>	Yes	No	To some extend	<b>Private</b>	Yes	No	To some extend
<b>Are you satisfied with the performance of your College?</b>	41.66 %	16.66 %	33.33%	<b>Are you satisfied with the performance of your College?</b>	66.66 %		33.33%

The above table shows satisfaction of performance in Government College with 41.66% Yes, 16.66% No and 33.33% to some extent and satisfaction of performance in Private College with 66.66% Yes and 33.33% to some extent.

**Table No 66: Service of Ministerial Staffs.**

<b>Government%</b>	Yes	No	To some extent	<b>Government%</b>	Yes	No	To some extent
<b>Is the College Ministerial staff rendering sufficient support to the academic performance of students?</b>	66.66 %	8.33 %	25%	<b>Is the College Ministerial staff rendering sufficient support to the academic performance of students?</b>	83.33 %		16.66%

Ministerial staff rendering sufficient support to the Academic performance in Government Colleges with 66.66% Yes, 8.335 No and 25% to some extent and Ministerial staff rendering sufficient support to Academic performance in Private Colleges with 83.33% Yes, and 33.33% to some extent.

**Table No 67: Category of College doing better.**

<b>In your opinion what type of College is doing better?</b>	<b>Government %</b>	<b>Private %</b>	<b>In your opinion what type of College is doing better?</b>	<b>Government %</b>	<b>Private %</b>
	16.66%	83.33%		8.33%	91.66%

The above table shows the opinion of Government on which side is doing better with 16.66% on Government and 83.33% on Private. Also the opinion of Private on which side is doing better with 8.33% on Government and 91.66% on Private. Both

Government and Private Institutions indicated that Private Colleges are doing much better.

#### G. Comparison of the Factors Responsible for Good and Poor Performance of Government and Private Colleges.

**Table No 68: Factors responsible for the good performance of the College.**

<b>Factors responsible for the good performance of the college</b>		<b>Government %</b>	<b>Private%</b>
<b>Qualified Teachers</b>	Yes	58.33%	50%
	No		8.33%
	To some extend	25%	41.66%
<b>Regular Teacher</b>	Yes	91.66%	75%
	No	8.33%	16.66%
	To some extend		16.66%
<b>Experienced Teacher</b>	Yes	83.33%	58.33%
	No		8.33%
	To some extend	16.66%	33.33%
<b>Trained Teachers</b>	Yes	66.66%	50%
	No		16.66%
	To some extend	33.33%	41.66%
<b>Dedicated Teachers</b>	Yes	91.66%	83.33%
	No		
	To some extend		16.66%
<b>Interest on the part of the students</b>	Yes	100%	66.66%
	No		
	To some extend		33.33%
<b>Hard work on the part of the students</b>	Yes	91.66%	83.33%
	No		
	To some extend	8.33%	16.66%
<b>Regularity on the part of the students</b>	Yes	83.33%	83.33%
	No		
	To some extend	16.66%	16.66%
<b>Good study habits of the students</b>	Yes	91.66%	58.33%
	No		16.66%
	To some extend		25%
<b>Remedial classes of the students</b>	Yes	66.66%	58.33%
	No		16.66%
	To some extend	33.33%	25%
<b>Coaching classes</b>	Yes	50%	33.33%
	No		16.66%
	To some extend	33.33%	50%
<b>Strict Discipline</b>	Yes	50%	50%
	No		
	To some extend	41.66%	50%



<b>Commitment of Head of the Institution</b>	Yes	91.66%	75%
	No		16.66%
	To some extend	8.33%	8.33%
<b>Motivation from Head and teachers</b>	Yes	91.66%	75%
	No		16.66%
	To some extend	8.33%	8.33%
<b>Good Ministerial staff</b>	Yes	75%	75%
	No	8.33%	16.66%
	To some extend	8.33%	8.33%
<b>Good classroom facilities</b>	Yes	58.33%	66.66%
	No		8.33%
	To some extend	33.33%	25%
<b>Good teaching materials</b>	Yes	75%	91.66%
	No		
	To some extend	16.66%	8.33%
<b>Well manage administration</b>	Yes	83.33%	91.33%
	No		8.33%
	To some extend	8.33%	
<b>Well communication skills</b>	Yes	50%	75%
	No		8.335
	To some extend	41.66%	16.66%
<b>Good teaching skills</b>	Yes	91.66%	58.33%
	No		16.66%
	To some extend		33.33%
<b>Good college building</b>	Yes	41.66%	58.33%
	No	8.33%	16.66%
	To some extend	41.66%	33.33%
<b>Proper library</b>	Yes	91.66%	91.66%
	No		8.33%
	To some extend		
<b>Availability of ICT</b>	Yes	58.33%	83.33%
	No		8.33%
	To some extend	33.33%	8.33%
<b>Proper Infrastructure</b>	Yes	58.33%	66.66%
	No		
	To some extend	33.33%	33.33%
<b>College away from any pollution</b>	Yes	41.66%	58.33%
	No		8.33%
	To some extend	50%	25%
<b>Conducting all Co-curricular activities</b>	Yes	41.66%	66.66%
	No	16.66%	
	To some extend	33.33%	33.33%

The above table indicates the factors responsible for the good performance of the college with the Government having Qualified teachers 58.33% Yes, 25% To some

extent, Regular teacher 91.66% Yes and 8.33% No, Experienced teacher 83.33% Yes and 16.66% To some extent, Trained teachers 66.66% Yes and 33.33% To some extent, Dedicated teachers 91.66% Yes, Interest on the part of the students 100% Yes, Hard work on the part of the students 91.66% Yes and 8.33% To some extent, Regularity on the part of the students 83.33% Yes and 16.66% To some extent, Good study habits of the students 91.66% Yes, Remedial classes of the students 66.66% Yes and 33.33% To some extent, Coaching classes 50% Yes and 33.33% To some extent, Strict discipline 50% Yes and 41.66% To some extent, Commitment of head of the institution 91.66% Yes and 8.33% To some extent, Motivation from head and teachers 91.66% Yes and 8.33% To some extent, Good ministerial staff 75% Yes, 8.33% No and 8.33% To some extent, Good classroom facilities 58.33% Yes and 33.33% To some extent, Good teaching materials 75% Yes and 16.66% To some extent, Well manage administration 83.33% Yes and 8.33% To some extent, Well communication skills 50% Yes and 41.66% To some extent, Good teaching skills 91.66% Yes, Good college building 41.66% Yes, 8.33% No and 41.66% To some extent, Proper library 91.66% Yes, Availability of ICT 58.33% Yes and 33.33% To some extent, Proper infrastructure 58.33% Yes and 33.33% To some extent, College away from any pollution 41.66% Yes and 50% To some extent, Conducting all co-curricular activities 41.66% Yes, 16.66% No and 33.33% To some extent.

The above table also reveals the factors responsible for the good performances of the Private colleges having Qualified teachers 50% Yes, 8.33% No and 41.66% To some extent, Regular teacher 75% Yes, 16.66% No and 16.66% To some extent, Experienced teacher 58.33% Yes, 8.33% No and 33.33% To some extent, Trained teachers 50% Yes, 16.66% No and 41.66% To some extent, Dedicated teachers 83.33% Yes and 16.66% To some extent, Interest on the parts of the students 66.66% Yes and 33.33% To some extent, Hard work on the parts of the students 83.33% Yes and 16.66% To some extent, Regularity on the parts of the students 83.33% Yes and 16.66% To some extent, Good study habits of the students 58.33% Yes, 16.66% No and 25% To some extent, Remedial classes of the students 58.33% Yes, 16.66% No and 25% To some extent, Coaching classes 33.33% Yes, 16.66% No and 50% To some extent, strict discipline 50% Yes and 50% To some extent, Commitment of head of institution 75% Yes, 16.66% No and

8.33% To Some extent, Motivation from the head 75% Yes, 16.66% No and 8.33% To some extent, Good ministerial staff 75% Yes, 16.66% No and 8.33% To some extent, Good classroom facilities 66.66% Yes, 8.33% No and 25% To some extent, Good teaching materials 91.66% Yes and 8.33% To some extent, Well manage administration 91.33% Yes and 8.33% No, Well communication skills 75% Yes, 8.33% No and 16.66% To some extent, Good teaching skills 58.33% Yes, 16.66% No and 33.33% To some extent, Good college building 58.33% Yes, 16.66% No and 33.33% To some extent, Proper library 91.66% Yes and 8.33% No, Availability of ICT 83.33% Yes, 8.33% No and 8.33% To some extent, Proper infrastructure 66.66% Yes and 33.33% To some extent, College away from any pollution 58.33% Yes, 8.33% No and 25% To some extent, Conducting all co-curricular activities 66.66% Yes and 33.33% To some extent.

**Table No 69: Factors Responsible for Poor Performance of the College.**

<b>Factors responsible for poor performance of the college</b>		<b>Government/%</b>	<b>Private%</b>
<b>Weak management</b>	Yes	75%	50%
	No		
	To some extend	16.66%	50%
<b>Lack of infrastructure</b>	Yes	41.66%	33.33%
	No	8.33%	8.33%
	To some extend	50%	58.33%
<b>Improper location of the college</b>	Yes	41.66%	16.66%
	No		8.33%
	To some extend	50%	75%
<b>Financial constrain</b>	Yes	58.33%	66.66%
	No		
	To some extend	41.66%	33.33%
<b>Less emphasis on co-curricular activities</b>	Yes	25%	33.33%
	No	41.66%	16.66%
	To some extend	25%	50%
<b>Lack of ICT facility</b>	Yes	41.66%	25%
	No		
	To some extend	50%	75%
<b>Frequent teachers absenteeism</b>	Yes	83.33%	58.33%
	No		
	To some extend	8.33%	41.66%
<b>Inability of teachers to finish course</b>	Yes	75%	58.33%
	No		16.66%
	To some extend	16.66%	25%

<b>Lack of students interest</b>	Yes	100%	58.33%
	No		
	To some extend		41.66%
<b>Lack of teachers dedication</b>	Yes	91.66%	50%
	No		8.33%
	To some extend		41.66%
<b>Lack of concern on the part of principal</b>	Yes	75%	41.66%
	No		16.66%
	To some extend	8.33%	41.66%
<b>Insincerity of ministerial staff</b>	Yes	41.66%	33.33%
	No	8.33%	33.33%
	To some extend	41.66%	33.33%
<b>Frequent transfer of teachers</b>	Yes	66.66%	25%
	No		16.66%
	To some extend	25%	50%
<b>No job security for the college staff</b>	Yes	50%	41.66%
	No	8.33%	25%
	To some extend	25%	33.33%
<b>Lack of Remedial teaching</b>	Yes	41.66%	25%
	No	8.33%	33.33%
	To some extend	41.66%	41.66%
<b>Lack of resources</b>	Yes	41.66%	33.33%
	No	8.33%	16.66%
	To some extend	50%	50%
<b>Too many extra-curricular activities</b>	Yes	41.66%	
	No	16.66%	33.33%
	To some extent	41.66%	66.66%
<b>Lack of proper classroom management</b>	Yes	33.33%	8.33%
	No	41.66%	33.33%
	To some extend	16.66%	58.33%
<b>Lack of proper library</b>	Yes	83.33%	50%
	No		16.66%
	To some extend	16.66%	33.33%
<b>Lack of proper academic guidance</b>	Yes	66.66%	41.66%
	No		16.66%
	To some extend	25%	41.66%
<b>Lack of qualified teachers</b>	Yes	58.33%	25%
	No		33.33%
	To some extend	33.33%	41.66%
<b>Lack of students responsibility</b>	Yes	75%	33.33%
	No		16.66%
	To some extend	25%	50%
<b>Less concern of managing board</b>	Yes	33.33%	33.33%
	No	8.33%	16.66%
	To some extend	50%	50%

<b>Weak teachers-students relationship</b>	Yes	33.33%	25%
	No	8.33%	25%
	To some extent	50%	50%
<b>Weak co-ordination among college staffs</b>	Yes	50%	16.66%
	No		25%
	To some extent	41.66%	58.33%

The above table reveals the factors responsible for the poor management of the Colleges in government with Weak management 75% Yes and 16.66% To some extent, Lack of infrastructure 41.66% Yes, 8.33% No and 50% To some extent, Improper location of the college 41.66% Yes and 50% To some extent, Financial constrain 58.33% Yes and 41.66% To some extent, Less emphasis on co-curricular activities 25% Yes, 41.66% No and 25% To some extent, Lack of ICT facility 41.66% Yes and 50% To some extent, Frequent teachers absenteeism 83.33% Yes and 8.33% To some extent, Inability of teachers to finish course 75% Yes and 16.66% To some extent, Lack of students interest 100% Yes, Lack of teachers dedication 91.66% Yes, Lack of concern on the part of principal 75% Yes and 8.33% To some extent, Insincerity of ministerial staff 41.66% Yes, 8.33% No and 41.66% To some extent, Frequent transfer of teachers 66.66% Yes and 25% To some extent, No job security for the college staff 50% Yes, 8.33% No and 25% To some extent, Lack of remedial teaching 41.66% Yes, 8.33% No and 41.66% To some extent, Lack of resources 41.66% Yes, 8.33% No and 50% To some extent, Too many extra-curricular activities 41.66% Yes, 16.66% No and 41.66% To some extent, Lack of proper classroom management 33.33% Yes, 41.66% No and 16.66% To some extent, Lack of proper library 83.33% Yes and 16.66% To some extent, Lack of proper academic guidance 66.66% Yes and 25% To some extent, Lack of quality teachers 58.33% Yes and 33.33% To some extent, Lack of students responsibility 75% Yes and 25% To some extent, Less concern of managing board 33.33% Yes, 8.33% No and 50% To some extent, Weak teachers-students relationship 33.33% Yes, 8.33% No and 50% To some extent, Weak co-ordination among college staffs 50% Yes and 41.66% To some extent.

The above table also shows the factors responsible for the poor management of the Private colleges with Weak management 50% Yes and 50% To some extent, Lack of infrastructure 33.33% Yes, 8.33% no and 58.33% To some extent, Improper location of the college 16.66% Yes, 8.33% No and 75% To some extent, financial constrain 66.66%

Yes and 33.33% To some extent, Less emphasis on co-curricular activities 33.33% Yes, 16.66% No and 50% To some extent, Lack of ICT facility 25% Yes and 75% To some extent, Frequent teachers absenteeism 58.33% Yes and 41.66% To some extent, Inability of teachers to finish course 58.33% Yes, 16.66% No and 25% To some extent, Lack of students interest 58.33% Yes and 41.66% To some extent, Lack of teachers dedication 50% Yes, 8.33% No and 41.66% To some extent, Lack of concern on the part of principal 41.66% Yes, 16.66% No and 41.66% To some extent, Insincerity of ministerial staff 33.33% Yes, 33.33% No and 33.33% To some extent, Frequent transfer of teachers 25% Yes, 16.66% No and 50% To some extent, No job security for the college staff 41.66% Yes, 25% No and 33.33% To some extent, Lack of remedial teaching 25% Yes, 33.33% No and 41.66% To some extent, Lack of resources 33.33% Yes, 16.66% No and 50% To some extent, Too many extra-curricular activities 33.33% No and 66.66% To some extent, Lack of proper classroom management 8.33% Yes, 33.33% No and 58.33% To some extent, Lack of proper library 50% Yes, 16.66% No and 33.33% To some extent, Lack of proper academic guidance 41.66% Yes, 16.66% No and 41.66% To some extent, Lack of qualified teachers 25% Yes, 33.33% No and 41.66% To some extent, Lack of students responsibility 33.33% Yes, 16.66% No and 50% To some extent, Less concern of managing board 33.33% Yes, 16.66% No and 50% To some extent, Weak teachers-students relationship 25% Yes, 25% No and 50% To some extent, Weak co-ordination among college staffs 16.66% Yes, 25% No and 58.33% To some extent.

#### **4.3. Analysis and Interpretation of Responses given by Teachers**

##### **A. Comparison of the Profile of Government and Private Colleges.**

**Table No 70: Gender of Teachers.**

<b>Gender</b>		<b>Government/%</b>	<b>Private%</b>
	Male	44%	33.33%
	Female	56%	66.66%

The above table shows that 44% teachers in Government Colleges are male and 56% are female, and 33% of Teachers in Private Colleges are Male and 66% are Female.

**Table No 71: Marital Status of Teachers.**

<b>Marital status</b>		<b>Government%</b>	<b>Private%</b>
	Married	70%	44.66%
	Unmarried	30%	52.66%
	Divorce		0.66%

The above table shows 70% teachers in Government Colleges are married, 30% are unmarried, and Zero % are Divorce, but in Private Colleges only 44% Teachers are married and 52% are unmarried and 0.66 are divorce.

**Table No 72: Age of Teachers.**

Age		Government%	Private%
	25-30	20.66%	36.66%
	31-35	18.66%	37.33%
	36-40	26%	16.33%
	41-45	17.33%	8.66%
	46-50	13.33%	0.66%
	51-55	3.33%	

The table shows that 20.66% Teachers in Government Colleges are in the age group of 25-30, 18.66% in the age group of 31-40, 26% are in the age group of 36-40, 17.33% in the age group of 41-45, 13.33% in the age group of 46-50, 3.33% in the age group of 51-55. The table also shows that in Private Colleges 36.66% Teachers are in the age group of 25-30, 37.33% in the age group of 31-35, 16.33% in the age group of 36-40, 8.66% in the age group of 41-45, 0.66% in the age group of 46-50, and Zero % in the age group of 51-55.

**Table No 73: Designation.**

Designation		Government%	Private%
	Asst. Professor	88.66%	98.66%
	Assoc. Professor	10.66%	1.33%

The above table shows that 88.66% Teachers in the Government Colleges were in the status of Asst. Professor, 10.66% were Associate Professor and 98.66% Teachers in Private Colleges were in the status of Asst. Professor, only 1.33% were Associate Professors.

**Table No 74: Service Condition of Teachers.**

Service condition		Government%	Private%
	Permanent	34%	66%
	Temporary	45.33%	21.33%
	Contract	20%	8.66%
	Ad hoc		2%
	Substitute	0.66%	

The table also shows that 34% of Government Teachers service were permanent, 45.33% Temporary, 20% on Contract, Zero% Ad hoc, 0.66% Substitute, and 66% Teachers in Private Colleges were permanent in their service, 21.33% Temporary, 8.66% on Contract, 2% Ad hoc and Zero percentage in Substitute.

**Table No 75: Major paper in the Department.**

Department have major paper?		<b>Government%</b>	<b>Private%</b>
	Yes	79.33%	85.33%
	No	20.66%	13.33%

The above table shows that 79.33% confirmed having Major papers in their Department in the case of Government Colleges and 20.66% said no major paper in their department, and 85.33% confirmed having major papers in their department and 13.33% said that no major papers in their department in the case of Private College.

**Table No 76: Teacher's Qualification.**

		<b>Government%</b>	<b>Private%</b>
<b>Educational qualification</b>	M.A	74.66%	86.66%
	M.Phil.	12%	4%
	Ph.D.	13.33%	6%
	B.Ed.	10%	24%
	M.Ed.		
	LLB	0.66%	3.33%
	PGCTE	1.33%	
	NET	32%	28%
	JRF	5.33%	1.33%

The table shows that in Government Colleges, teachers with only MA is 74.66%, with M.Phil. is 12%, with Ph.D. is 13.33%, with B.Ed. is 10%, no teachers with M.Ed., with LLB 0.66%, with PGCTE 1.33%, with NET is 32%, with JRF is 5.33%. In Private Colleges, teachers with only MA is 86.66%, with M.Phil. is 4%, with Ph.D. is 6%, with B.Ed. is 24%, None of the teachers with M.Ed., with LLB is 3.33%, with Zero% of PGCTE, with NET is 28%, and with JRF is 1.33%.

**Table No 77: Teaching Experiences of Teachers.**

		<b>Government%</b>	<b>Private%</b>
<b>Teaching experience (in years)</b>	1-5 yrs	28.66%	56.66%
	6-10 yrs	18.66%	26.66%
	11-15 yrs	17.33%	9.33%
	16-20 yrs	24.66%	6%
	21-25 yrs	5.33%	
	26-30 yrs	3.33%	
	31-35 yrs	1.33%	

The above table shows that Teaching Experiences in Government Colleges of 1-5 years is 28.66%, 6-10 years is 18.66%, 11-15 years is 17.33%, 16-20 years is 24.66%, 21-25 years is 5.33%, 26-30 years is 3.33%, 31-35 years is 1.33%. The table also shows that teaching experiences in Private Colleges of 1-5 years is 56.66%, 6-10 years is



26.66%, 11-15 years is 9.33%, 16-20 years is 6% and Zero percentage in 21-25 years, 26-30 years, 31-35 years.

**Table No 78: Response on Adequate Teachers-Students Ratio.**

<b>Adequate teachers-students ratio</b>		<b>Government%</b>	<b>Private%</b>
	Yes	44.66%	40%
	No	26%	24%
	To some extend	29.3%	36%

Table No 9 shows that 46.66% teachers in Government Colleges responded that there is adequate Teachers-Students ratio, 26% said there was no adequate Teachers-Students ratio and 29.3% To some extent. 40% Adequate Teachers-Student ratio in the case of Private Colleges, 24% No Adequate Teacher-Student ratio and 36% To some extent.

**Table No 79: Response on the question of Sufficient Faculty in the Department.**

<b>Adequate faculties in the department</b>		<b>Government%</b>	<b>Private%</b>
	Yes	41.33%	55.33%
	No	30.66%	36.66%
	To some extend	28%	18%

The above table shows that 41.33% of Government Teachers agreed upon to have sufficient faculty members in their department, 30.66% said that No sufficient faculty in their department and 28% To some extent. 55.33% of Private teachers agreed upon to have sufficient faculty in their department, 36.66% said that No sufficient faculty in their department and 18% To some extent.

**Table No 80: In-service Training in Colleges.**

<b>College provides In-service training</b>		<b>Government%</b>	<b>Private%</b>
	Yes	17.33%	16%
	No	75.33%	68.66%
	To some extend	7.33%	15.33%

Table above indicated that 17.33% of Government College Teachers were provided In-Service training, 75.33% were not provided, 7.33% to some extent they were provided. 16% in the case of Private colleges were provided In-service training, 68.66% were not provided and 15.33% to some extent provided.

**Table No 81: Residing in the College Quarter.**

<b>Are you residing in the college quarter?</b>		<b>Government%</b>	<b>Private%</b>
	Yes	4.66%	6%
	No	95.33%	94%

The table shows 4.66% of Government Teachers resides in the college Quarter but 95.33% not in the college quarter and 6% of Private Teachers resides in the College Quarter but 94% not in the college quarter.

**Table No 82: Teacher's Residence away from College.**

<b>How far is the distance, if residing outside the College campus?</b>		<b>Government%</b>	<b>Private%</b>
	1-5 kms	60%	73.33%
	6-10 kms	25.33%	13.33%
	11-15 kms	6.66%	2.66%
	16-21 kms		2%
	More than 21 kms	1.33%	0.66%
	Less than a Km	1.33%	2%

The above table reveals that 60% of Government Teachers were staying 1-5 kms away from College, 25.33% were 6-10 kms away from College, 6.66% were from 11-15 kms, Zero % 16-21 kms from College, 1.33% from more than 21 kms and 1.33% were less than a km away from College. The table also shows that 73.33% of Private Teachers comes to the college from 1-5 kms distance, 13.33% from 6-10 kms, 2.66% from 11-15 kms, 2% from 16-21 kms, 0.66% from more than 21 kms and 2% were from less than a km.

**Table No 83: Management of Transportation.**

<b>Managing of Transportation</b>		<b>Government%</b>	<b>Private%</b>
	Own vehicle	47.33%	30%
	College bus	29.33%	15.33%
	Taxi	5.33%	20%
	Mini bus	0.66%	8.66%
	By foot	14.66%	18.66%
	Others		5.33%

The above Table shows that 47.33% of Government Teachers manage their transportation by own vehicle, 29.33% by College Bus, 5.33% by Taxi, 0.66% by Mini Bus and 14.66% by foot. In the case of Private Teachers, 30% by own vehicle, 15.33% by College Bus, 20% by Taxi, 8.66% by Mini Bus, 18.66% by Foot and 5.33% by other means.

**Table No 84: Teachers level of Commitment to their work.**

<b>Level of Commitment to work</b>		<b>Government%</b>	<b>Private%</b>
	Highly committed	42%	36%
	Committed	57.33%	61.33%
	Less committed		0.66%

The above table indicated that 42% of Government teachers were highly committed to their work, 57.33% were committed to their work but zero% teachers were less committed and 36% of Private Teachers were highly committed to their work, 61.33% were committed to their work and 0.66% were less committed to their work.

**Table No 85: Teachers getting Feedback about their Performance from Principal.**

Getting feedback about performance from the Principal		Government%	Private%
	Yes	24.66%	30.66%
	No	28%	26.66%
	Sometimes	47.33%	42%

The above table reveals that 24.66% of Government Teachers said they got feedback from their Principal, 28% said that they don't get feedback from their principal and 47.33% teachers said that they get feedback only sometimes. In the case of Private College, 30.66% Yes, 26.66% No and 42% only Sometimes.

**Table No 86: Status of Teachers relationship with their Principal.**

Relationship with the Principal		Government%	Private%
	Good	79.33%	78%
	Satisfactory	20.66%	21.33%
	Not good		

The above table shows that 79.33% of Government Teachers have Good relation with their principal, 20.66% Teachers were satisfactory only and zero% of the teachers not in good relation with their Principal. The table also indicated that 78% Teachers in Private Colleges have Good relation with their Principal, 21.33% Teachers were satisfactory and Zero% Teachers not in Good relation with their Principal.

**Table No 87: Teachers involving in Decision making for College Development Programmes.**

Involving in decision making for the College		Government%	Private%
	Yes	41.33%	29.33%
	No	19.33%	18.66%
	To some extent	38.66%	50.66%

The above table shows that for development of College programmes 41.33% Government Teachers said Yes in involving decision making, 19.33% No, and 38.66% to some extent they involved. In the case of Private Teachers, 29.33% said Yes, 18.66% No, and 50.66% to some extent they were involved in decision making.

**Table 88: Teachers Opinion on College Administration.**

College Administration		Government%	Private%
	Good	46.66%	42.66%
	Satisfactory	47.33%	50.66%
	Not Good	6%	4%

The above table shows that 46.66% of Government Teachers said that their College administration was Good, 47.33% Satisfactory and 6% Teachers on their opinion that their College Administration was not Good. 42.66% of Private Teachers said that their College Administration was Good, 50.66% Satisfactory and 4% said that they their College administration was not good.

#### **B. Comparison of Curricular and Co-curricular activities in Government and Private Colleges.**

**Table No 89: Teacher's able to complete their subject Course in time.**

Are you able to complete your course in time?		Government%	Private%
	Yes	96%	91.33%
	No		1.33%
	To some extend	4%	7.33%

The above table shows that 96% Government Teachers responded Yes in completion their course in time, Zero% responded No and 4% responded To some extend and 91.33% Private Teachers responded Yes in completion their course in time, 1.33% responded No and 7.33% To some extent.

**Table No 90: Teacher's Overloaded Work.**

Do you think your teaching work is over loaded?		Government%	Private%
	Yes	6%	4%
	No	73.33%	57.33%
	To some extend	20%	38.66%

The above table shows that 6% Government Teachers responded Yes of their overloaded teaching work, 73.33% No and 20% To some extend and 4% Private teachers responded Yes of their overloaded teaching work, 57.33% No and 38.66% To some extent.

**Table No 91: Teachers extra working hours for College improvement.**

To improve the College performance, do you work extra hours?		Government%	Private%
	Yes	33.33%	30%
	No	8.33%	8.66%
	Sometimes	58.66%	61.33%

The above table shows that to improve the college performance, 33.33% Government teachers responded Yes, 8.33% No and 58.66% Sometimes and 30% Private Teachers responded Yes, 8.66% No and 61.33% Sometimes.

**Table No 92: Incentives for additional involvement of Teachers.**

Is there any provision of incentives for your involvement in additional work?		Government%	Private%
	Yes	17.33%	64.66%
	No	82.66%	34.66%

The above table shows that 17.33% of Government Teachers responded Yes for incentive in their involvement of extra work, 82.66% says No and 64.66% of Private Teachers Yes to Incentive and 34.66% says No.

**Table No 93: Teachers articles for Journal publication.**

Do you write any articles for journal publication?		Government%	Private%
	Yes	33.33%	82%
	No	66%	17.33%

The above table indicated that 33.33% Government Teachers responded Yes for writing articles for Journal publication, 66% No and 82% Private Teachers Yes to Journal publication and 17.33% responded No.

### C. Comparison of Infrastructure and Facilities provided to the Teachers.

**Table No 94: Computer Facility provided to the Different Department.**

Does your College provide Computer facility to your department?		Government%	Private%
	Yes	28.66%	16.66%
	No	71.33%	83.33%

The above table shows that 28.66% Government Teachers responded Yes to Computer facility provided to their department, 71.33% No and 16.66% Private Teachers responded Yes to Computer facility to their department and 83.33% responded No.

**Table No 95: Teacher's Computer connected with internet facility.**

Is your computer connected to Internet facility?		Government%	Private%
	Yes	15.33%	26.66%
	No	84%	72.66%

The above table shows that 15.33% Government Teachers responded Yes to internet facility given to them, 84% responded No and 26.66% Private Teachers responded Yes to internet facility and 72.66% responded No.

#### D. Comparison of the Problems of Government and Private Colleges.

**Table No 96: Infrastructure Problems**

Does Your College face any problems with regard to Infrastructure?							
Government%	Yes	No	To some Extend	Private%	Yes	No	To some Extend
	64%	4.66 %	31.33%		25.33 %	24.66 %	50%

The above table indicated that Government Teachers responded 64% Yes to infrastructure problems, 4.66% No and 31.33% To some extent. In the case of Private Colleges, 25.33% Yes to Infrastructure problems, 24.66% No and 50% To some extent.

**Table No 97: Management and Administration Problems.**

Does your College face any problems with regard to Management and Administration?							
Government %	Yes	No	To Some Extend	Private%	Yes	No	To Some Extend
	26.66%	18.66%	54.66%		10.66%	42%	47.33%

The above table indicated that 26.66% Government Teachers responded Yes to Management and Administration problems, 18.66% No and 54.66% To some extent. In the case of Private Teachers 10.66% responded Yes, 42% No and 47.33% To some extent.

**Table No 98: Financial problems**

Does your college face any problems with regard to Finances?							
Government%	Yes	No	To some extend	Private%	Yes	No	To some extend
	30%	36%	33.33%		35.33%	27.33%	37.33%

The above table shows that 30% Govt. Teacher face the problem of finances, 36% No and 33.33 to some extent face the problems of finances. In the case of private colleges 35.33% teacher face the financial problem, 27.33% No and 37.33% To some Extent face the financial problems.

**Table No 99: Problems of Academic Achievement.**

Does your College face any problems with regard to Academic Achievement?							
Government%	Yes	No	To some extent	Private%	Yes	No	To some extent
	25.33%	20.66%	53.33%		14%	50%	35.33%

The above table shows that 25.33% Government Teachers responded Yes with regard to Academic problems, 20.66% responded No and 53.33% To some extent. In the

case of Private Teachers only 14% responded Yes, 50% responded No and 35.33% To some extent.

**Table No 100: Problems of Co-curricular Activities.**

<b>Does your college face any problems with regard to Co-curricular Activities?</b>							
<b>Government%</b>	Yes	No	To some extend	<b>Private%</b>	Yes	No	To some extend
	49.33%	16.66%	34%		36%	35.33%	38.66%

The above table shows that 49.33% of Government Teachers responded Yes with regard to Co-curricular activities, 16.66% responded No and 34% To some extent. 36% of Private Teachers Yes to have faced problems with regard to Co-curricular activities, 35.33% No and 38.66% responded To some extent.

#### **E. Comparison of Academic performance of Government and Private Colleges.**

**Table No 101: Award or Incentive given to the Teachers when their students have done well in their subject.**

<b>Is there any Award or Incentive for you when your students have done well in your subject?</b>							
<b>Government%</b>	Yes	No	sometimes	<b>Private%</b>	Yes	No	To some extend
	13.33%	69.33%	17.33%		25.33%	68%	14.66%

The table indicated that 13.33% of Teachers in Government Colleges responded Yes, 69.33% No and 17.33% Sometimes. It also shows that 25.33% of Private Teachers responded Yes when their students have done well in their subject, 68% No and 14.66% Sometimes.

**Table No 102: Teachers satisfaction for their student's performance.**

<b>Are you satisfied with the performance of your students in your subject for the last Five years?</b>							
<b>Government%</b>	Yes	No	To Some extend	<b>Private%</b>	Yes	No	To some extend
	22%	14.66%	62%		26%	22%	50%

The above table shows that only 25% of Government Teachers responded Yes, which indicated their satisfaction with the performance, 14.66% No and 62% To Some extent. In the case of Private Teachers, 26% responded Yes which indicated their satisfaction with their student's performance for the last five years, 22% No and 50% To some extent.

#### 4.4. Analysis and Interpretation of Responses given by Students

##### A. Comparison of the Profile of Government and Private Colleges.

**Table No 103: Gender of Students.**

Gender		Government/%	Private%
	Male	46.33%	52%
	Female	53.66%	48%

The above table shows that in government Colleges 46.33% students were Male, 53.66% were Female and in Private Colleges 52% students were Male and 48% students were Female.

**Table No 104: Status of Students.**

Status of Students	Government%	Private%
ST	96.66%	97.66%
SC	0.33%	0.33%
OBC	1.33%	0.66%
GEN	1.66%	1.33%

The above table indicated that 96.66% of students from Government Colleges were Schedule Tribe (ST), 0.33% Schedule Cast (ST), 1.33% OBC and 1.66% were General Students. In the case of Private Colleges 97.55% students were ST, 0.33% SC, 0.66%OBC and 1.33% were General students.

**Table No 105: Classes of Students Responded.**

Students Responded	Government%	Private%
2 <sup>nd</sup> Semester	48.66%	33%
4 <sup>th</sup> Semester	31%	30.33%
6 <sup>th</sup> Semester	20.33%	36.66%

The above table shows that 48.66% Second semester students from Government Colleges, 31% were from 4<sup>th</sup> Semester and 20.33% were 6<sup>th</sup> Semester. In the case of Private Colleges, 33% were from 2<sup>nd</sup> Semester, 30.33% were 4<sup>th</sup> Semester and 36.66% were from 6<sup>th</sup> Semester students.

**Table No 106: General and Honours Students Responded.**

General& Hon.	Government	Private
General	43.66%	43.33%
Hon	56.33%	56.66%

The above table shows that in Government Colleges 43.66% students were General students, 56.33% were Hons students. In the case of Private Colleges, 43.33% were General students and 56.66% were Hons students.



**Table No 107: Student's Respond on Teacher-Student Ratio.**

<b>Do you think College have adequate Teacher-Student Ratio?</b>	<b>Government</b>	<b>Private</b>
Yes	53.66%	66.33%
No	46.33%	33.33%

The above table shows that 53.66% of Government Students responded Yes, which indicated agreed to have adequate Teacher-Student Ratio and 46.33% responded No, which shows they were not agreed to have adequate ratio. In the case of Private Colleges, 66.33% responded Yes, which shows agreed to have adequate Ratio and 33.33% responded No, which indicated disagreement with the Ratio.

**Table No 108: Students Response on College Fees.**

<b>College Fees</b>	<b>Government%</b>	<b>Private%</b>
Expensive	5.33%	43%
Reasonable	61.66%	54.66%
Cheap	29.33%	2%

The above table shows that 5.33% of Government Students responded that Fees were Expensive, 61.66% Reasonable and 29.33% Cheap. In the case of Private College students 43% responded that Fees were expensive, 54.66% Reasonable and only 2% responded that Fees were Cheap.

**Table No 109: Students Response on quality Education determined by the Fees.**

<b>Do you think quality Education determined by the Fees?</b>	<b>Government%</b>	<b>Private%</b>
Yes	12%	20%
No	70%	53.66%
To some extent	18%	26.33%

The above table indicated that 12% Government students responded Yes to quality education determined by College Fees, 70% responded No, and 18% responded To some extent. In Private Student's category 20% responded Yes, 53.66% responded No and 26.33% responded To some extent.

**Table No 110: Students Involvement in College decision Making.**

<b>Are you involved in decision making for your College?</b>	<b>Government%</b>	<b>Private%</b>
Yes	72.66%	25.66%
No	15.33%	74.33%

The above table shows that 72.66% of students in Government Colleges responded Yes which indicated that they were involved in College decision making, 15.33% responded No. In the case of Private College students, 25.66% responded Yes

which indicated that they were involved in College decision making but 74.33% responded No which shows that they were not allowed to involved in decision making.

**Table No 111: Response on College in a proper locality for studying.**

<b>Is your College in a proper locality for studying?</b>	<b>Government%</b>	<b>Private%</b>
Yes	72.66%	72.33%
No	15.33%	12.66%
To some extent	12%	15%

The above table indicated that 72.66% of Government students responded Yes, which shows their College was located in a proper locality for studying, 15.33% responded No, and 12% responded To Some extent. In the case of Private College students, 72.33% responded Yes, which shows their college located in a proper locality for studying, 12.66% responded No and 15% responded To some extent.

**Table No 112: Response on Family residing with Students.**

<b>Does your family reside with You?</b>	<b>Government%</b>	<b>Private%</b>
Yes	56.33%	43.66%
No	43.66%	56.33%

The above table shows that 56.33% of Government students responded Yes which indicated that they resided along with their family, 43.66% responded No. In the case of Private students 43.66% responded Yes which shows that they resided along with their family but 56.33% responded No which shows that they stayed alone.

#### **B. Comparison of Curricular and Co-curricular activities in Government and Private Colleges.**

**Table No 113: Response on Class management during the teachers on Leave.**

<b>How do you manage your Class when your Teacher is on Leave?</b>	<b>Government%</b>	<b>Private%</b>
Bunk the Class	11.33%	22%
Visit Library	53.33%	43%
Visit Canteen	11.66%	22.66%
Proxy are arranged	20.33%	23.66%

The above table shows that 11.33% of Government students responded that during their teachers on leave they bunked the classes, 53.33% visited Library, 11.66% visited Canteen and 20.33% responded that Proxy classes were arranged. In the case of Private students, 22% said that they bunked the classes, 43% visited Library, 22.66% visited Canteen and 23.66% responded that Proxy classes were arranged.

**Table No 114: Opinion of Students on enough Teachers in each subject.**

<b>In your opinion, do you think there are enough teachers for each subject?</b>	<b>Government%</b>	<b>Private%</b>
Yes	72%	77.66%

No	16.66%	16.33%
To some extent	11.33%	12.66%

The above table shows that 72% students in Government Colleges responded Yes, which indicated that there has been enough teachers in each subject, 16.66% responded No and 11.33% To some extent. 77.66% students in Private Colleges responded Yes which shows that there has been enough teachers in each subject, 16.33% responded No and 12.66% responded To some extent.

**Table No 115: Teachers Regularity in Class.**

<b>Are the Teachers Regular in Class”</b>	<b>Government%</b>	<b>Private%</b>
Yes	72.33%	89.66%
No	3.33%	3.66%
To some extent	24.33%	6.66%

The above table shows that 72.33% of Government Students responded Yes, which indicated Teachers were regular in Class, 3.33% responded No which indicated not regular and 24.33% responded To some extent. 89.66% of Private students responded Yes indicated regular in Class, 3.66% responded No indicated not regular in class and 6.66% To some extent.

**Table No 116: Response on Quality of Teaching in the College.**

<b>Are you satisfied with the quality of Teaching in your College?</b>	<b>Government%</b>	<b>Private%</b>
Yes	67.33%	74.66%
No	7%	4.66%
To some Extent	25.66%	20.66%

The above table referred to the question of satisfaction of teaching in the College where 67.33% of Government students responded Yes which shows they were satisfied with the teaching quality, 7% responded No and 25.66% responded To some extent which indicated somehow they were satisfied. In the case of Private students 74.66% responded Yes, which indicated their satisfaction, 4.66% responded No and 20.66% responded To some extent which indicated somehow they were satisfied.

**Table No 117: Response on student’s management of study materials.**

<b>How do you manage to get your study materials?</b>	<b>Government%</b>	<b>Private%</b>
From Teacher’s explanation	78.33%	77.66%
From Teacher’s Hand-out	69.33%	85.66%
From Library	70.33%	62%
Readymade notes from Shop	27%	18.33%
Self-prepare notes from text book	49.66%	39.33%
From the website	43%	47.66%

The above table indicated the students managed to get their study materials from different sources where 78.33% students from Government Colleges agreed to get their materials from Teacher's explanation, 69.33% from Teacher's hand out, 70.33% from Library, 27% from Readymade notes from shop, 49.66% self-prepared notes and 43% from website. In the case of Private students, 77.66% from Teacher's explanation, 85.66% from Teacher's hand out, 62% from Library, 18.33% from Readymade from shop, 39.33% from self-prepare notes and 47.66% from website.

**Table No 118: Response on College organising Co-curricular Activities.**

<b>Does your College organize Co-curricular Activities?</b>	<b>Government%</b>	<b>Private%</b>
Yes	94%	96%
No	6.33%	4%

The above table shows that 94% of Government students responded Yes, which indicated their college organized Co-curricular activities and only 6.33% responded No which shows their college don't organize Co-curricular activities. In the case of Private Colleges, 96% students responded Yes which indicated their college organize Co-curricular activities and 4% responded No which shows that no Co-curricular activities.

**Table No 119: Response on decision making on student's welfare.**

<b>Do you involve in important decision making for the welfare of the students?</b>	<b>Government%</b>	<b>Private%</b>
Yes	23%	23%
No	47.33%	49.33%
To some extent	29.66%	27.66%

The above table shows that 23% students of Government Colleges responded Yes which indicated that they were involved in decision making for students welfare, 47.33% responded No which shows they don't involve and 29.66% responded To some extent which shows somehow they involved in decision making for student's welfare. In the case of Private Colleges 23% students responded Yes indicated their involvement in decision making for student's welfare, 49.33% responded No and 27.66% responded to some extent.

### **C. Comparison of Teaching Methods and Techniques of Government and Private Colleges.**

**Table No 120: Response on satisfaction in teaching system in the College.**

<b>Are you satisfied with the teaching system in your College?</b>	<b>Government%</b>	<b>Private%</b>
Yes	48.66%	57.33%

No	14%	10.66%
To some extent	37.33%	32%

The table above shows the student's satisfaction on teaching system in the colleges where 48.66% students of Government colleges responded Yes, 14% responded No and 37.33% responded To some extent. 57.33% Private students responded Yes, 10.66% responded No and 32% responded To some extent.

#### **D. Comparison of Infrastructure and Facilities provided to the Students.**

**Table No 121: Response on College Uniform.**

<b>Does your College have Uniform?</b>	<b>Government%</b>	<b>Private%</b>
Yes	83%	83%
No	17%	17%

The above table shows that both Government and Private College students responded equal percentage of 83% Yes and 17% No, which indicated that almost all the Colleges in Nagaland introduced wearing uniform in the College.

**Table No 122: Computer facility for the students.**

<b>Does your College provide Computer facility to you?</b>	<b>Government%</b>	<b>Private%</b>
Yes	36.33%	56.33%
No	63.66%	43.66%

The above table shows that 36.33% of Government students responded Yes on computer facility provided to them and 63.66% responded No. 56.33% of Private students responded Yes, indicated availing computer facility and 43.66% responded No which shows non-availability of computer for them.

**Table No 123: Response on Computer connected with internet facility.**

<b>Is your computer connected with internet facility?</b>	<b>Government%</b>	<b>Private%</b>
Yes	34.33	44.66%
No	65.66%	52%

The above table indicated that 34.33% of students from Government Colleges responded Yes on connectivity of internet facility but 65.66% students responded No which shows non-availability of such facility. Even in the case of Private students, only 44.66% responded Yes and 52% responded No.

**Table No 124: Response on satisfaction with the College Facility.**

<b>Are you satisfied with your College Facility?</b>	<b>Government%</b>	<b>Private%</b>
Yes	37.66%	45.33%
No	62.33%	54.66%

The above table shows that only 37.66% of Government students responded Yes and 62.33% responded No. Even in the case of Private students 45.33% responded Yes and 54.66% responded No which indicated in both the cases not much satisfied with the college facility.

**Table No 125: Response on Scholarship entitlement.**

<b>Are entitle for Scholarship?</b>	<b>Government%</b>	<b>Private%</b>
Yes	90%	89%
No	12%	11%

The above table shows that 90% of Students from Government Colleges responded Yes and only 12% responded No which indicate not entitled for scholarship. In the case of Private Colleges 89% students responded Yes for entitlement of Scholarship and only 11% responded No which shows not entitled for scholarship.

**Table No 126: Response on College Library.**

<b>Does your College have Library?</b>	<b>Government%</b>	<b>Private%</b>
Yes	97.66%	89.66%
No	2%	11%

The above table shows that 97.66% Government students responded Yes which indicated almost all the Government colleges have Library, only 2% responded No which shows no Library. Even in the Private Colleges 89.66% responded Yes and only 11% responded No.

**Table No 127: Response on Library having prescribed syllabus.**

<b>Is your Library equipped with all the books prescribed for your syllabus?</b>	<b>Government%</b>	<b>Private%</b>
Yes	28%	21.66%
No	33.33%	27%
To some extent	38.66%	51.33%

The above table indicated that 28% of Government College students responded Yes on equipped with syllabus, 33.33% No and 38.66% responded To some extent. Even in the Private Cases, 21.66% students responded Yes, 27% responded No and 51.33% responded To some extent which shows somehow prescribed books available in their Library.

**Table No 128: Response on Hostel Facility.**

<b>Does your College have a Hostel Facility?</b>	<b>Government%</b>	<b>Private%</b>
Yes	36.33%	75.66%
No	63.66	24.33%

The above table shows the hostel facility available in Government Colleges with 36.33% Yes and with 63.66% No, but in the case of Private Colleges 75.66% Yes and only 24.33% No.

**Table No 129: Response on Residing in the Hostel.**

<b>Are you residing in the College Hostel?</b>	<b>Government%</b>	<b>Private%</b>
Yes	2.66%	20%
No	97.33%	80%

The above table shows 2.66% of Government students resides in the College hostel indicated with Yes, but 97.33% No, which shows maximum number don't stay in the hostel. Even in the case of Private College students, Only 20% responded Yes, and 80% responded No.

**Table No 130: Response on their Residence.**

<b>If not in Hostel, where are you residing?</b>	<b>Government%</b>	<b>Private?</b>
Private hostel	5.66%	12.33%
Own residence	48.33%	35.66%
Relative's house	12%	13%
Rented house	32.66%	20%

The above table shows 5.66% of Government students stayed in Private hostel, 48.33% in their own house, 12% in their relative's house and 32.66% in the rented house. In the case of Private students, 12.33% in Private hostel, 35.66% in own house, 13% in relative's house and 20% in rented house.

**Table No 131: Response on student's residence from College.**

<b>Distance of your College from your Residence</b>	<b>Government%</b>	<b>Private%</b>
1-5Kms	79%	89.66%
6-10Kms	15.33%	6.33%
11-15Kms	3.66%	2.33%
16-20Kms	0.66%	0.33%
More than 21Kms	1.33%	0.33%

The above table shows the students of Government College with 79%, from 1-5 kms distance, 15.33% from 6-10 kms, 3.66% from 11-15 kms, 0.66% from 16-20kms and 1.33% from more than 21 kms. In the case of Private students 89.66% from 1-5 kms, 6.33% from 6-10 kms, 2.33% from 11-15%, 0.33% from 16-20% and 0.33% from more than 21 kms.

**Table No 132: Response on College Bus facility.**

<b>Does College have own Bus for transportation?</b>	<b>Government%</b>	<b>Private%</b>
Yes	79.66%	52.33%
No	20.33%	47.66%

The above table shows the students of Government Colleges responded 79.66% Yes, indicated College have own Bus and only 20.33% responded No, which indicated there was no such facility. In the case of Private Colleges, 52.33% responded Yes, which indicated College have own Bus for transportation and 47.66% responded No which shows there was no such facility in their College.

**Table No 133: Response on Availing College Bus.**

<b>Do you take College Bus?</b>	<b>Government%</b>	<b>Private%</b>
Yes	39.66%	6.33%
No	59.66%	93.33%

The above table shows 39.66% Government Students availed College Bus for transportation by responding Yes and 59.66% responded No which shows they don't travel from College Bus. Students of Private Colleges with only 6.33% responded Yes which shows they availed College Buss facility but 93.33% responded No which shows they don't avail College Bus facility.

**Table No 134: Response on Transport Management.**

<b>How do you manage your transportation?</b>	<b>Government%</b>	<b>Private%</b>
By Foot	48%	77%
By own Vehicle	2.33%	0.99%
By Public Vehicle	11.%	18.33%

The above table shows the students of Government Colleges that 48% students managed by Foot, 2.33% by own vehicle and 11% by Public vehicle. In the Case of Private students, 77% managed by Foot, 0.99% by own vehicle and 18.33% by public vehicle.

#### **E. Comparison of the Problems of Government and Private Colleges.**

**Table No 135: Student's relationship with their Teacher.**

<b>How is your relationship with your Teacher?</b>	<b>Government%</b>	<b>Private%</b>
Very good	13.33%	24.33%
Good	54.66%	51.33%
Satisfactory	31%	23.66%
Not good	0%	0.66%



The above table shows 13.33% of Government students maintained very good relationship with their Teacher, 54.66% Good, 31% satisfactory and 0% Not good relationship. In the case of Private students 24.33% maintained very good relationship with their students, 51.33% Good relationship, 23.66% only Satisfactory and 0.66% not in Good relationship with their Teacher.

**Table No 136: Response on Student's sharing their problems with their Teachers.**

<b>Do you share your problems with your Teacher?</b>	<b>Government%</b>	<b>Private%</b>
Yes	28.33%	2%
No	24%	19.66%
To some extent	47.66%	48.33%

The above table shows 28.33% of Government students share their problems with their students by responded Yes, 24% not share their problems with their Teacher and 47.66% somehow shared their problems with their Teachers. In the case of Private students, only 2% shared their problems with their Teachers, 19.66% don't share their problems, and 48.33% to some extent shared their problems with their Teachers.

**Table No 137: Response on Teacher's helpfulness.**

<b>Are your Teachers helpful?</b>	<b>Government%</b>	<b>Private%</b>
Yes	50.33%	55%
No	36.66%	37%
To some extent	12.66%	7.66%

The above table shows 50.33% students from Government Colleges responded that their Teachers were helpful when they approached with their problems, 36.66% responded that their Teachers were not helpful and 12.66% said that to some extent their teachers were helpful. For Private students, 55% responded their Teachers were helpful when they approached with their problems, 37% responded not helpful and 7.66% to some extent their Teachers were helpful.

**Table No 138: Response on the Reason why they cannot approach their Teachers.**

<b>If you do not approach your Teachers for your problems, Why?</b>	<b>Government%</b>	<b>Private%</b>
Afraid of Teachers	4.33%	2.66%
Feel shy	21%	25.66%
Teachers are very harsh	1.33%	1.33%
Not approachable	9%	8%

The above table shows 4.33% of Government students afraid to approached their Teachers, 21% Felt shy to approached, 1.33% said their Teachers were very harsh and 9% responded that their teachers were not approachable. In the case of Private students

2.66% afraid to approach their Teachers, 25.66% felt shy to approach their Teachers, 1.33% responded that their Teachers were very harsh and 8% responded their Teachers were not approachable.

#### **F. Comparison of Academic Performance of Government and Private Colleges.**

**Table No 139: Award or Incentives for meritorious students.**

<b>Does your college offer any award or incentives to meritorious students?</b>	<b>Government%</b>	<b>Private%</b>
Yes	45%	50.66%
No	41%	32.33%
To some extent	13.33%	17%

The above table shows 45% of Government students responded Yes, indicated meritorious received award or incentive, 41% responded No, which shows they don't receive and 13.33% to some extent meritorious students being awarded or give incentives. In the case of Private students, 50.66% responded Yes, which shows meritorious students were awarded, 32.33% responded No and 17% responded that to some extent award or incentives were given to meritorious students.

**Table No 140: Response on performance of the College.**

<b>In your opinion, the performance of your College is</b>	<b>Government%</b>	<b>Private%</b>
Good	27.66%	32.66%
Poor	7%	2.33%
Average	64.66%	65%

The above table shows 27.66% students of Government Colleges responded that their college was good, 7% responded that it was poor and 64.66% responded it was average. In the case of Private students 32.66% responded that their performance was good, 2.33% Poor and 65% responded it was average.

## **5. Findings, Conclusions, and Suggestions for future Research**

### **5.0. Introduction**

The study attempted to investigate the Performance of Government and Private Colleges in Nagaland: A comparative study and had the following objectives- to study the profile of Government and Private Colleges in Nagaland, to assess the curricular and co-curricular activities of Government and Private Colleges, to analyze the teaching techniques employed by the Teachers of Government and Private Colleges, to compare the available infrastructure and facilities of Government and Private Colleges, to study the problems faced by Government and Private Colleges, to compare the Academic performance of Government and Private Colleges for the last five years, to analyze the factors responsible for the poor and good performance of Government and Private Colleges and to suggest measures for the overall improvement of Colleges in Nagaland.

The descriptive methods were used in the investigation with three Questionnaires and interview schedule as tools of research. Several documents were referred like annual reports, souvenir, government documents/publications, unpublished thesis, dissertations, pamphlets etc. After analyzing the data, the investigator had drawn out major findings based on **“Performance of Government and Private Colleges in Nagaland: A comparative study”**.

The findings of the study have been summarized into five categories:

1. Documentary survey
2. Principals
3. Teachers
4. Students
5. Stake Holders

### **5.1: Findings based on Documentary Survey**

In order to fulfill the present research objectives, data were collected through documentary survey techniques. In this chapter, the investigator attempted to project the findings based on documentary as shown below:

1. It was found out that all the present Government Colleges were initially started as Private Colleges, later on it was taken over by Government.

2. The study found out that maximum Principals of Government Colleges has more experiences and higher number in age than Private Principals.
3. The first Government College, Fazl Ali College in Nagaland was established at Mokokchung in 1959.
4. There were 15 Government Colleges in Nagaland.
5. There were 49 Private Colleges in Nagaland.
6. The first Private Arts College, Patkai Christian College in Nagaland was established at Dimapur in 1974.
7. There were only 12 Government Arts Collages and 37 Private Arts Colleges in Nagaland.
8. There were 3 Government Colleges and 18 Private Colleges in Kohima District.
9. Dimapur District has only 1 Government College and 23 Private Colleges.
10. Wokha District has 1 Government and 1 Private College.
11. There were 2 Government Colleges and 4 Private Colleges in Mokokchung District.
12. Tuensang District has only one Government College but has 2 Private Colleges.
13. Peren District has 1 Government and 1 Private College.
14. Phek District has 2 Government Colleges but there was no Private College.
15. District like Zunheboto, Kiphire, Longleng and Mon has 1 Government College each but no Private Colleges.
16. It was found out that only 10 Government Colleges out of 15 were covered under 2(f) and 12(b) in Nagaland.
17. The study reveals that 21 Colleges in Nagaland were assessed and Accredited by NAAC.
18. There were only two Autonomous Colleges in Nagaland.
19. It was found out that Tests, Assignments and Field trips organised by Private Colleges has more number than Government Colleges.
20. Government Colleges in Nagaland has maintained the uniformity for each class period; however this was not maintained equally in the case of Private Colleges.
21. It was also reveals that both Government and Private Colleges in Nagaland has a strong desire to introduce Educative Project in the Colleges.

22. There were number of students in Government Colleges would like to change their Colleges so often as they were not satisfied regarding Teaching method, Teachers Co-operation and Encouragement, however, such cases rarely found in Private Colleges.
23. Both Government and Private Colleges in Nagaland administered mostly Lecture method in their classes.
24. Private Colleges has better Administration, Teachers performance, Home work schedule, College Discipline, Availability of Physical facilities and Planning of Co-curricular activities as compared to Government Colleges in Nagaland.
25. In both the Government and Private Colleges, the Teachers were expected to assumed new dimension to play the role of leadership in making the education an effective instrument for nation building.
26. A good school building, good laboratory, good furniture, proper library, reading room facility and good environment in both the cases helped improve the examination results.
27. The problems like infrastructure facilities were quiet abundant in Private Colleges while Government Colleges were ill equipped.
28. Better educational foundation of the students, better learning atmosphere, higher motivation of students and greater interest shown by Parents in the case of Private Colleges proved to have better Academic result than Government Colleges.
29. Academic results of Private Colleges were consistent, but inconsistent among the Government Colleges.
30. Factors like Capable Principals, Experienced staffs, Regular correction of Homework, Regular evaluation, Proper attention given to Individual differences of students, Healthy relationship between Principal and staffs, Proper co-operation between the teachers and parents etc. were significantly effective factors for improving the Colleges in both the Cases.
31. Factors like, Lack of dedicated Teachers, indiscipline, lack of interest in studies, Passive attitude of Parents toward education of their children, unnecessary interference of students in different activities, students' lack of interest in co-

curricular activities and Teachers involvement in Private business etc. were some of the factors responsible for the Poor performance of both the Government and Private Colleges in Nagaland.

32. Providing equal treatment to both the type of Colleges in Nagaland from competent authority in terms of infrastructure facilities, fund allocation, Proper guidance; formulate a reward system that recognizes, setting up of management training institutions and Orientation programme for all College teachers on how to make their teaching effective were some measures to improve overall performance of Colleges in Nagaland.

## **5.2: Findings based on Responses given by Principals of Government and Private Colleges.**

In order to fulfill the present research objectives, data were collected through Questionnaires from both the Principals of Government and Private Colleges. In this chapter, the investigator attempted to project the findings of comparison in a systematic manner as shown below:

1. The study found out that almost all the Government Colleges established earlier than Private Colleges in Nagaland.
2. The study reveals that both the Government and Private Colleges has more Male Principals than Female Principals with an equal average of 66.66% and 33.33% respectively.
3. The study reveals that 100% Principals of the Government Colleges were married whereas in the case of Private Principals only an average of 83.33% was married.
4. Maximum Government Principals were under the age group of 51-55 (50%) but maximum Private Principals were under the age group of 41-45 (33.33%).
5. It was found out that Government Principals has more number of M.Phil holders as compared to Private Principals of Nil M.Phil holders.
6. Private Principals has more number of Ph.D. holders with an average of 58.33% as compared to Government Principals with an average of 41.66%.
7. It was found out that none of the Government Principals possessed B.Ed. degree whereas Private Principals has an average of 8.33% B.Ed. degree holders.
8. The study shows that both the Government and Private Colleges has equal number of NET qualified Principals.

9. The study reveals that Private Principals has more qualified number of JRF than Government Principals.
10. It was found out that 100% service condition of Government Principals were permanent whereas Private Principals has only an average of 91.66% permanent with an average of 8.33% s under temporary service condition.
11. It was found out that all the Government Principals with an average of 50% under 1-5 years and 41% under 6-10 years serving as Principal whereas Private Principals has with an average of 25% under 1-5 years, an average of another 25% under 6-10 years, an average of 16.66% under 11-15 years, an average of 25% under 16-20 years and even an average of 8.33% serving above 20 years as Principals.
12. The study reveals that Private Colleges has more number of permanent affiliations to University than that of Government Colleges. It was also found out that Government Colleges has an average of 8.33% provisional affiliation to University whereas there is no such affiliation cases exist in Private Colleges.
13. The study found out that majority Principals of Government Colleges were from the department of English whereas majority Principals of Private Colleges was from the department of Political Science.
14. It was found out that more number of Private Colleges was assessed by NAAC Accreditation than Government Colleges and in both cases Grade B has been awarded.
15. Number of student's admission on merit basis in Government Colleges is higher than Private Colleges. However, student's admission on first come first basis in Private Colleges is much higher than Government Colleges. Number of student's admission on Interview basis in both the category has an equal average of 8.33% each.
16. The study shows that 100% students of Government Colleges were from rural areas whereas averages of 91.66% of Private students were from urban areas.
17. Different major papers offered in Private Colleges are significantly higher than Government Colleges.
18. Both the Government and Private Principals responded 100% convening regular meeting in the Colleges.
19. Private Principals convene quarterly meeting more than Government Principals.

20. Both the Principals of Government and Private convene equal monthly meeting in the Colleges.
21. Principals convening the meeting when need arises in the case of Government is higher than Principals of Private Colleges.
22. Existence of Governing or Managing Board in Private Colleges is significantly higher than Government Colleges.
23. Principals' encouragement of Teachers to write articles for journal publications in Private Colleges is significantly higher than Principals of Government Colleges.
24. The study reveals that both the Principals of Government and Private Colleges involved the Teachers in decision making for the College management activities.
25. It was found out that Principals of Private Colleges involved the student leaders in decision making for planning and development of their Colleges more than Principals of Government Colleges.
26. The study shows that Principals of Private Colleges assessed their Teacher's performance once in a week and once in two months more than Principals of Government Colleges. But the Principals of Government Colleges assessed their Teacher's performance once in a month more than Principals of Private Colleges.
27. Both the Principals of Government and Private Colleges reveals that their Teachers were not that highly committed to their work.
28. It was found out that both the Government and Private Colleges have more Female Teachers than Male Teachers.
29. Government Colleges has more number of M.Phil. Teachers than Private Colleges.
30. Government Colleges has more Teachers with Ph.D. than Private Colleges.
31. Private Colleges has more B.Ed. Teachers than Government Colleges.
32. Government Colleges has more NET qualified Teachers than Private Colleges.
33. Government Colleges has more Teachers pursuing Ph.D. than Private Colleges.
34. The study reveals that Private Colleges has more research fund for Teachers.
35. Both the Government and Private Principals responded to have a few Book grant facility in their Colleges.
36. Organizing Orientation program for Teachers provides higher number in Private Colleges than Government Colleges.



37. The study reveals that both the Government and Private Colleges practiced Lecture system of teaching.
38. Group activity was practiced more in Private Colleges than Government Colleges.
39. Distribution of notes/hand-out is significantly higher in Government Colleges as compared to Private Colleges.
40. Seminar in the Class is better provided in Government Colleges than Private Colleges.
41. Practiced of Group discussion in Private Colleges is much higher than Government Colleges.
42. Private Colleges provides more Panel discussion than Government Colleges.
43. Number of Project Works given in Private Colleges is much higher than Government Colleges.
44. Government Colleges practiced Team Teaching much more than Private Colleges.
45. Number of Class test in Government Colleges is comparatively higher than Private Colleges.
46. Assignment provided in Government Colleges is significantly more than Private Colleges.
47. Activity Based learning provided in Private Colleges is more than Government Colleges.
48. Government Colleges despite being less costly have lesser enrolment of students compared to Private Colleges.
49. It was found out that Government Colleges has more regular classes on Saturday than that of Private Colleges.
50. The study found that there was no difference in the number of Government and Private Colleges conducting Co-curricular activities on Saturday.
51. The study reveals that Government Colleges has higher Teacher-Students ratio than Private Colleges.
52. The study reveals that number of Governing/Managing Board meeting held in a year with regard to Private Colleges is comparatively higher than the number of Government Colleges.

53. It was found out that almost all the Teachers in Government Colleges attended maximum Refresher courses and Orientation programs whereas none of the Teachers from Private Colleges attended such courses. However, higher number of Private Teachers attended Seminars and Workshop as compared to Government Teachers.
54. The study reveals that almost all the Teachers were appointed through NPSC except few Teachers were appointed on contract basis whereas Private Teachers were directly appointed by concerned management authority through interview basis.
55. The study shows that both the Government and Private Colleges organized exposure trip only once in a year.
56. There is a uniformity of time duration for each period in the case of Government Colleges whereas no such uniformity cases existed in Private Colleges.
57. Conduct of Tutorial classes in Private Colleges is relatively higher than Government Colleges.
58. Government Colleges provides higher number of Remedial classes than Private Colleges.
59. The study found that there was no difference in regard to conducting Extra classes between Government and Private Colleges.
60. Conducting Coaching classes in Private Colleges is comparatively much higher than Government Colleges.
61. The study found that though Co-curricular activities were organized by Both the Government and Private Colleges, the number of conducting such activities in Private Colleges is little higher than Government Colleges.
62. The study reveals that both the Government and Private Colleges have regular conduct of Physical/Games & Sports activities in their respective Colleges.
63. It was found out that Government Colleges conduct more Intellectual activities than Private Colleges.
64. The study found that Cultural activities being organized in both the Government and Private Colleges on regular basis, however, particularly number of Folk song competition organized in Government Colleges is relatively little higher than Private Colleges, so as number of Drama competition organized in Private Colleges is Comparatively higher than Government Colleges.

65. The study shows that Aesthetic activities organized in Private Colleges are comparatively higher than that of Government Colleges.
66. Implementation level of Clubs/ union/Organizations are found to be higher in Government Colleges than their Private counterparts.
67. The study reveals that both the Government and Private Colleges observed almost all the important days in the Colleges.
68. Guidance and Counseling Cell existed in both the Government and Private Colleges.
69. Organizing Guidance and Counseling programs on weekly and annually basis in Government Colleges is higher than Private Colleges. But Private Colleges has more number on monthly basis than that of Government Colleges.
70. Inviting community participation in the College function in Private Colleges is comparatively higher than Government Colleges.
71. Some of the suggestions given by Principals from both the Government and Private Colleges with regard to more curricular activities to have in their Colleges:-

Government Principals:

- (a) Community programs should be introduced in the course of study.
- (b) Personality programs can be included in the syllabus.
- (c) Legal awareness activities may be given in the course of study.

Private Principals:

- (a) Mentorship programs can be included in the course of study.
- (b) Making compulsory environmental awareness programs in the syllabus for study.
- (c) Book fair and Teacher-students exchange programs can be made compulsory to study.

72. The study reveals that both the Government and Private Colleges used 100% Lecture method in their teaching.
73. Dictation method was used more in Government Colleges than Private Colleges.
74. Demonstration method, Team Teaching, and Power point Teaching were practically used more in Private Colleges than Government Colleges.
75. Practical Teaching in Government Colleges is comparatively more than that of Private Colleges.

76. The study shows that both the Government and Private Colleges 100% used Black Board as one of their main teaching tools.

77. Private Colleges used more Projector and CD/DVD as teaching tools in the Classroom than Government Colleges. But Government Colleges used more Computers in their teaching than that of Private Colleges.

78. Some of the ideas given by Government and Private Principals to improve Teaching techniques:-

Government Principals:

- (a) Using Audio visual in all the classes.
- (b) Compulsory Wi-Fi connectivity in all the Colleges.
- (c) Installation of LCD in all the classes.

Private Principals:

- (a) Small group discussion techniques.
- (b) Simplify the language techniques.
- (c) Compulsory using audio-visual techniques.

79. Private Colleges has 100% building of their own, but an average of 16.66% Government Colleges does not have their own building.

80. College building of Private Colleges were better than Government Colleges.

81. Except Playground and Seminar Hall all other facilities like Volley ball court, Basket Ball court, Teachers common room, Students common room, Boys hostel, Girls hostel, Quarter for Teachers, Quarter for non-Teaching staffs, Toilet for Male Teachers, Toilet for Female Teachers, Girls toilet, Boys toilet, Toilet for people with Disabilities, Room for Major students, Computer room, Auditorium, Hall for Indoor games, Guidance and Counseling room, Safe drinking facilities, Canteen and Ramp for Disabilities of Private Colleges are significantly better than Government Colleges.

82. The study reveals that both the Principals and Vice Principals of Government and Private Colleges were provided with Computer facilities.

83. Computer facilities provided to the Teachers of Private Colleges are comparatively better than Government Teachers.

84. Computer facilities are better provided to the students of Private Colleges than the students of Government Colleges.

85. Private Colleges provide more sufficient computers to Ministerial staffs to carry out the Office work than their Government counterpart.

86. Internet facilities are better provided in Private Colleges than Government Colleges.

87. The study found out that Both the Government and Private Colleges have 100% College Library.

89. Internet connection to the Library in Private Colleges is comparatively much better than Government Colleges.

90. Xerox facilities are better provided in Private Colleges than Government Colleges.

91. Private Colleges provides better Canteen than Government Colleges.

92. It was found out that Library of Private Colleges has equipped with latest books more than Government Colleges.

93. Text books, Journals, Magazines, Encyclopedias, Newspaper, were better provided in Private College Library than Government College Library.

94. The study reveals that Government Colleges faced more problems with regard to Infrastructure facilities than Private Colleges.

95. The study shows that Government Colleges faced more problems in the areas like, less number of class rooms, less number of desks and benches, improper arrangement of class rooms, poor visibility on the last benches, improper ventilation, no proper playground, no recreation hall, improper fencing of Colleges, improper light connection, no separate room for students union, lack of safe drinking facilities, insufficient toilets and no proper staff rooms, than that of Private Colleges.

96. Some remedial measures given by Principals of Government and Private Colleges with regard to Infrastructure Problems:-

Government Principals:

- (a) Privatization of all the Colleges.
- (b) Government Colleges become only Govt. aided Colleges that is by giving only salary component.
- (c) Authority of Colleges should handle all development activities not by contractors.

Private Principals:

- (a) Timely and consistent support from Government.

(b) Making College differently able friendly.

(c) More funds from Government.

97. It was found out that to some extent Government Colleges faced more problems with regard to Management/administration than their Private College counterpart.

98. Government Colleges faced little problems more than Private Colleges with regard to inadequate number of teaching staff, inadequate number of non-teaching staff, inadequate ICT facility and improper set up of Managing Board.

99. Teacher-student relation problems existed in Government Colleges but not in Private Colleges.

101. Certain percentage of Lack of dedicated staffs and lack of moral responsibility found in Government Colleges but there was no such cases found in Private Colleges.

102. Government Colleges doesn't have any problems with regard to communication skills, while an average of 16.66% against Private Colleges faced the problems of communication skills.

103. The study reveals that to some extent absenteeism among the Teachers in Government Colleges is comparatively higher than Private Colleges.

104. Rate of absenteeism of students in Private Colleges is significantly much higher than Government Colleges.

105. Some remedial measures given by the Principals of Government and Private Colleges with regard to Management and Administration problems:-

Government Principals:

(a) Administrator should not get tired of telling the Teachers and students what they lack.

(b) Only a thin line needs to be drawn between friendship and profession.

(c) Some orientation programs to shed off superior and inferior complex should be organized.

(d) Teach where they need to be taught.

(e) Attendance of the student is check monthly.

(f) Teaching staff and non-teaching staff attendance are monitored daily.

(g) Remove division feelings.

(h) "Carrot and Stick" policy should be recommended.

Private Principals:

- (a) Management members develop more friendly with the Students.
- (b) Strong and well set up Managing Board.
- (c) Strong relationship between Managing Board and College staff.

106. It was found out that Private Colleges faced more problems with regard to Finances than Government Colleges.

107. The study shows that Private Colleges faced more problems in managing the salary of teaching staff than Government Colleges.

108. Both the Government and Private College Principals responded that there were no proper financial grants from Government.

109. Tuition fees not paid on time occurred more in Private Colleges than Government Colleges.

110. The study shows that lack of finance for College development and for Co-curricular activities occurred more in Government Colleges than Private Colleges.

111. Some remedial measures for Financial Problems:-

Government Principals:

- (a) Giving autonomy to Colleges to raise their funds through other sources to develop Colleges.
- (b) VAT, NST of supplier deduction should be reduced.
- (c) Government should do away with Fix/contractual appointments to avoid extra wedges.
- (d) Community support in funding the colleges will enhance the development.
- (e) To remove paucity of funds, all the Colleges should qualify for NAAC Assessment.

Private Principals:

- (a) Enhancement of Grant-in-aid amount by Government for Private Colleges.
- (b) Granting permission to respective Colleges to raise fund from different sources.

112. The study shows that to some extent Private Colleges faced more problems than Government Colleges with regard to Academic Achievement.

113. The study reveals that due to incompetency of Teachers, Government Colleges faced little problems than Private Colleges with regard to Academic achievement.

114. Failure to achieve Academic Excellency due to lack of Teacher's dedication in the case of Government Colleges is little higher than Private Colleges.

115. Both the Government and Private Colleges faced little problems due to the course could not be covered on time.

116. Government Colleges faced more problems with regard to Academic achievement, because the students don't attend the class regularly, however, such cases with Private Colleges are very low.

117. The study reveals that more percentage of Government students don't study at home as compared to Private students resulting to low Academic achievement.

118. Both the Government and Private College Principals agreed that, to some extent late result declaration leads to low academic achievement.

119. Some remedial measures given by Principals with regard to the problems of Academic Achievement:-

Government Principals:

- (a) Better Co-ordination be introduced between Colleges and University for better and faster Academic results.
- (b) Food tracking system for both the teachers and students profession and performance can be work out by individual institutions according to places, environment, needs and expectation.
- (c) Regularity and Sincerity on the part of Students and Teachers can enhance the Academic achievement.

Private Principals:

- (a) Well paid, well qualified and dedicated teaching staff.
- (b) Frequent contact between teachers-students and parents.
- (c) Sufficient number of Teachers in all the Colleges.

120. The study reveals that Private Colleges faced more problems than Government Colleges with regard to the problems of Co-curricular activities.

121. Maximum Government Colleges faced more Problems due to non- availability of Play ground as compared to Private Colleges.



122. The study shows that Government Colleges faced more problems with regard to inadequate Sports facilities than that of Private Colleges.

123. Government Colleges have less time to organized Co-curricular activities, while Private Colleges have more time for such activities.

124. Government Colleges were facing more problems to organized Co-curricular activities due to less-availability of expert teachers to manage; however, there was less problems with Private Colleges for the same activities.

125. Some remedial measures given by Principals with regard to the problems of Co-curricular activities:-

Government Principals:

(a) Some selected items can be introduced as there is no much time left for all the activities in the semester system.

(b) Immediate appointment of Sports Officer in all the Colleges.

Private Principals:

(a) Expert Teachers need to be selected among the staff to look after such activities.

(b) Appointment of Sports Officer and providing sports facilities should be done immediately.

126. The study reveals that Academic performance of Private Colleges as per year wise for the last five years is comparatively better than Government Colleges, except in the Year 2015, Private Colleges could managed only an average of 49% whereas Government Colleges has an average of 98% which brought the total performance of Government Colleges better than Private Colleges.

127. Private Colleges provide better award or incentives to the meritorious students than their Government Colleges counterpart.

128. Cash award, Certificate and Trophy in Private Colleges is better provided than that of Government Colleges.

129. Principals of Private Colleges are more satisfied with the performance of their Colleges than Government Principals.

130. It was found out that Ministerial staff rendered sufficient support to the Academic performance of the students in Private Colleges is comparatively better than Government Colleges.

131. Both the Government and Private College Principals reveals that Private Colleges are doing better in Nagaland.

132. Qualified Teachers, Regular Teachers, Experienced Teachers, Trained Teachers, Dedicated Teachers, Interested on the part of the students, Hard work on the part of students, Good study habits of the students, Remedial classes for the students and Coaching classes for the students, Commitment of head of the institution, Motivation from Head and Teachers and Good teaching skills, are the main factors responsible for the good performance in Government Colleges, whereas, in the case of Private Colleges, these factors are partially responsible for the good performance of Colleges.

133. Good class room facilities, Good teaching materials, Well managed administration, Well communication skills, Good College building, Availability of ICT, Proper Infrastructure, College away from any pollution and Conducting all Co-curricular activities are the main responsible factors for the good performance in Private Colleges, whereas, in the case of Government Colleges, these factors are partially responsible for the good performance of Colleges.

134. The study shows that Regularity on the part of students, Good ministerial staff, Proper Library and Strict discipline were considered by both the Principals of Government and Private Colleges as the responsible factors for the good performance of Colleges.

135. The study reveals that Weak management, Lack of infrastructure, Improper location of College, Lack of ICT facility, Inability of teachers to finish course, Lack of students interest, Lack of teachers dedication, Lack on the part of Principal, Insincerity on ministerial staff, frequent transfer of Teachers, No job security for the College staff, Lack of remedial teaching, Lack of resources, Too many extra-curricular activities, Lack of proper class room management, Lack of proper Library, Lack of proper academic guidance, Lack of qualified teachers, Lack of students responsibility, Weak teacher-student relationship and Weak co-ordination among staff are the main factors responsible for the poor performance in Government Colleges, whereas, in the case of

Private Colleges, these factors are partially responsible for the poor performance of Colleges.

136. Financial constrain and Less emphasis on Co-curricular activities are the main factors responsible for the poor performance in Private Colleges, whereas, in the case of Government Colleges, these factors are only partially responsible for the poor performance of Colleges.

137. The study shows that less concern of Managing Board was considered by both the Principals of Government and Private Colleges as the responsible factors for the poor performance of Colleges.

138. Some of the suggestive measures for the improvement of Colleges in Nagaland given by Principals of Government and Private Colleges:-

Government Principals:

- (a) By handling the given situation with tact, positive and innovative mind.
- (b) By enlighten not only the students but the community at large.
- (c) Sensitizing the people to understand development.
- (d) Altruistic contribution from all angles.
- (e) Strong administrator.
- (f) Proper infrastructure facility.
- (g) Regular attendance of Teachers/ staff and students.
- (h) By giving study leave for Teachers.
- (i) More Orientation and Refresher course facility.
- (j) Library with equipped books and internet facility.
- (k) Attached with modern teaching aid facilities.
- (l) Giving autonomy to the institution and less political interference.
- (m) Granting sufficient fund for all the Colleges.
- (n) Extra dedicated and visionary Head.
- (o) Sufficient Teachers in all the Colleges as per UGC guidelines.
- (p) Initiating strict disciplinary actions against defaulters.

Private Principals:

- (a) Dedication, sacrifice, Love of students, Ethical way of professionalism, correct living can improve the College.

- (b) Good governance on the part of Government.
- (c) Timely action taken on the part of authority.
- (d) Good setting by stakeholders.
- (e) Stop taking over Colleges for government rather concentrate more on the existence one.
- (f) Funds are given as per the need of the Colleges.
- (g) Creating Academic awareness among the teachers and students.
- (h) Maintaining clear accountability.
- (i) Qualified Teachers with qualified salary as per UGC.
- (j) Punctuality.
- (k) Dedication towards duty.
- (l) Interaction and interrogation in the class room to improve quality education.
- (m) Constant support and effort from parents.
- (n) Organize more Training course for Teachers.
- (o) Declaring result within specific period.
- (p) Reform the system of management.
- (q) Facilities for job oriented in all the Colleges.
- (r) Sufficient scope for technical, industrial and vocational guidance and training.

### **5.3: Findings based on Responses given by Government and Private Teachers.**

1. The study reveals that both the Government and Private Colleges have more Female Teachers than Male Teachers with an average of 56% and 66.66% respectively.
2. It was found out that Government Colleges has more married Teachers than Private Teachers. There was no Divorce case in Government Colleges but with an average of 0.66% of divorce case in Private Colleges.
3. Maximum Government Teachers were under the age group of 36-40 (26%) but maximum Private Teachers were under the age group of 31-35 (37.33%)
4. Private Colleges has more number of Assistant Professors than that of Government Colleges, but in the case of Associate Professors, Government Colleges has much more numbers than that of Private Colleges with an average of 10.66% and 1.33% respectively.

5. It was found out that Service condition of Teachers in Private Colleges has more permanent with an average of 66% than that of Government Colleges with an average of 34%. But in the condition of Temporary service, Government Colleges has more numbers than Private Colleges with an average of 45.33% and 21.33% respectively. It also reveals that Government Colleges has more Contract Teachers than Private Colleges and an average of 0.66% Substitute Teachers in Government Colleges compared to an average of 2% Adhoc Teachers in Private Colleges.
6. It was found out that Private Colleges has more major paper offered in different departments than Government Colleges.
7. Government Colleges has more Qualified Teachers with an average of M.Phil. (12%), Ph.D. (13.33%), NET (32%) and JRF (5.33%) than that of Private Colleges with an average of M.Phil. (4%), Ph.D. (6%), NET (28%) and JRF (1.33%).
8. The study shows that Government College Teachers has much more number of teaching experiences in years than that of Private College Teachers except under 1-5 and 6-10 years lesser than Private College with an average of 28.66% and 18.66% as compared to 56.66% and 26.66% of Private Teachers.
9. It was found out that Government Colleges has better Teachers-Students ratio than that of Private Colleges.
10. The study shows Private Colleges has more enough and sufficient faculty Teachers in the entire department as compared to Government Colleges.
11. The study reveals that both the Government and Private College Teachers have lesser facilities for In-service training.
12. It was found out that almost all the Teachers in both the Government and Private Colleges don't reside in the College quarter.
13. Maximum Teachers from both the Government and Private Colleges come to their College from 1-5 kms distance with an average of 60% and 73.33% respectively. But Comparatively Private Teachers has higher number than that of Government Teachers.
14. It was found out that majority of Teachers in both the Government and Private Colleges managed their transportation with their own vehicle, except an average of 29.33% of Government Teachers and 15.33% of Private Teachers availed College Bus. It also reveals that Private Teachers availed more Taxi and Private Mini Bus service than

that of Government Teachers. In both the cases an average of 14.66% and 18.66% respectively managed to come to the Colleges by Foot.

15. The study reveals that Government Colleges has more Students enrolled in different department (8970) than that of Private Colleges (7461).

16. The study reveals more number of Highly Committed Teachers (42%) in the case of Government Colleges than that of Private Teachers (36%).

17. It was found out that Private Teachers gets more feedback about their performance from their Principal than Government Teachers. But relatively it was only sometimes in both the cases.

18. The study shows that Government Teachers has better relationship with their Principal than Private Teachers.

19. Number of regular Teacher's involvement in decision making for College development by Government was much higher than Private Teachers. But to some extent, Private Teacher's involvement in decision making is relatively better than Government Teachers.

20. Teacher's opinion on College Administration is significantly higher in the Government Colleges but relatively satisfaction on Private College is higher than that of Government Colleges.

21. It was found out that both the Government and Private College Teachers could managed to complete their course in time.

22. Government Teachers faced little problems of Overloaded class with an average of 6% than that of Private College Teachers with an average of 4%, but both the Government and Private respondents agreed that there was not much overloaded class with an average of 73.33% in the case of Government and 57.33% in the case of Private.

23. It was found out that to improve the College performance; Private College Teachers work extra hours more than Government Teachers.

24. Private Colleges provide relatively better incentives to the Teachers for additional work than that of Government Colleges.

25. It was found out that Private College Teachers have much more zeal to write any articles for journal publication than Government Teachers.

26. It was found out that Both the Teachers of Government and Private Colleges provides one Project work based on lesson in each semester. Teachers provide two project work based on lesson has comparatively more in Government Colleges, whereas Teachers provide three project work based on lesson in Private Colleges is more than Government Colleges.
27. The study reveals that Teachers of both the Government and Private Colleges conduct one test in each semester. It also shows that Teachers of Private Colleges conduct more two tests than Teachers of Government Colleges, whereas Teachers of Government Colleges conduct more three tests than that of Teachers of Private Colleges.
28. Assignment given to each semester by Teachers of Private Colleges is comparatively more than Teachers of Government Colleges.
29. Field or Exposure trip organized by Teachers for students in a year are provided far better in Private Colleges than Government Colleges.
30. It was found out that Teaching workload per day and per week for Teachers of Private Colleges is much more than that of Teachers of Government Colleges.
31. Duration of each class period for Government Colleges is same whereas there is no such similarity in the case of Private Colleges.
32. It was found out that both Government and Private Teachers have a strong desire to introduce the curricular course like Art and Craft, selective vocational subjects, Life skill development in the course for study.
33. The study shows that maximum Teachers in both the Government and Private Colleges were assigned additional charges like Program Officer NSS, Coordinator IQAC, BLO, NCC and Dean of Students.
34. Number of Teachers Publishing articles in the Journal is significantly higher in the Government Colleges than that of Private Colleges.
35. Number of Teachers attending Refresher Course and Orientation Programs in the Government Colleges are comparatively higher than Private Colleges, whereas number of Teachers attending Summer/Winter schools, Seminar and Workshop in the Private Colleges is significantly much higher than Government Colleges.
36. Some of the suggestions given by both the Teachers of Government and Private Colleges on how to improve Teaching Techniques:

- (a). Introducing Team teaching under the supervision of concerned subject Teacher.
- (b). Introduce more practical method rather than Lecture method which has been widely used in the present learning.
- (c). Develop communication skills and Lesson planning.
- (d). More Project works.
- (e). Introduce Smart Board in the class room.
- (f). Having discussion hour after every lecture class.
- (g). Group discussion.
- (h). Introducing more Activity based method.
- (i). Use of multi-media aids.
- (j). More of ICT based teaching.

37. Computer facilities are better provided to the Teachers of different department in the Government Colleges than the Private Colleges.

38. Private Colleges provides better Internet facilities to the Teachers than that of Government Colleges.

39. It was found out that Government College Teachers faced more problems with regard to infrastructure than Private College Teachers.

40. The study shows that Government College Teachers faced more problems with regard to Management and Administration than that of Private College Teachers.

41. It was found out that Private College Teachers faced more problems with regard to financial problems than Government College Teachers.

42. The study reveals that Government College Teachers faced more problems with regard to Academic Achievement than Private Teachers.

43. Government College Teachers comparatively faced more problems with regard to Co-curricular Activities than that of Private College Teachers.

44. Some of the remedial measures given by the teachers of Government and Private Colleges with regard to the Infrastructural problems they faced:-

Government Teachers:

- (a) Timely release of fund from Government can solve the problems.



- (b) Cohesive efforts from both the Head of institution as well as Teachers and non-teaching staff to garner funds from other sources apart from Government funding.
- (c) Providing Computer and printing to each department.
- (d) Providing Smart class.
- (e) Strict administrator and proper utilization of fund.
- (f) Students of different districts should give more preference in their own district instead of seeking admission in the capital.

Private Teachers:

- (a) More Central aid for affiliated/recognized Colleges.
- (b) Make available internet for free access to all.
- (c) Well defined hierarchical set up to conduct business and redress the issues.
- (d) Providing wide range of books to refer.
- (e) Upgrade the canteen and toilets.
- (f) Construction of proper drainage system in the campus.

45. Some of the remedial measures given by the teachers of Government and Private Colleges with regard to the problems of Administration and Management:-

Government Teachers:

- (a) The College authority should strictly implement service rules without showing any favoritism.
- (b) Self-improvement, moral obligation on the part of Authority, Teachers and ministerial staffs.
- (c) Taking strict disciplinary action against irregular Teachers and staffs.
- (d) Inefficient and half-hearted principals and Teachers should be tracked and corrective measures be initiated.
- (e) Do away with attachment system.
- (f) As far as possible teachers from the area/locality should be employed and posted in order to curb absenteeism and enhance dedication/performance of the institutions.
- (g) Teaching and non-teaching staff should be sent for various skill based trainings.
- (h) Government constant supervision.
- (i) Efficient Administrator who stays in the station regularly.

- (j) Maintaining proper teachers-students ratio.

Private students:

- (a) Introducing proper and strong management Board.
- (b) Having a strong Parent-Teacher Association.
- (c) Rational resolution is made against each of the maintained problems and its execution in both letter and spirit.
- (d) Strong co-ordination between Management Board and Staffs of the College.

46. Some of the remedial measures given by the teachers of Government and Private Colleges with regard to financial problems:-

Government Teachers:

- (a) Fund allocation should be made as per the requirement of the Colleges after ascertaining from the institutions.
- (b) Garner fund not only from State Government but from other sources and UGC.
- (c) Transparency and Accountability should be maintained properly.
- (d) Utilize the fund judiciously and meticulously.

Private Teachers:

- (a) All college should be assessed by NAAC as soon as possible to avail fund from UGC.
- (b) Effort to be given by all the Colleges to garner more funds apart from Government.
- (c) There should be less internal disturbances in financial matters.

47. Some of the remedial measures given by the teachers of Government and Private Colleges with regard to Academic Achievement problems:-

Government Teachers:

- (a) Avoid appointing fix pay teachers, as they don't contribute much towards academic achievement because of job insecurity.
- (b) Regular presence of authority in the campus inspecting teacher's performance enhances the academic achievement.
- (c) Strictly applying the rules of requisite attendance to sit for exam.
- (d) Attachment of teachers to other Colleges should be stopped.
- (e) Bio-metric attendance of staff and teachers is installed in the College.
- (f) More tutorial classes are introducing in the College.

- (g) Motivation to develop the love of each subject.
- (h) Strong administrator is pre-requisite.
- (i) Semester-wise project should be well-planned and follow suit.
- (j) Check measures is imposed on the Teachers.
- (k) Making Parents of the student involve in the academic process.

Private Teachers:

- (a) More interactive session between the teachers and students about academic achievement.
  - (b) Provision for extra and remedial classes for under-achiever.
  - (c) Having more passion for students and ready to work extra hours for the students.
48. Facilities of Award or Incentives given to the Teachers when their students have done well in their subject in Private Colleges are comparatively better than Government Colleges.
49. Private Colleges provides more Cash and Citation award to Teachers than that of Government Colleges.
50. The study shows that Teachers of Private Colleges are more satisfied with their student's performance for the last five years than that of Government Teachers.
51. Some suggestive measures for over-all improvement of Colleges in Nagaland given by Teachers of Government and Private Colleges:-

Government Teachers:

- (a) College campus must be sufficient enough space.
- (b) Teacher-student ratio should be properly maintained.
- (c) Security in terms of monetary and non-monetary for private teachers to avoid employees turns over.
- (d) Transfer of Teachers in the middle of academic session should be avoided.
- (e) Updated ICT to be used by Teachers as well as students.
- (f) Enough transportation facilities should be provided for Teachers and students.
- (g) Good Canteen with hygienic maintenance.
- (h) Seminars for Teachers should be held regularly.
- (i) Set up of Academic staff College for in-service teachers training.
- (j) Streamlining of Elementary education to improve the students at higher education.

- (k) Competition among the Teachers as well as Students in order to inculcate the spirit of academic competition.
- (l) Libraries with internet facilities and access to online journal.
- (m) Academic exchange programs between Colleges.
- (n) Authority who formulate educational policy to revive from time to time keeping the local condition in a favorable position without compromising the benefits and security of the teaching community.
- (o) Adequate finance and sanction on time from Government.
- (p) Appointing only qualified and dedicated Teachers.
- (q) By having responsible management Board.
- (r) Smooth co-ordination between Government and Private Colleges.
- (s) Undeveloped Colleges should be given special care.
- (t) Create opportunity for Teachers and students to visit other Colleges for motivation.
- (u) Serious effort on the part of Government in improving quality education in action.
- (v) Total revamps of University's functional system.
- (w) Land dispute within the College should be directly handled by Government in the case of Government Colleges.
- (x) Department must take report of Principals and Teachers on monthly basis.
- (y) Transparency in financial matters should be encouraged in all the Colleges.
- (z) Group practical work should be assigned to students for learning through activities and experiences.
- (aa) Concerted effort from all the stake holders.
- (bb) Quarters for all Staffs.
- (cc) Incentives for sincere Teachers.
- (dd) The service rules may be made in such a way so as to attract the best minds to enter the teaching profession.
- (ee) Teachers should be posted in their respective area which will enhance the performance of the College.
- (ff) More of skill based education.
- (gg) Merit based and fair method of appointment.
- (hh) Placement and promotion should be given to the desired teachers at the earliest.

- (ii) By giving children allowance to the Teachers.
- (jj) Granting rural or difficult allowances to the Teachers.
- (kk) Teacher's consultation should be considered while preparing syllabus.
- (ll) Creation of a common resources pool for all the Colleges.
- (mm) Teachers must be graded by the students and duly reward the best teacher in each semester.
- (nn) Political involvement in all functioning should be totally stopped.
- (oo) Allowing the students to complete the entire course irrespective of the number of back log papers provided.
- (pp) Ensuring uniform external evaluation in all semester.
- (qq) Frequent surprise check by local bodies and by officials of Higher Education Department in Colleges.
- (rr) To establish more community Colleges and main academic syllabus at regular intervals.
- (ss) Mentoring and counseling cell should be introduced in all the Colleges.
- (tt) Set up a separate committee to regularly check all round functions of the Colleges in due course of time and give feedback as well as necessary action deem fit.

Private Teachers:

- (a) Good salary structure.
- (b) Inter-college meeting.
- (c) Uniformity of holidays.
- (d) The campus should be students friendly.
- (e) Syllabus need to be revamped to include relevant course.
- (f) Emphasis on quality education rather than Exam oriented.
- (g) Curriculum to be more students-cantered.
- (h) Take up more UGC sponsored project.
- (i) Teachers by breaking monotony of the conventional class room teaching and bring in new ideas to make class room teaching more interesting.
- (j) Nagaland University needs to be more stable and fix the syllabus after consulting with the subject teachers.

- (k) The college authority and management should adopt a common “Policy framework” to develop all activities conducted by a College with certain new ideas.
- (l) All the College initiative should reach at par of global level of academic development.
- (m) The parents of students should play a very proactive role and also come out with contained policy implications to develop and bring the academic excellence in colleges.
- (n) Motivation and incentives from the parents and University.
- (o) Changing the Teaching and Evaluation methods.
- (p) Establishment of new Colleges should be discouraged so that emphasis can be paid to the existing Colleges.
- (q) Updating teacher’s knowledge through frequent workshops and seminars.
- (r) Review of the syllabus depending on the conditions and nature of semester system.
- (s) Universalization of academic calendar for all the Colleges under Nagaland University.
- (t) Declaration of semester result on time.
- (u) Model question papers be made available common to all the Colleges.
- (v) To have more remedial teaching.
- (w) Empowering the students to avoid less dependent on the Teachers.
- (x) The University having a well-planned schedule for the summer and winter sessions and not randomly come up with sudden changes in the middle of the session.

#### **5.4: Findings based on Responses given by Government and Private Students.**

1. It was found that female students in Government Colleges were more responsive as they were comprised of 53.66% while male students consisted of 46.33% out of 300 students. But in the case of Private Colleges, Male students were more responsive as they comprised of 52% while Female students consisted of 48% out of 300 students.
2. The study shows that almost all the students from both the Government and Private Colleges are Schedule Tribe students.

3. 24 different student communities from the Government Colleges responded their comments and equal number of student communities from the Private Colleges also responded their comments.
4. It was found that majority of the students were from 2<sup>nd</sup> Semester since they covered 48.66%, 31% from 4<sup>th</sup> Semester and 20.33% were from 6<sup>th</sup> Semester with regard to respondents of Government Colleges. However, majority of students who responded from Private Colleges were from 6<sup>th</sup> semester since they covered 36.66%, 33% from 2<sup>nd</sup> semester and 30.33% were from 4<sup>th</sup> Semester.
5. The data reveals that both the Government and Private General and Honours students responded equal number with an average of 43.66% (General) and 56.33% (Hons).
6. It was found out that maximum student of Government Colleges falls under age group of 20-21 whereas maximum students of Private Colleges fall under the age group of 21-22.
7. The study shows that in both the cases of Government and Private Colleges, General and Honour Male responded more than General and Honour Female students.
8. College Fees in Private Colleges is significantly higher and expensive than Government Colleges.
9. The study reveals that both the students of Government and Private Colleges did not agree that college fees determined the quality of education.
10. It was found out that Government Colleges involved more students in decision making than that of Private Colleges.
11. Both the students of Government and Private Colleges agreed upon that their Colleges are in a proper locality for studying.
12. The study found that maximum students from both the Government and Private Colleges joined the College in the year 2011, 2012 and 2013 respectively.
13. The study reveals that number of students residing with their family is comparatively higher in Government than students of Private Colleges.
14. It was found out that number of students visiting library when their Teachers were on leave comparatively higher in Government Colleges but Proxy class arrangement during the Teacher's Leave in Private College is higher than Government College.

15. Opinion of students shows that Private Colleges has enough Teachers in each subject than that of Government Colleges.

16. The study reveals that Teachers of Private Colleges are more regular in their Class than Government Colleges.

17. It was found out that students of Private Colleges have more satisfaction with the quality of teaching in their College than that of Government Colleges.

18. The study shows that students of Government Colleges managed their study materials more from Teacher's explanation whereas students of Private Colleges managed more study materials from Teacher's hand-out. It also reveals that students of Government Colleges rather managed more their study materials even from Library, Shop, self-prepared notes from book while students of Private Colleges have lesser managed from the same source, but more from website as compared to Government Colleges.

19. It was found out that almost all the students from both the Government and Private Colleges responded their agreement of organizing Co-curricular activities in their Colleges.

20. The study shows that many students from both the Government and Private Colleges responded that they were not involved in decision making for students' welfare.

21. The study shows that maximum students from both the Government and Private Colleges have no idea to join in service immediately, rather aspire to go for further studies after their graduation. Data also shows that students of Private Colleges have more aspiration to become Administrative Officer as compared to Government students.

22. Some of the suggestions given by students from both the Government and Private Colleges for improvement of curricular in the College:

Government Students:

- (a) To introduce Pre-model exam system before main Exam.
- (b) To introduce Group discussion system in the program.
- (c) Introduce Public speech and Penal discussion as a course of study.
- (d) Field study and Minor research project be included in the course of curriculum.

Private Students:

- (e) Study tour be included as a part of one subject in the curriculum.



- (f) Introduce half of study course on activity based.
- (g) Team teaching be introduced as compulsory subject.
- (h) Introduce Physical education and Music class as course subjects.
- (i) Cultural subject be included in the course.
- (j) More subjects on job oriented.

23. Some of the suggestions for more co-curricular activities students from both the Government and Private Colleges would like to have in their College.

Government Students:

- (a) To have Dance Class.
- (b) Observing Friendship Week.
- (c) Craft work and handiwork.

Private Students:

- (a) Cooking Class.
- (b) Photography Class
- (c) Observing Book exhibition day
- (d) Driving Class.
- (e) English spoken class.
- (f) Mono act and cultural exchange program.
- (g) Conduct some prominent Traditional games.
- (h) Story writing competition.

24. Data shows that Private students were more satisfied with the Teaching system in their College than Government students.

25. Some of the suggestions given by Students of Government and Private Colleges on how to improve Teaching Techniques:

Government students:

- (a) Use of Digital Teaching technique.
- (b) More Demonstration Technique.
- (c) Creativity and Divergent technique.
- (d) Technique of letting the students partakes in the topic.
- (e) Illustration and example technique.
- (f) Technique of using smart board facilities.

- (g) Smart Class Technique.
- (h) Skill-oriented teaching Technique.

Private Students:

- (a) Computerize Technique
- (b) Extension Activity Technique
- (c) Multimedia Teaching Technique.
- (d) Short and Precise Teaching Technique.

26. The study reveals that maximum students from both the Government and Private Colleges responded to have College Uniform in their College, except few Colleges with an average of 17% responded that they don't have College uniform.

27. It was found out that Private Colleges provides more computer facilities to their students than that of Government Colleges.

28. An average of 44.66% of Private students responded that their computers were connected with Internet facility which is higher than Government students with an average of 34.33% of internet connection to their computer.

29. Private College students were more satisfied with their College facility than Government students.

30. Some of the reasons of students from both the Government and Private Colleges not satisfied with the College facilities:

Government students:

- (a) Less computer facility.
- (b) Small campus and limited books facility in the Library.
- (c) Congested Classrooms.
- (d) Less hostel facilities.
- (e) Weak students Union.
- (f) Lack of updated study materials.
- (g) Less number of College Bus.
- (h) Poor sanitation.
- (i) Poor furniture facilities.
- (j) Lack of good play ground.

Private Students:

- (a) Lack of recreation facilities for students.
- (b) Less number Technologies.
- (c) No extra rooms for relaxation during free period.
- (d) Insufficient computers for students.
- (e) Poor sound system.
- (f) Lack of proper Canteen.
- (g) Lack of proper Auditorium.
- (h) Lack of proper Electricity.

31. Maximum students of both Government and Private Colleges are entitled for scholarship with an average of 90% and 89% respectively.

32. The study reveals that students from both the Government and Private Colleges spent their scholarships in the following ways:

Government Students:

- (a) Purchase of Books.
- (b) Pay hostel fees.
- (c) Spent on personal needs.
- (d) Give it to Parents for necessary management.
- (e) Spent on charity work.

Private Students:

- (a) Spent on tuition fees.
- (b) Used it for personal needs.
- (c) Spent for kitchen purpose.
- (d) Used for pocket money.
- (e) Support parents.
- (f) Spent on study materials.

33. The study reveals that to some extent Library of Private Colleges provides higher number of prescribed syllabus to the students than Government College Library.

34. It was found out that number of students resides in College's hostel is comparatively higher in Private Colleges as compared to Government Colleges. However, it was also

found out that maximum number of students in both the Government and Private Colleges don't reside in Hostel.

35. The study shows that Private students have higher number of staying in Private hostel than that of Government Students. Number of Government students putting up at Own residence is relatively higher than Private students. It also shows that number of students from both the Government and Private Colleges have equal number of putting up in relative's house, but study also reveals that higher number of Government students resides in Rented house than Private students.

36. The study found out that the students going to their Colleges from the distance of 1-5kms is comparatively higher in Private Colleges than Government Colleges. But, from the distance of 6-10kms, Government students have higher number as compared to Private Colleges. It also found out those minimum students from both the Government and Privates College were from the distance of 11-15kms, 16-20kms and more than 21kms respectively.

37. It was found out that College Bus for transportation for students are better provided in Government Colleges than Private Colleges.

38. The study reveals that maximum number of Private students with an average of 93.33% don't take College Bus to go to their college as compared to Government students with an average of 59.66% who don't availed College Bus.

39. Maximum students from Private Colleges with an average of 77% managed their transportation by Foot, whereas students of Government Colleges with a medium average of 48% only managed their transportation by Foot. Students of Private Colleges have higher number of availing Public vehicle than that of Government students.

40. The study shows that students having a very good relation with their Teachers in Private Colleges is higher than Government Colleges, but students of Government Colleges has higher number of Good as well as Satisfactory relationship as compared to Private Colleges.

41. The study found out that students sharing their problems with their Teachers in the Government Colleges are significantly higher than the Private Colleges.

42. Teachers helpfulness for students is slightly better in Private Colleges than that of Government Colleges.

43. The study shows that student's shyness to approach their Teachers in Private Colleges is significantly higher than Government Colleges. But student's Afraid to approach their Teachers in Government Colleges is comparatively higher than Private Colleges.

44. The study shows that Private Students were given more Award and Incentives for meritorious students whereas Government students were given less Award and Incentives for meritorious students.

45. It was found out that Students of Private College has an opinion that their College performance is consistently good whereas students of Government Colleges have an opinion that their College performance is consistently Average.

46. The study found out that following are some pressing problems faced by the students of Government and Private Colleges:-

Government students:

- (a) Lack of proper safe drinking water facilities.
- (b) Improper classroom arrangement.
- (c) Lack of systematic arrangement during admission and submission of forms.
- (d) Unavailability of enough reading materials in the Library.
- (e) Lack of revision on the part of Teachers with taken Lessons.
- (f) Improper washrooms.
- (g) Lack of enough computers for students.
- (h) Lack of improper canteen.
- (i) Lack of competitive environment among students.
- (j) Lack of printing facilities for students.
- (k) Lack of decency in the College campus.
- (l) Short notice for test and submission of assignment and seminar paper.
- (m) Less College Bus for students.
- (n) Teacher's favoritism to some extent.

Private students:

- (a) Less books on study materials in Library.
- (b) Less internet facility provided to students.
- (c) Used of intoxicating substances by friends.

- (d) Poor practical teaching method.
- (e) Frustration on marking system.
- (f) Unhygienic washrooms.
- (g) Improper daily classroom management.
- (h) Shortage of safe drinking facilities.
- (i) Expensive fees.
- (j) High absent fees.
- (k) Long duration class.

47. Some of the remedial measures given by the students of Government and Private Colleges with regard to pressing problems they faced:-

Government students:

- (a) 24 hours safe drinking water facilities to be kept in all the Colleges.
- (b) Admit card and examination forms should be distributed in the classroom itself.
- (c) Dissolve the tribal unions.
- (d) Road condition should be improved.
- (e) Motivate the students to compete with each other's.
- (f) Compulsory internet facilities should be provided to all the students.
- (g) Latest edition of the books should be recommended for syllabus.
- (h) Minimum test in a day.
- (i) Update Library on regular basis.

Private students:

- (a) Provide more study materials as per syllabus in the Library.
- (b) Maximum ICT facilities should be provided in the College.
- (c) Hand in hand with Authority, Teachers and students should work to solve any problems.
- (d) Build friendly atmosphere between the Teachers and students.
- (e) Tuition fees should be paid on installment basis.
- (f) Providing bigger classrooms.
- (g) More college Bus and better Canteen should be provided.

48. Some of the reasons for good Academic performance given by students of Government and Private Colleges:-

Government students:

- (a) Good teaching facilities.
- (b) Qualified and dedicated teachers.
- (c) Hard work on the part of students and parents.
- (d) Dropping the weak students before main exams.
- (e) Upgrading basic modern technologies.

Private students:

- (a) Strong relationship between Teachers and students.
- (b) Strict attendance.
- (c) Additional class and time of study.
- (d) By providing award and incentives to meritorious students.
- (e) Qualified and dedicated Teachers.
- (f) Good ministerial staffs.
- (g) Competitive spirit among the students.
- (h) Well managed administration.
- (i) Efficient Managing Board.
- (j) Inculcating moral values.
- (k) Punctuality on the part of Teachers and Students.

49. Some of the reasons for poor Academic performance given by students of Government and Private Colleges:-

Government students:

- (a) Lack of student's interest.
- (b) Lack of proper study materials.
- (c) Irregularity on the part of Students and Teachers.
- (d) Bulky students.
- (e) Improper teaching course.
- (f) Excess used of Mobile.

Private students:

- (a) Random accepting of admission.
- (b) Poor student's attendance.
- (c) Endless admission throughout the whole year.

- (d) Shortage of Teachers.
- (e) Teacher's less attention given to the students.

50. Some suggestive measures for over-all improvement of Colleges given by the students of Government and Private Colleges:-

Government students:

- (a) Providing proper infrastructure.
- (b) Seminar should be held regularly in all the Colleges.
- (c) Activity based learning should be made compulsory in all the Colleges.
- (d) Do away with out-dated information.
- (e) More project works should be introduced.
- (f) More Library facilities.
- (g) Introduce regular career guidance program.
- (h) Proper College building and systematic admission norm.
- (i) Install CCTV in all the classrooms.
- (j) More learning based Co-curricular activities should be introduced in all the Colleges.
- (k) Introduce more examples in teaching to connect with real life situations.
- (l) By teaching the child rather than subject.
- (m) Devoted teachers with good communication skills.
- (n) Strict rules and regulation in the College.
- (o) Appointment of Teachers with highly qualified and experienced teachers at the entry point.
- (p) Apply modern teaching methods.
- (q) Latest published books should be recommended in all the Libraries.
- (r) Allowing students to participate more in teaching-learning process.
- (s) Minimize the vastness course.
- (t) Increase the number of awards for merit students.
- (u) Teachers should not be transferred regularly.
- (v) Enough computer facilities should be provided to all the Colleges.
- (w) Dedicated ministerial staffs.
- (x) Provide all lavatories for all the Colleges.



- (y) Compulsory hostel for all the Colleges for both Boys and girls.
- (z) Strong administration and capable minister for Colleges in Nagaland.
- (aa) An honest and dedicated Principal.
- (bb) Well managed Canteen.
- (cc) Strict vigilance over the performance of students.
- (dd) Curriculum should be reformed and update regularly.
- (ee) All teachers should be trained.
- (ff) Study tours should be organized regularly in all the Colleges.
- (gg) College should be equipped with digital zone.
- (hh) Extra attention to be given to the students.
- (ii) Regular release of scholarship to the students.
- (jj) Quiz based on syllabus should be held regularly.
- (kk) All the Colleges should be given Autonomous status.
- (ll) Regular coaching class should be conducted during holidays.
- (mm) Do away with Proxy and Contract teachers.

Private students:

- (a) Close relationship between authority and staffs of the College.
- (b) Every College should have the program to visit each other's.
- (c) Provide well recreation.
- (d) Enough computer facilities with internet connection.
- (e) Teacher's mentorship for practical work and field based experiences.
- (f) Covering the course within the giving period.
- (g) Compulsory hostel facilities for students and quarter for the staffs.
- (h) Introducing proper uniform code.
- (i) A must better toilets and Libraries for all the Colleges.
- (j) Strong relation between Teachers and Students.
- (k) Focusing more on student's character.
- (l) Good transportation.
- (m) Selective co-curricular activities.
- (n) Authority should pay regular visit to all the Colleges.
- (o) Students' union body should play active role.

- (p) Well and qualified Management Board.
- (q) Introducing more local languages in the course of study.
- (r) Regular seminars on relevant topics.
- (s) Introducing standard foreign exchange program.
- (t) Better scholarship and incentives for deserving students and teachers.
- (u) Conduct of Leadership training, Value education and spiritual retreat on regular basis.
- (v) College having proper and enough parking lot.
- (w) Provide revised syllabus on time.
- (x) Introducing more vocational subjects.
- (y) Dual working system to be totally banned.
- (z) Mentoring classes should be conducted on regular basis.
- (aa) Special attention given to weak students.
- (bb) Introduce more awards in all the Colleges.
- (cc) Maintaining college green, fresh and clean.
- (dd) Maintaining appropriate enrolment and dress code.
- (ee) Appointing only qualified, experienced and dedicated teachers.
- (ff) More remedial classes should be arranged.
- (gg) Sports officer should be given to all the Colleges.
- (hh) Create the post of College Inspector.
- (ii) Free coaching class should be provided in all the Colleges.
- (jj) Providing medical facilities in all the Colleges.

#### **5.5: Findings based on Responses given by Stakeholders.**

1. Some of the findings based on responses given by stakeholders with regard to the question of differences between Government and Private College's Status/ profile:

- (a) Government Colleges are mostly under rural areas, and it was found out that their status/profile is lukewarm, whereas Private Colleges are located only under urban area, hence comparatively has better Profile/status.
- (b) Those colleges with NAAC accreditation in Private Colleges have better Profile.

- (c) The status of Teachers in Government Colleges is significantly higher than Teachers of Private Colleges as they were appointed through NPSC unlike Private teachers who were appointed by owner of Particular College.
  - (d) Government College has better profile/status with regard to Salary, Library, Teacher-students ratio, and fees than that of Private Colleges.
  - (e) It was also found out that Private Colleges comparatively better in some status because of prompt action taken for any activities than that of Government Colleges who waits long for higher up action.
  - (f) Private Colleges has better modern facilities which indicated better status than that of Government Colleges.
  - (g) Definitely Government Colleges have an edge over Private Colleges from recruitment of regular staff with job security and promotional scopes to better pay structure and sufficient budgetary provisions.
2. Some of the findings based on responses given by stakeholders with regard to the question of whether Government or Private Colleges are doing better in Curricular and Co-curricular activities:-
- (a) Private Colleges are doing better due to less indulgence from outside elements as compared to Government Colleges which is too much involved by Politicians.
  - (b) The study found out that though both the government and Private Colleges follow the same syllabus of Nagaland University, comparatively curricular performance in Private Colleges are better than that of Government Colleges.
  - (c) Private Colleges have fared well in terms of co-curricular activities such as auditorium for seminars, Conference and promoting academic fest, exchange programs, clubs and events besides hosting cultural fests than that of Government Colleges.
3. Some of the findings based on responses given by stakeholders with regard to the question of whether Government and Private College Teachers are employing different techniques in their teaching and their opinion to which techniques are better:-
- (a) It was found out that there is no different technique employed by Government and Private Colleges in Nagaland. It is only in the quality that sets two Colleges apart.

There is duplication in one giving ready-made materials and the other copying without much ado.

(b) It was also found out that there is no different technique; however Private Teachers are doing better because they are more committed, sincere and call-oriented to their teaching.

(c) The study found out that both Government and Private College Teachers mostly used Lecture technique in their teaching.

4. Some of the findings based on responses given by stakeholders with regard to the question of better Infrastructural facilities between Government and Private Colleges and examples as per their category:-

(a) The study found out that in general, Private Colleges comparatively little better than Government Colleges with regard to infrastructural activities.

(b) It also found out that infrastructural facilities of Government Colleges in urban areas like Kohima, Dimapur and Mokokchung is comparatively not less than Private Colleges.

(c) The study also reveals that infrastructural facilities particularly like classrooms, laboratories, computers and network resources is significantly better in Private Colleges than that of Government Colleges.

5. Some of the findings based on responses given by stakeholders with regard to the question of the problems faced by the Government and Private Colleges and to which category is facing more problems and why:-

(a) In general, Private Colleges faced more problems than Government Colleges.

(b) The study found out that Both the Government and Private Colleges faced the common problems like Financial crunch, Shortage of Teachers, Poor infrastructural facilities, lack of sincerity and dedication.

(c) It also reveals that Government Colleges particularly faced the problems like Land encroachment, and Political involvement, whereas Private Colleges faced the particular problems like Low salary structure and Permanent teachers appointment.

(d) 6. Some of the findings based on responses given by stakeholders with regard to the question of Academic Performance for the last Five years and reason for better performance:-

- (a) The study reveals that Academic performance in Private Colleges for the last five years is comparatively better than Government Colleges.
- (b) The study also reveals that Private Colleges are doing better over Government Colleges because they have better administration, strong management, sincere, strictly monitored Teachers and competitive spirit among the students.

7. Some of the findings based on responses given by stakeholders with regard to the responsible factors for the Poor performance of Colleges in Nagaland:-

- (a) The study reveals that less commitment of Teachers, Politicization of education, lack of Family support are some of the responsible factors which led to the Poor performance of Colleges in Nagaland.
- (b) Another responsible factors reveals by respondents that too high Teacher-student ratio leads to the poor performance of the Colleges.
- (c) The study also reveals that shortage and irregularity on the part of teachers leads to the downfall of the Colleges in Nagaland.
- (d) It was also found out that weak and poor background of students in the Colleges is the reason behind the poor performance of the Colleges.
- (e) The studies found out that Overcrowded in the classroom where students cannot be given individual attention, too much used of media by students weaken the performance of Colleges in Nagaland.

8. Some of the findings based on responses given by stakeholders with regard to the responsible factors for the Good performance of Colleges in Nagaland:-

- (a) It was found out that a Sense of competition, guidance and monitoring are some of the responsible factors for the good performance of Colleges in Nagaland.
- (b) The study also found out that placement of students, general infrastructural facilities, role of able leadership can be counted as the main factors of good performance.

- (c) Qualified teachers, sincere and dedicated students facilitate success of colleges in Nagaland.

9. Some of the suggestions given by stakeholders with regard to the improvement of Government Colleges in Nagaland:-

- (a) The study reveals that constant monitoring of teachers performance, tutorial and remedial classes can improve Government Colleges in Nagaland.
- (b) Transfer policy is well defined competition the Colleges will pave the way to towards College improvement.
- (c) Devotion to duty, proper utilization of funds, and providing teachers with latest modern teaching learning materials can enhance the Colleges.
- (d) Mechanism to check quality of teaching should be placed for testing the teacher's appointment at the entry level.
- (e) Systematic staffing pattern.
- (f) Keep pace with scientific and technological advancement with greater autonomy.

10. Some of the suggestions given by stakeholders with regard to the improvement of Private Colleges in Nagaland:-

The study found out that the first and foremost criteria for improvement of Private Colleges is enhancement of pay structure.

- (a) Function as UGC norms in appointment and Governing body be strengthened.
- (b) Providing opportunities for senior teachers to go for professional course to enhance their teaching abilities,
- (c) Assess by NAAC accreditation.
- (d) By achieving minimum requirements and man power, Private Colleges should be given the chance set up institution.
- (e) Teacher's quality should not be compromised.
- (f) World class campus with spacious classrooms, panel rooms and better payment and perks will surely improve Private Colleges in Nagaland.

## **5.6: Discussion of Findings**

### **5.6.1: Profile of the College**

On observing the findings it was found that almost all the Government Colleges in Nagaland were established much earlier than Private Colleges. It was revealed that both the Government and Private Colleges have more Male principals than female but at the same time both the category have more Female teachers and female students than Male Teachers and Male students. The study also shows that both the Principals and Teachers of Government Colleges have more qualified and experiences than Private Principals and Teachers. Private Colleges have more number of permanent affiliations to the University as well as more number was assessed by NAAC Accreditation than Government Colleges.

It was found out that Government Colleges insisted more on Student's admission on merit basis but Private Colleges insisted more on student's admission on First come First basis. It also reveals that Private Principals in Nagaland assessed their Teachers performance more than Government Principals. The study shows that both the Government and Private Principals convened the meeting regularly, also involved the teachers and students in decision making for the College management activities as well as provided Book grant facility in their Colleges but both the Principals reveal that their Teachers were not highly committed to their duty. The study shows that offering major papers, Governing body, Encouragement of teachers to write articles for Journal publication, Orientation programs for Teachers and Research funds and modern facilities in Private Colleges is significantly better than Government Colleges.

It was revealed that sufficient number of Assistant Professors for each department, Teachers getting feedback from Principals, College fees for students in Private Colleges is higher than Government Colleges. But Teacher-student ratio, number of student's enrolment, number of students from rural areas, number of students residing with their family and relationship between Teachers and Principals, status of teachers, salary Job security and promotion scope in Government Colleges is higher than Private Colleges.

Both the Government and Private Colleges have lesser facilities like Staff Quarters and In-service training for Teachers. It shows that almost all the teachers don't reside in the College quarters and managed their transportation with their own vehicle

as maximum of them comes to their College from the distance of 1-5kms away from their College.

#### **5.6.2: Curricular and Co-curricular Activities.**

The study shows that Group activity, Group discussion, Panel discussion, Project Works, Activity based learning, Tutorial classes, Field or exposure trip and coaching classes given in Private Colleges were higher than Government Colleges. But activities like Distribution of hand out, Seminar, Team teaching, Class test, Assignment and Remedial classes given in Government Colleges were higher than Private Colleges.

The study also reveals that Meeting of Managing board held in a year, conducting Co-curricular activities, Aesthetic activities, Community participation in College function and Assignment given in each semester in Private Colleges are better than Government Colleges.

The study shows that Government Colleges have more classes on Saturday than Private Colleges, also almost all the Teachers in Government Colleges attended maximum Orientation and Refresher courses than Private Teachers. There is uniformity of time duration for each class period in Government Colleges but no such uniformity cases found in Private Colleges. Implementation level of Clubs/Union/Organization is found to be higher in Government Colleges than Private Colleges.

It was found out that teaching workload per day and per week for Teachers of Private Colleges is much higher than Teachers of Government Colleges. Moreover, Private Teachers work extra hours to improve their College performance so as incentives given to the Teachers for their additional work is better than Government Colleges. Private Teachers have more zeal to write any articles for Journal publication than that of Government Teachers. Teachers of Private Colleges are more regular in their class than Teachers of Government Colleges. It also reveals that more Proxy class is being arranged when the teachers are on leave in the case of Private Colleges which makes the students more satisfied with the quality teaching than that of Government Colleges.

It was found that practice of Lecture method, Conducting Co-curricular activities on Saturday, Organizing exposure trip only once in a year, conducting extra classes, Conducting regular Games and Sports, Organizing Cultural activities on regular basis, Observing important days in the College, Conducting Guidance and Counselling



Programs, Teachers completing their course on time, Providing one project work in each semester, Conducting one test in each semester, Desiring to introduce curricular course like Art and Craft, Assigning additional charge like PO NSS, Coordinator IQAC, NCC to the Teachers were there in both the Government and Private Colleges.

#### **5.6.3: Teaching method and Technique.**

The study reveals that Dictation method, Practical teaching, used Computer in teaching in Government Colleges is comparatively higher than Private Colleges. However, Demonstration method, Team Teaching, Power point presentation, used of CD/DVD and Projector were practically used more in Private Colleges than Government Colleges.

The study also shows that both the Government and Private Colleges used Black board as one of their main teaching tool. It also reveals that there was no different technique used by Government and Private Teachers in their teaching, however, Private Teachers were doing better because the Teachers were more committed, sincere and Call- oriented to their teaching and the Students of Private Colleges were more satisfied with the Teaching system in their College than Government students.

#### **5.6.4: Infrastructure and Facilities.**

The study reveals that Private Colleges has 100% College building of their own, but an average of 16.66% of Government Colleges did not have their own College building. Except two or three facilities, all the major facilities were better provided in Private Colleges than Government Colleges.

Computer and Internet, Xerox and Canteen facilities for Teachers, Students, Ministerial staffs and Library are better provided in Private Colleges than Government Colleges. Library of Private Colleges were equipped more with latest books, Journals, Magazines, Encyclopedias, Prescribed syllabus for students and Newspaper than Government Colleges.

It was found out that students residing in College as well as Private Hostel in the case of Private Colleges are comparatively higher than Government Colleges. College Bus transportation for students are better provided in Government Colleges than Private Colleges but in both the cases maximum students don't availed their College Bus, rather maximum students managed their transportation by Foot as maximum students don't resides in Hostel.

It was found out that both the Principals and Vice Principals of Government and Private Colleges were provided with Computer facilities. Both the Colleges have 100% Library. It also reveals that both the category provides College uniform. The study also reveals that almost all the students from both the Government and Private Colleges were entitled for scholarship.

#### **5.6.5: Problems of College.**

The study found that Government Colleges faced more problems with regard to Infrastructure facilities, Management/Administration, Inadequate of Teaching and non-teaching staffs, ICT facilities, Teacher-student relationship, dedicated staffs, problem of moral responsibility, Absenteeism among the Teachers and Students, Incompetency of Teachers, Non-study of students at home, Non availability of playground, Inadequate sports facilities, problems of expert to organize Co-curricular activities, Problems of Academic achievement, Land encroachment and political involvement than Private Colleges.

It was found out that Private Colleges face more problems like, Financing College development, managing salary of staffs, Tuition fees not paid on time, Management of Co-curricular activities, Low salary structure and Permanent teacher's appointment than Government Colleges.

The study also shows that both the Government and Private Colleges faced the problems of financial grant from State Government. Both faced little problems due to the course could not cover on time. It was also reveals that, to some extent both the Principals agreed upon the effect of late result declaration which leads to low academic achievement.

#### **5.6.6: Academic performance for the last five years.**

The study reveals that Academic performance of Private Colleges as per year-wise for the last five years is comparatively better than Government Colleges, except in the year 2015 Private College could managed only an average of 49% whereas Government Colleges has a double average of 98% which brought the total performance of Government Colleges better than Private Colleges.

Private Colleges provides better award or incentives to the meritorious students than their Government College counterpart. Cash award, Certificate, Trophy in Private

Colleges is better provided than Government Colleges. The study shows that Principals of Private Colleges are more satisfied with the performance of their Colleges than Government Principals. The study also reveals that Ministerial staff rendered sufficient support to the Academic performance of the students in Private Colleges is comparatively better than Government Colleges. The teachers of Private Colleges are more satisfied with their student's performance for the last five years than Teachers of Government Colleges.

The study reveals that both the Government and Private Principals responded that Private Colleges in Nagaland are doing better than their Government Colleges counterpart. The students of Private Colleges reported that their College performance is consistently good whereas students of Government Colleges reported that their College performance is consistently average,

#### **5.6.7: Factors responsible for good and poor performance of Colleges.**

The study shows that some of the factors like Qualified Teachers, Experienced Teachers, Trained Teachers, Dedicated Teachers, Interest on the part of Students, Hard work on the part of Students, Remedial and Coaching classes for students and Motivation from Head and Teachers were responsible for the good performance of Government Colleges, however factors like Good class room facilities, Good teaching materials, Well managed administration, Availability of ICT and College away from any pollution were responsible for the good performance of Private Colleges.

It was found out that factors like Weak management, Inability of Teachers to finish course, Lack of students interest, Insincerity of ministerial staffs, Frequent transfer of Teachers, Lack of students responsibility and weak Teacher-students relationship were some of the responsible for the poor performance of Government Colleges, whereas factors like Financial constrain, Less emphasis on Co-curricular activities were some of the responsible for the poor performance of Private Colleges.

The study also reveals that Regularity on the part of students, Proper Library and Strict discipline were considered by both the Government and Private Colleges as the main responsible for the good performance of Colleges and the factors like Less concern of Managing Board was considered by both the Government and Private Colleges as the main responsible for the poor performance of Colleges.

#### **5.6.8: Suggestive measures for the improvement of Colleges in Nagaland**

The study reveals that by handling the given situation with tact and innovative mind with a strong administrator can improve the Colleges. More Orientation, more Refresher course facilities should be given to all the Colleges. Giving more autonomy to Institutions and less political interferences can surely enhance the power of college authority. Teachers and College authority with dedication, sacrifice, love of students, ethical way of professionalism and correct living can improve the Colleges. Funds are given as per the need of the Colleges as well as constant support and effort from the Parents was the requisite conditions for the improvement of Colleges.

The study also reveals that Competition among the Teachers as well as students in order to inculcate the spirit of academic competition and adequate finance and sanction on time from Government can enhance the quality of College education. Taking the report of Principals and Teachers on monthly basis by authority enhances the Colleges. By consulting Teachers while preparing syllabus and emphasis on quality education rather than Exam oriented were some of the suggestive findings for the development of Colleges.

Universalization of academic calendar for all the Colleges under Nagaland University and model questions is made common to all the Colleges, also University comes up with Well-planned scheduled for summer and winter sessions. Proper College building and systematic admission norm as well as installing CCTV in all the Classes can improve the Colleges.

The study reveals that Teachers decided to teach the child rather than subject and the vastness course is minimized, also recommending latest books for all the College Library. Making compulsory for all the recognized Colleges to provide Hostels for students, as well as providing good transportation can improve the quality of education. Not forgetting the conduct of leadership training, Value education and spiritual retreat on regular basis and conducting mentoring classes on priority basis can develop the Colleges. Above all, Release of scholarship for students on time and appointing Sports officer in all the Colleges can help improve over all development of Colleges in Nagaland.

## 5.7: Conclusions of the study

Higher education as the apex of the entire educational structure influences all levels of education, not only in relation to education but in national development such as in social, economic and political sector. The objective of Higher education is not only to promote quality and social justice but also to provide the right kind of work ethos, professional expertise and leadership in all walks of life. Hence, be it Government or Private, the higher institutions are expected to impart the best education for over all development as well as to generate nations income and to bring changes in all the sectors. Government Colleges being funded by Government can come to the rescue of many students in establishing their future at minimum expenses. However, despite such facilities, the study shows that the overall performance of Government Colleges has not been quiet impressive. Although there has been little improvement in the enrolment of students as well as academic performance in some particular years, no doubt the study has been able to establish the fact that Private Colleges is doing better in almost every aspects.

The present study "**Performance of Government and Private Colleges in Nagaland: A Comparative study**" has attempted to examine the entire educational system in order to find out the accomplishment of both the Private and Government Colleges. The present study also comparatively examined the Profile of the Colleges, Academic performance, problems and factors responsible for poor and good performance of the Colleges so as to bring positive changes and solve the problems as faced by the Colleges. It also attempted to study which sector was more efficient in its educational setting such as availability of infrastructure facilities, prevailing of curricular and Co-curricular activities, teaching techniques, improvements of the result of the Colleges etc.

The present study signifies that almost all the Government Colleges were established earlier than Private Colleges in Nagaland but found that more Private Colleges were permanently affiliated to University, also more number of Private Colleges was assessed by NAAC Accreditation so far. It is found that the Private Colleges organized more Co-curricular activities and provide better infrastructure facilities with more dedicated and sincere teachers towards their teaching though there is

no different teaching technique or methods employed by both the cases. It is found that Private Colleges faced more problems with regard to financial management, but Government Colleges faced more problems in almost all the aspects. The study shows that Academic performance of Private Colleges per year wise comparatively outshines over the Government Colleges.

With the entire evaluation of the comparison between Private and Government Colleges, it reveals that Private Colleges are doing better in Nagaland. Despite the advantages and disadvantages faced by both the Government and Private Colleges, the accomplishment of both sector are significantly growing. However, it is further shows that greater amount of dedicated Principals, Teachers, Students, Parents and Communities needs to be given to uplift or revive the Government Colleges in Nagaland.

#### **5.8: Suggestions/Recommendation of the study**

The study prompted the researcher to bring out the following few suggestions.

1. Constant monitoring of Teachers performance, Tutorial and Remedial classes can improve Government Colleges in Nagaland.
2. First and foremost criteria for improvement of Private Colleges are enhancement of pay structure.
3. Keep pace with scientific and technological advancement with greater autonomy in both the category.
4. Devotion to duty, proper utilization of funds and providing Teachers with latest modern teaching learning materials can enhance the Colleges.
5. Functions as UGC norms in appointment and governing body be strengthened.
6. Providing opportunities for senior Teachers to go for professional course to enhance their teaching abilities.
7. Legal awareness activities may be given in the course study.
8. Book fair and Teacher-students exchange programs can be made compulsory to study.
9. Using audio visual aid, Wi-Fi connection and installation of LCD in all the classes.
10. Small group discussion and simplify language techniques.
11. Authority of the Colleges should handle all development activities not by contractors.

12. Government should support Private Colleges consistently with more funds.
13. Making the College differently able friendly.
14. Attendance of the student is check monthly and teaching and non-teaching staff attendance are monitored daily.
15. Strong and well set up Managing Board and good relationships among the Managing Board, College staff and students.
16. Government should do away with fix/contractual appointments to avoid extra wedges.
17. Better Co-ordination is introduced between Colleges and University for better and faster academic result.
18. Sufficient number of teachers in all the Colleges and frequent contact between teachers, students and parents.
19. Appointment of Sports officer and providing sports facilities should be done immediately.
20. More Orientation and Refresher course facility in all the Colleges.
21. Sufficient scope for technical, industrial and vocational guidance and training.
22. Introducing team teaching and more practical method rather than lecture method.
23. Construction of proper drainage system in the campus and upgrade the toilets and Canteen.
24. All college should be assessed by NAAC as soon as possible to avail fund from UGC.
25. Transfer of teachers in the middle of academic session should be avoided and enough transport facilities should be provided for teachers and students.
26. Introduce Pre-model exam before main exam.

### **5.9: Suggestions for Further Research**

A thorough attempt has been made to investigate on “Performance of Government and Private Colleges in Nagaland: A comparative study”. Although some researched have been done in similar areas, however, the topic chosen by investigator is the first of its kind in the area. But in spite of the great efforts made by the investigator a comprehensive study on “Performance of government and Private Colleges: A comparative study” the whole area could not be carried out. There is no doubt that the

present study can provide a basis for further research studies and investigation, some of the suggestion which can be useful for further research are given below:

1. Research can be conducted to find out the Performance of Private Colleges run by Individual and Community.
2. Research can be conducted to study the Performance of Colleges between the Colleges situated at urban and rural areas.
3. Research can be conducted to study the Performance of Colleges run by Christian community and other sectors
4. Research can be conducted to study the Academic performance between Government and Private Colleges for the last Ten years.
5. A comparative study of Government and Private Colleges in regard to Management.
6. A critical study of the factors responsible for the difference in the Academic achievement of Government and Private Colleges in Nagaland.
7. Infrastructure facilities of Government and Private Colleges in Nagaland: A critical analysis.



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## APPENDICES

### Appendix I

#### COVER LETTER TO RESPONDENTS

Dear Sir/Madam/Student

I, the undersigned have registered for Ph.D. under Nagaland University, Department of Education on the topic “Performance of Government and Private Colleges in Nagaland: A comparative Study” I shall be highly obliged; if you could take the trouble to answer the questionnaire attached herewith and return it at the earliest. The questions are posed in different ways. To some items you can only tick ‘Yes’ or ‘No’ or ‘To some extent’ whereas some to tick ‘as many as applicable’. To other questions you will be required to write one/ two sentences or more sentences where you are asked to give your comments and suggestions.

The information collected from you will be used strictly for the purpose of research and your identity will be kept confidential.

Your genuine and kind co-operation is earnestly sought for.

Thank you in Anticipation of your early response.

Yours Sincerely,

(VISIEZOLIE YASHÜ)

Research Scholar

Department of Education

Nagaland University

Kohima Campus



## Appendix II

### Questionnaire for Principals

Please read the following questions carefully and answer each item as applicable. The data is being requested of you for the purpose of finding the answers related to Performance of Government and Private Colleges in Nagaland: A comparative study.(Arts stream) only

#### **I. Profile of the College**

1. Name of the Principal.....
2. Gender: (a) Male ( ) (b) Female ( )
3. Marital Status: (a) Married ( ) (b) Unmarried ( ) (c) Any other, Please specify.....
4. Age:(a) 31-35 ( ) (b) 36-40 ( ) (c) 41-45 ( ) (d) 46-50 ( ) (e) 51-55 ( ) (f) 56-60 ( ) (g) Any other, Please specify.....
5. Educational qualification: (a) P.G. ( ) (b) M.Phil. ( ) (c) Ph.D. ( ) (d) Any other, Please specify.....
6. Subject:.....
7. Kindly tick your service condition:  
(a) Permanent ( ) (b) Temporary ( ) (c) Contract ( ) (d) Adhoc ( )  
(e) Substitute ( )
8. Professional qualification: (a) B.Ed. ( ) (b) M.Ed. ( ) (c) Any other, Please specify .....
9. Whether Net/JRF Qualified? Net: Yes.....No.....JRF:  
Yes.....No.....
10. Year of Experience as Principal: (a) 1-5 yrs. ( ) (b) 6-10 yrs. ( ) (c) 11-15 yrs. ( ) (d) 16-20 ( ) (e) Any other, Please specify.....
11. Name of the College: .....
12. Year of Establishment: .....
13. Location/ District. ....
14. To which category does your College belong?  
(a) Government ( )

(b) Private ( )

(c) Autonomous ( )

(d) Any other, Please specify.....

15. Status of Affiliation to NU: (a) Permanent ( ) (b) Temporary ( ) (c)

Provisional ( ) (d) Any other, Please mention.....

16. Is your College assessed by National Assessment and Accreditation Council

(NAAC)? Yes/No

17. If yes, kindly specify: (a) Grade.....(b) Cumulative Grade point

Average(CGPA).....(c) Year of Accreditation .....

18. Number of Teachers in your College: (a) Male..... (b) Female..... (c)

Total.....

19. Kindly mention the number of Arts Teachers in your College with their Educational and Professional qualifications:

Sl. No .	Subjects	M.A	M.Phil	Ph.D. Completed	B.Ed	M.Ed	Net Quali-fied	Pursuing Ph.D.	Any other	Total
1	English									
2	Education									
3	Pol. Sc.									
4	History									
5	Sociology									
6	Economics									
7	Philosophy									
8	Geography									
9	Tenyidie									
10	Any other									

20. Criteria for Student's admission:

(a) On merit basis ( )

(b) First come first basis ( )

(c) Random basis ( )

(d) Interview basis ( )

(d) Any other, please specify: .....

21. Enrolment number of Arts Students in your College:

Class	No of Male students	No of Female students	Total
2 <sup>nd</sup> Semester			
4 <sup>th</sup> Semester			
6 <sup>th</sup> Semester			

Grand total number of students =

22. Student's background: (a) Majority from rural areas ( ) (b) Majority from urban areas ( ) (c) Any other, Please specify.....

23. Kindly mention the Teachers-Students ratio in the Arts stream of your College: .....

24. What are the major papers offered in your college? Please tick :

(a) English ( )

(b) Pol. Science ( )

(c) History ( )

(d) Education ( )

(e) Sociology ( )

(f) Philosophy ( )

(g) Economic ( )

(h) Geography ( )

(i) Tenyidie ( )

(j) Any other, please specify.....

25. As the head of Institution, do you convene the faculty meetings regularly? Yes/No

26. If yes, How frequently? May tick as applicable:

(a) Annually ( ) (b) Half yearly ( ) (c) Quarterly ( ) (d) Monthly ( ) (e) Any other, Please specify.....

27. Does the college have Managing Board/Governing body? Yes/No

28. If yes, number of times of Managing Board/Governing body meetings held in a year. Please specify.....

29. As a Principal do you encourage your Teachers to write articles for journal publications? Yes/No/ sometimes.

30. Kindly mention the number of Arts Faculty who have attended the following:  
 (a) Refresher course(RC) ( ) (b) Orientation Programme(OP) ( ) (c) Summer/Winter school ( ) (d) Seminar ( ) (e) Workshop ( ) (f) Any other, Please specify.....
31. Do you involve Teachers in decision making for college Management Activities?  
 Yes/No: /To some extent
32. Does student leaders involve in decision making for planning and development of your college? Yes/No/To some extent
33. How frequently do you assess the performance of your teachers? Please tick one:  
 (a) Once a week ( ) (b) Once a fortnight ( ) (c) Once a month ( )  
 (d) Once in two months ( ) (e) Never ( ) (f) Any other, Please specify.....
34. As the head of the college how would you describe your teachers' level of commitment to their work? Please tick one:  
 (a) Highly committed ( )  
 (b) Committed ( )  
 (c) Less committed ( )  
 (e) Not at all ( )
35. How are your teachers being recruited in your College? Please specify according to your type of college;  
 (a) In case of Govt.College.....  
 (b) In case of Private College.....
36. Does your college have any research fund for teachers? Yes/No
37. Is there any Book grant facility available in your College? Yes/No
38. Does your college organize Orientation programme for Teachers?  
 Yes/No/Sometimes

## **II. Curricular and Co-Curricular Activities**

39. Does your College provide the following curricular activities? Please tick:
- |                             |                  |
|-----------------------------|------------------|
| (a) Lecture                 | Yes/No/Sometimes |
| (a) Class test              | Yes/No/Sometimes |
| (b) Assignment              | Yes/No/Sometimes |
| (c) Activity based learning | Yes/No/Sometimes |

- (d) Group activity Yes/No/Sometimes
- (e) Distribution of hand-outs/notes Yes/No/Sometimes
- (f) Seminar in the class Yes/No/Sometimes
- (g) Group discussion Yes/No/Sometimes
- (h) Panel discussion Yes/No/Sometimes
- (i) Project work Yes/No/Sometimes
- (j) Team Teaching Yes/No/Sometimes
- (k) Any other, please mention.....
40. Are Exposure Trips organize? Yes/No/Sometimes
41. If yes, mention number of trips in a year.....
42. What is the duration of each period? Please specify.....
43. What is the schedule on Saturday? May tick as applicable:
- (a) Regular Teaching ( ) (b) Co-curricular activities ( ) (c) Holiday ( ) (d) Any other, Please specify.....
44. Does your college conduct the following programmes? Please tick:
- (a) Tutorial Yes/No/Sometimes
- (b) Remedial Yes/No/Sometimes
- (c) Extra classes Yes/No/Sometimes
- (d) Coaching class Yes/No/Sometimes
45. You may kindly suggest some more Curricular activities.....
46. Does your college organize Co-curricular activities? : Yes/No/Sometimes

47. If yes, Does the college organize the following various co-curricular activities?

Please tick as many as applicable:

Physical Activities/Games & Sports	Intellectual Activities	Cultural Activities	Aesthetic Activities	Any other Activities, Please mention.
Football ( )	Quiz ( )	Folk Dance( )	Beauty Contest()	
Volley Ball ( )	Debate ( )	Folk song ( )	Fashion show( )	
Basket Ball ( )	Extempore	Drama ( )	Couple show ( )	
Table Tennis ( )	Speech ( )	Skit ( )	Flower show ( )	

Badminton ( )	Spelling Bee ( )		Painting ( )	
Cricket ( )	Reading ( )		Drawing ( )	
Swimming ( )	Elocution ( )			
Hockey ( )	Poetry			
Track Events ( )	Recitation ( )			
Shot put ( )	Essay writing()			
Discuss throw ( )				
Javelin throw ( )				
Trekking ( )				

48. Does your College have the following Clubs/ Unions/ Organizations? Please tick as many as applicable:

(a) National Service Scheme (NSS) ( )

(b) National Cadet Corps (NCC) ( )

(c) Junior Red Cross ( JRC) ( )

(d) Red Ribbon Club ( RRC) ( )

(e) Students Union ( )

(f) Eco Club ( )

(g) Any other, Please specify.....

49. Does your college observes the following days?: Please tick as many as possible:

(a) Sanitation Day ( )

(b) Teacher's Day ( )

(c) World Environment Day ( )

(d) Independence Day ( )

(e) World Literacy Day ( )

(f) International Woman's Day ( )

(g) World Aids Day ( )

(h) World Disabled Day ( )

(i) Earth Day ( )

(j) Water Day ( )

(k) Any other, Please specify.....

50. Does your college have a Guidance and Counseling cell? Yes/No

51. If Yes, how often do you organize such programmes? Please tick

(a) Daily ( )

(b) Weekly ( )

(c) Monthly ( )

(d) Annually ( )

(e) Any other, Please specify: .....

52. Do you invite community participation in any of your College function?

Yes/No/ Sometime

### **III. Teaching Methods/Techniques**

53. What type of teaching methods/techniques are employed by teachers in your College? Please tick as many as applicable:

(a) Lecture Method ( )

(b) Dictation Method ( )

(c) Demonstration method ( )

(d) Team Teaching ( )

(e) Power Point Teaching ( )

(f) Practical Teaching ( )

(g) Any other, Please specify: .....

54. Do the Teachers in your College use/apply the following Classroom Teaching Technologies? Please tick as many as Applicable:

(a) Black Board ( )

(b) Projector ( )

(c) TV ( )

(d) Computer ( )

(e) CD/DVD ( )

(f) Any other, Please specify.....

55. Kindly suggest some of your ideas on how to improve Teaching Techniques.....

### **IV. Infrastructure and Facilities**

56. Does your College have your own building? : Yes/No

57. If yes, Is your College building of the following type? :

(a) RCC type (    ) (b) Hill Type (    ) (c) Kachha Type (    ) (d) Any other,  
Please specify.....

58. Are the following various facilities available in your College? :

- |  |        |
|--|--------|
| (a) Play Ground                                      | Yes/No |
| (b) Volley ball Court                                | Yes/No |
| (c) Basketball court                                 | Yes/No |
| (d) Teachers Common room                             | Yes/No |
| (e) Students common room                             | Yes/No |
| (f) Hostel for boys                                  | Yes/No |
| (g) Hostel for girls                                 | Yes/No |
| (h) Quarter for Teachers                             | Yes/No |
| (i) Quarter for Non-Teaching Staffs                  | Yes/No |
| (j) Separate Toilet for Male Teachers                | Yes/No |
| (k) Separate Toilet for Female Teachers              | Yes/No |
| (l) Separate toilet for girl's students              | Yes/No |
| (m) Separate toilet for boy's students               | Yes/No |
| (n) Separate toilet for people with disability (PWD) | Yes/No |
| (o) Separate room for major students                 | Yes/No |
| (p) Computer room                                    | Yes/No |
| (q) Auditorium                                       | Yes/No |
| (r) Hall for Indoor games                            | Yes/No |
| (s) Guidance & Counseling Room                       | Yes/No |
| (t) Safe drinking water facilities                   | Yes/No |
| (u) Canteen  | Yes/No |
| (v) Ramp for people with disability (PWD)            | Yes/No |
| (w) Any other, Please Specify.....                   |        |

59. Does your College provides Computer facility to the following?. Please tick Yes or No:

- |                     |        |
|---------------------|--------|
| (a) ) Principal:    | Yes/No |
| (b) Vice Principal: | Yes/No |



- (c) Teachers: Yes/No
- (d) Students: Yes/No
- (e) To any other, Please mention: .....
60. Does your College have sufficient computers to carry out the office work by the Ministerial staff?: Yes/No/ To some extent
61. Is your computers connected with internet facility? : Yes/No.
62. Does your College have a Library? : Yes/No
63. Is your Library equipped with the latest books? : Yes/No/To some extent
64. Is your College Library well stocked with the following? : Please tick and indicate with number of stocked:
- (a) Text books: Yes/No/To some extent: Number.....
- (b) Journals: Yes/No/To some extent: Number.....
- (c) Magazine: Yes/No/To some extent: Number.....
- (d) Encyclopedias: Yes/No/To some extent: Number.....
- (e) Newspaper: Yes/No /To some extent: Number.....
- (f) Any other, Please Specify .....
65. Is your college Library connected with internet facility? Yes/No
66. Does your college have a Xerox center? Yes/No
67. Does your college have a Canteen? Yes/No

## **V. Problems of the College**

68. Does your college face any problems with regard to Infrastructure? Yes/No/ To some extent

If yes, Please indicate in what area and what way: (Please tick)

- (a) Less number of class rooms: Yes/No/To some extent
- (b) Less number of desk and benches: Yes/No/To Some Extent
- (c) Improper arrangement of class rooms: Yes/No/To some Extent
- (d) Poor visibility by the last benchers: Yes/No/To Some Extent
- (e) No proper ventilation: Yes/No/To Some Extent
- (f) No play ground: Yes/No/To Some Extent
- (g) No recreational hall: Yes/No/To some Extent
- (h) No proper College fencing: Yes/No/To Some Extent

- |   |                       |
|---|-----------------------|
| (i) Improper light connection:                  | Yes/No/To some Extent |
| (j) No separate room for students Union office: | Yes/No/To some Extent |
| (k) Lack of safe drinking water facility:       | Yes/No/To some Extent |
| (l) No black board:                             | Yes/No/To some extent |
| (m) Insufficient toilets:                       | Yes/No/To some Extent |
| (n) No proper Staff room:                       | Yes/No/To Some Extent |
| (o) Any other, Please specify.....              |                       |

69. Please identify some problems faced by your College: .....

70. Your Suggestion for remedial measures please: .....

71. Does your College face any problems with regard to management/ administration?  
Yes/No/ To some extent

If yes, Please indicate in what area and what way: (Please tick)

- |   |                       |
|---|-----------------------|
| (a) In-adequate number of teaching staff:     | Yes/No/To Some Extent |
| (b) In-adequate number of Non-Teaching staff: | Yes/No/To Some Extent |
| (c) Teacher-Students relation:                | Yes/No/To Some Extent |
| (d) In-adequate ICT facility:                 | Yes/No/To Some Extent |
| (e) Lack of Dedicated staffs:                 | Yes/No/To Some Extent |
| (f) Lack of moral responsibility:             | Yes/No/To Some Extent |
| (g) Improper set up of Managing Board:        | Yes/No/To Some Extent |
| (h) Lack of communication skills:             | Yes/No/To some Extent |
| (i) Absenteeism among Teachers:               | Yes/No/To Some Extent |
| (j) Absenteeism among Students:               | Yes/No/To Some Extent |
| (k) Any other, Please specify: .....          |                       |

72. Your suggestion for remedial measure please: .....

73. Does your College face any problems with regard to Finances? Yes/No/ To some extent

If yes, Please indicate in what area and what way: (Please tick )

- |   |                       |
|---|-----------------------|
| (a) In-sufficient salary of the teaching staff:     | Yes/No/To Some Extent |
| (b) No proper financial grants from the Government: | Yes/No/To Some Extent |
| (c) Tuition fees not paid in time:                  | Yes/No/To Some Extent |
| (d) Lack of Finance for College development:        | Yes/No/To Some Ext    |

(e) Lack of money for co-curricular activities: Yes/No/To Some Extent

(f) Any other, Please specify.....

74. Your suggestion for remedial measure please: .....

75. Does your college face any problems with regard to Academic achievements?

Yes/No/ To some extent

If yes, Please indicate in what area and what way: (Please tick )

(a) Insufficient number of teachers Yes/No/To Some Extent

(b) Incompetency of Teachers Yes/No/To Some Extent

(c) Absenteeism of Teachers Yes/No/To Some Extent

(d) Lack of teacher's dedication Yes/No/To Some Extent

(e) Insincerity of ministerial staff Yes/No/To Some Extent

(f) Course could not be covered on time Yes/No/To Some Extent

(g) Students don't attend the class regularly Yes/No/To Some Extent

(h) Students don't study at home Yes/No/To Some Extent

(i) Result comes out late Yes/No/To Some Extent

(j) Any other, Please specify.....

76. Your suggestion for remedial measure please: .....

77. Does your College face any problems with regard to co-curricular activities?

Yes/No/ To some extent

If yes, Please indicate in what area and what way: (Please tick )

(a) No playground Yes/No/To Some Extent

(b) Inadequate sports facilities Yes/No/To Some Extent

(c) Lack of time to organise co-curricular activities Yes/No/To Some Extent

(d) No expert to manage the same Yes/No/To Some Extent

(e) Any other, Please specify.....

78. Your suggestion for remedial measure please: .....

## **VI. Academic Performance of the College**

79. (a) Kindly specify the academic performance of your college for the last five years :

Year	Total No. Appeared	Total No 1 <sup>st</sup> Division	Total No 2 <sup>nd</sup> Division	Total No Simple pass	Total pass percentage	Total failed percentage
Gender	M F	M F	M F	M F	M F	M F
2010						
2011						
2012						
2013						
2014						

(b) Pass percentage for the last five years.....

80. Does your College offer any award or incentives to meritorious students?:

Yes/No/Sometimes

81. If yes, In what way? Please tick as applicable:

(a) Cash award ( ) (b) Certificate ( ) (c) Medal ( ) (d) Trophy ( ) (e) Book ( ) (f) Any other, Please specify.....

82. Are you satisfied with the performance of your college? : Yes/No/To some Extent.

83. Is the College Ministerial staff rendering sufficient support to the academic performance of students? : Yes/No/To some Extent.

84. In your opinion what type of College is doing better?

(a) Government ( ) (b) Private ( )

## **VII. Factors Responsible for the Good and Poor performance of College**

85. In your opinion good Performance of Colleges are due to following responsible factors( In general not specific to your college) Please indicate your agreement/disagreement with the following statements regarding to good performance:

(a) Qualified Teachers	Yes/No/To Some Extent
(b) Regular Teachers	Yes/No/To Some Extent
(c) Experienced Teachers	Yes/No/To some Extent
(e) Trained Teachers	Yes/No/To some Extent

(d) Dedicated Teachers	Yes/No/To some Extent
(e) Interest on the part of students	Yes/No/To some Extent
(f) Hard work on the part of students	Yes/No/To some Extent
(g) Regularity on the part of students	Yes/No/To some Extent
(h) Good study habits of students	Yes/No/To some Extent
(i) Remedial classes for students	Yes/No/To some Extent
(j) Coaching classes	Yes/No/To some Extent
(k) Strict discipline	Yes/No/To some Extent
(l) Commitment of Head of the Institution	Yes/No/To some Extent
(m) Motivation from Head and Teachers	Yes/No/To some Extent
(n) Good Ministerial Staffs	Yes/No/To some Extent
(o) Good class room facilities	Yes/No/To some Extent
(p) Good Teaching Materials	Yes/No/To some Extent
(q) Well managed Administration	Yes/No/To some Extent
(r) Well Communication skills	Yes/No/To some Extent
(s) Good teaching skills	Yes/No/To some Extent
(t) Good College Building	Yes/No/To some Extent
(u) Proper Library	Yes/No/To some Extent
(v) Availability of ICT	Yes/No/To some Extent
(w) Proper Infrastructure	Yes/No/To some Extent
(x) College away from any pollution	Yes/No/To some Extent
(y) Conducting all co-curricular activities	Yes/No/To some Extent
(z) Any other, Please Add.....	

86. In your opinion poor Performance of Colleges are due to the following responsible factors: Please tick:

(a) Weak management	Yes/No/To some Extent
(b) Lack of infrastructure	Yes/No/To some Extent
(c) Improper location of the College	Yes/No/To some Extent
(d) Financial Constraint	Yes/No/To some Extent
(e) Less emphasis on co-curricular activities	Yes/No/To some Extent
(f) Lack of ICT facility	Yes/No/To some Extent

(g) Frequent teacher's absenteeism	Yes/No/To some Extent
(h) Inability of teachers to finish course	Yes/No/To some Extent
(i) Lack of students interest	Yes/No/To some Extent
(j) Lack of teacher's dedication	Yes/No/To some Extent
(k) Lack of concern on the part of Principal	Yes/No/To some Extent
(l) Insincerity of Ministerial staff	Yes/No/To some Extent
(m) Frequent transfer of teachers	Yes/No/To some Extent
(In case of Govt. Colleges)	
(n) No job security for college staffs	Yes/No/To some Extent
( In case of Private colleges)	
(o) Lack of Remedial teaching	Yes/No/To some Extent
(p) Lack of Resources	Yes/No/To some Extent
(q) To many Extra-curricular activities	Yes/No/To some Extent
(r) Lack of proper class room arrangement	Yes/No/To some Extent
(s) Lack of proper Library	Yes/No/To some Extent
(t) Lack of proper Academic guidance	Yes/No/To some Extent
(u) Lack of qualified Teachers	Yes/No/To some Extent
(v) Lack of student's responsibility	Yes/No/To some Extent
(w) Less concern of Managing Board	Yes/No/To some Extent
(x) Weak Teachers-Students Relationship	Yes/No/To some Extent
(y) Weak Co-ordination among College staffs	Yes/No/To some Extent
(z) Any other, Please Add.....	

### **VIII. Measures for the Improvement of Colleges**

87. Please suggest measures for over- all improvement of Colleges in Nagaland:

.....

.....

**Thank You.**

## Appendix – III

### Questionnaire for Teachers

Please read the following questions carefully and answer each item as applicable. The data is being requested of you for the purpose of finding the answers related to Performance of Government and Private Colleges in Nagaland: A comparative study. (Questions are to be answered by Teachers in Arts stream) only.

#### I. Profile of the College

1. Name of the College.....
2. Name of the Teacher.....
3. Gender: (a) Male ( ) (b) Female
4. Marital Status: (a) Married ( ) (b) Unmarried ( ) (c) Any other, Please specify.....
5. Age: (a) 25-30 ( ) (b) 31-35 ( ) (c) 36-40 ( ) (d) 41-45 ( ) (e) 46-50 ( ) (f) 51-55 ( ) (g) Any other, Please specify.....
6. Name of the Department: .....
7. Designation: .....
8. Kindly tick your service condition:  
(a) Permanent ( ) (b) Temporary ( ) (c) Contract ( ) (d) Adhoc ( )  
(e) Substitute ( )
9. Number of Teachers in your department: (a) Male ( ) (b) Female ( ) (c) Total ( )
10. Does your department have major paper?: Yes/ No
11. Educational qualification: (a) M.A. ( ) (b) M.Phil. ( ) (c) Ph.D. ( ) (d) Any other Please Specify.....
12. Professional qualification: (a) B.Ed. ( ) (b) M.Ed. ( ) (c) Any other, Please specify.....
13. Whether Net/JRF qualified? Net: Yes/No JRF: Yes/No
14. Teaching experience (in years): (a) 1-5 yrs. ( ) (b) 6-10 yrs. ( ) (c) 11-15 yrs. ( ) (d) 16-20 ( ) (e) 21-25 ( ) (f) 26-30 ( ) (g) 31-35 ( ) (h) Any other, please specify.....

15. Specify the enrolment number of students in your department.....
16. Do you feel the Teachers-Students ratio is adequate?: Yes/No/To some Extent
17. Do you think the number of Teaching faculty in your department is adequate?:  
Yes/No/To some extent
18. Does your college provide In-service training?: Yes/No/To some extent
19. Are you residing in the college quarter?: Yes/No
20. If No, how far is your residence away from the college? Please tick:
- (a) 1-5kms ( )
- (b) 6-10kms ( )
- (c) 11-15kms ( )
- (d) 16-20kms ( )
- (e) More than 21kms ( )
- (e) Any other, Please specify.....
21. How do you manage your transportation? Please tick
- (a) Own Vehicle ( )
- (b) College Bus ( )
- (c) Taxi ( )
- (d) Mini Bus ( )
- (e) Any other, Please specify.....
22. How would you describe your level of commitment to work? Please tick;
- (a) Highly committed ( )
- (b) Committed ( )
- (a) Less committed ( )
23. Do you get feedback about your performance from your Principal?:  
Yes/No/Sometimes
24. How is your relationship with your Principal?
- (a) Good ( )
- (b) Satisfactory ( )
- (c) Not good ( )
25. If not in good term, what is the reason? Please specify.....



26. Do you also involve in decision making for college development programmes? :

Yes/No/To some extent

27. What do you say about your College Administration?

(a) Good ( )

(b) Satisfactory ( )

(c) Not Good ( )

28. Criteria for Student's admission?

(a) On merit basis ( )

(b) First come first basis ( )

(c) Random basis ( )

(d) Interview basis ( )

(d) Any other, please specify: .....

## **II. Curricular and Co-curricular Activities**

29. How many Project works based on lesson given in your subject in each semester?

.....

30. How many tests are being conducted in your subject per semester?

.....

31. How many Assignments are given in your subject per semester?

.....

32. How many Exposure/Field trip are organize by your department in a year?

.....

33. What is your teaching workload?

(a) Number of classes per day.....

(b) Number of classes per week.....

34. What is the duration of each period? Please specify.....

35. What is the schedule on Saturday? May tick as applicable:

(a) Regular Teaching ( ) (b) Co-curricular activities ( ) (c) Holiday ( ) (d) Any other, Please specify.....

36. Are you able to complete your subject course in time? (Please tick)

(a) Yes( ) (b) No ( ) (c) To some extent ( )

37. Do you think your teaching work is overloaded? : Yes/No/To Some Extent

38. To improve the college performance, do you work extra hours? Yes/No/sometime

39. Does your college conduct the following class? ( please tick) :

(a) Tutorial Yes/No/Sometimes

(b) Remedial Yes/No/Sometimes

(c) Extra classes Yes/No/Sometimes

(d) Coaching class Yes/No/Sometimes

40. You may kindly suggest some more Curricular activities that you would like to have:

.....

41. Does your College organize the following various co-curricular activities? Please tick as many as applicable:

Physical Activities/Games & Sports	Intellectual Activities	Cultural Activities	Aesthetic Activities	Any other Activities, Please mention.
Football ( )	Quiz ( )	Folk Dance( )	Beauty Contest()	
Volley Ball ( )	Debate ( )	Folk song ( )	Fashion show( )	
Basket Ball ( )	Extempore	Drama ( )	Couple show ( )	
Table Tennis ( )	Speech ( )	Skit ( )	Flower show ( )	
Badminton ( )	Spelling Bee ( )		Painting ( )	
Cricket ( )	Reading ( )		Drawing ( )	
Swimming ( )	Elocution ( )			
Hockey ( )	Poetry			
Track Events ( )	Recitation ( )			
Shot put ( )	Essay writing()			
Discuss throw( )				
Javelin throw ( )				
Trekking ( )				

42. Does your College have the following Clubs/ Unions/ Organizations? Please tick as many as applicable:

(a) National Service Scheme (NSS) ( )

(b) National Cadet Corps (NCC) ( )

(c) Junior Red Cross ( JRC) ( )

(d) Red Ribbon Club ( RRC) ( )

(e) Students Union ( )

(f) Eco Club ( )

(g) Any other, Please specify.....

43. Does your college observes the following days?: Please tick as many as possible:

(a) Sanitation Day ( )

(b) Teacher's Day ( )

(c) World Environment Day ( )

(d) Independence Day ( )

(e) World Literacy Day ( )

(f) International Woman's Day ( )

(g) World Aids Day ( )

(h) World Disabled Day ( )

(i) Earth Day ( )

(j) Water Day ( )

(k) Any other, Please specify.....

44. Apart from regular class teaching, does your college assign any additional charge to you?

If yes, Please specify.....

45. Is there any provision of incentives for your involvement in additional works?

Yes/No

46. Did you write any articles for journal publication? Yes/No

47. If yes, how many? Please specify.....

48. Kindly mention the number of courses you have attended so far:

(a) Refresher Course (RC) ( ) (b) Orientation Programme(OP) ( ) (c)

Summer/Winter school ( ) (d) Seminar ( ) (e) Workshop ( ) (f)Any other,

Please mention .....

### **III. Teaching Methods/ Techniques**

49. Do you apply the following methods/ techniques in your college?: Please tick as many as applicable:

(a) Lecture Method ( )

(b) Dictation Method ( )

(c) Demonstration method ( )

(d) Team Teaching ( )

- (e) Power point Teaching ( )
- (f) Practical teaching ( )
- (g) Any other, Please specify: .....

50. Do you use/apply the following Classroom Teaching Aids? Please tick as many as Applicable:

- (a) Black Board ( )
- (b) Projector ( )
- (c) TV ( )
- (d) Computer ( )
- (e) CD/DVD ( )
- (f) Any other, Please specify.....

51. Kindly suggest some of your ideas on how to improve Teaching Techniques.....

#### **IV. Infrastructure and Facilities**

52. Are the following various facilities available in your College? :

- |  |        |
|--|--------|
| (a) Play Ground                                      | Yes/No |
| (b) Volley ball Court                                | Yes/No |
| (c) Basketball court                                 | Yes/No |
| (d) Teachers Common room                             | Yes/No |
| (e) Students common room                             | Yes/No |
| (f) Hostel for boys                                  | Yes/No |
| (g) Hostel for girls                                 | Yes/No |
| (h) Quarter for Teachers                             | Yes/No |
| (i) Quarter for Non-Teaching Staffs                  | Yes/No |
| (j) Separate Toilet for Male Teachers                | Yes/No |
| (k) Separate Toilet for Female Teachers              | Yes/No |
| (l) Separate toilet for girl's students              | Yes/No |
| (m) Separate toilet for boy's students               | Yes/No |
| (n) Separate toilet for people with disability (PwD) | Yes/No |
| (o) Separate room for major students                 | Yes/No |
| (p) Computer room                                    | Yes/No |

- |   |        |
|---|--------|
| (q) Auditorium                            | Yes/No |
| (r) Hall for Indoor games                 | Yes/No |
| (s) Guidance & Counseling Room            | Yes/No |
| (t) Safe drinking water facilities        | Yes/No |
| (u) Canteen                               | Yes/No |
| (v) Ramp for people with disability (PwD) | Yes/No |
| (w) Any other, Please Specify.....        |        |
53. Is your department provided with separate computer facility? Yes/No
54. If yes, Is your computers connected with internet facility? Yes/No

#### **V. Problems of the College**

55. Does your college face any problems with regard to Infrastructure? Yes/No/ To some extent

If yes, Please indicate in what area and what way: ( Please tick )

- |   |                       |
|---|-----------------------|
| (a) Less number of class rooms:                 | Yes/No/To some extent |
| (b) Less number of desk and benches:            | Yes/No/To Some Extent |
| (c) Improper arrangement of class rooms:        | Yes/No/To some Extent |
| (d) Poor visibility by the last benchers:       | Yes/No/To Some Extent |
| (e) No proper ventilation:                      | Yes/No/To Some Extent |
| (f) No play ground:                             | Yes/No/To Some Extent |
| (g) No recreational hall:                       | Yes/No/To some Extent |
| (h) No proper College fencing:                  | Yes/No/To Some Extent |
| (i) Improper light connection:                  | Yes/No/To some Extent |
| (j) No separate room for students Union office: | Yes/No/To some Extent |
| (k) Lack of safe drinking water facility:       | Yes/No/To some Extent |
| (l) No black board:                             | Yes/No/To some extent |
| (m) Insufficient toilets:                       | Yes/No/To some Extent |
| (n) No proper Staff room:                       | Yes/No/To Some Extent |
| (o) Any other, Please specify.....              |                       |
56. Please identify some problems faced by your College: .....
57. Your Suggestion for remedial measures please: .....

58. Does your College face any problems with regard to management/ administration?

Yes/No/ To some extent

If yes, Please indicate in what area and what way: ( Please tick)

- |  |                       |
|--|-----------------------|
| (a) In-adequate number of teaching staff:    | Yes/No/To some extent |
| (b) In-adequate number of Non-Teaching staff | Yes/No/To Some Extent |
| (c) Teacher-Students relation:               | Yes/No/To Some Extent |
| (d) In-adequate ICT facility:                | Yes/No/To Some Extent |
| (e) Lack of Dedicated staffs:                | Yes/No/To Some Extent |
| (f) Lack of moral responsibility:            | Yes/No/To Some Extent |
| (g) Improper set up of Managing Board:       | Yes/No/To Some Extent |
| (h) Lack of communication skills:            | Yes/No/To some Extent |
| (i) Absenteeism among Teachers:              | Yes/No/To Some Extent |
| (j) Absenteeism among Students:              | Yes/No/To Some Extent |
| (k) Any other, Please specify: .....         |                       |

59. Your suggestion for remedial measure please: .....

60. Does your College face any problems with regard to Finances? Yes/No/ To some extent

If yes, Please indicate in what area and what way: ( Please tick )

- |   |                       |
|---|-----------------------|
| (a) In-sufficient salary of the teaching staff:     | Yes/No/To Some Extent |
| (b) No proper financial grants from the Government: | Yes/No/To Some Extent |
| (c) Tuition fees not paid in time:                  | Yes/No/To Some Extent |
| (d) Lack of Finance for College development:        | Yes/No/To Some Extent |
| (e) Lack of money for co-curricular activities:     | Yes/No/To Some Extent |
| (f) Any other, Please specify.....                  |                       |

61. Your suggestion for remedial measure please: .....

62. Does your college face any problems with regard to Academic achievements?

Yes/No/ To some extent

If yes, Please indicate in what area and what way: ( Please tick )

- |                                     |                       |
|-------------------------------------|-----------------------|
| (a) Insufficient number of teachers | Yes/No/To Some Extent |
| (b) Incompetency of Teachers        | Yes/No/To Some Extent |
| (c) Absenteeism of Teachers         | Yes/No/To Some Extent |

- |   |                       |
|---|-----------------------|
| (d) Lack of teacher's dedication              | Yes/No/To Some Extent |
| (e) Insincerity of ministerial staff          | Yes/No/To Some Extent |
| (f) Course could not be covered on time       | Yes/No/To Some Extent |
| (g) Students don't attend the class regularly | Yes/No/To Some Extent |
| (h) Students don't study at home              | Yes/No/To Some Extent |
| (i) Result comes out late                     | Yes/No/To Some Extent |
| (j) Any other, Please specify.....            |                       |

63. Your suggestion for remedial measure please: .....

64. Does your College face any problems with regard to co-curricular activities?

Yes/No/ To some extent

If yes, Please indicate in what area and what way: ( Please tick )

- |   |                       |
|---|-----------------------|
| (a) No playground                                     | Yes/No/To Some Extent |
| (b) Inadequate sports facilities                      | Yes/No/To Some Extent |
| (c) Lack of time to organize co-curricular activities | Yes/No/To Some Extent |
| (d) No expert to manage the same                      | Yes/No/To Some Extent |
| (e) Any other, Please specify.....                    |                       |

65. Your suggestion for remedial measure please: .....

#### **VI. Academic Performance of the College**

66. Is there any award or incentive for you when your student have done well in your subject?: Yes/No/Sometimes.

67.If yes, in what way? Please mention.....

68. Are you satisfied with the performance of your students in your subject for the Last five years? : Yes/No/To some Extent.

#### **VII. Factors Responsible for the Good and Poor performance of College**

69. In your opinion good Performance of Colleges are due to following responsible factors( In general not specific to your college) Please indicate your agreement/ disagreement with the following statements regarding to good performance:

- |                          |                       |
|--------------------------|-----------------------|
| (a) Qualified Teachers   | Yes/No/To Some Extent |
| (b) Regular Teachers     | Yes/No/To Some Extent |
| (c) Experienced Teachers | Yes/No/To some Extent |
| (e) Trained Teachers     | Yes/No/To some Extent |

(d) Dedicated Teachers	Yes/No/To some Extent
(e) Interest on the part of students	Yes/No/To some Extent
(f) Hard work on the part of students	Yes/No/To some Extent
(g) Regularity on the part of students	Yes/No/To some Extent
(h) Good study habits of students	Yes/No/To some Extent
(i) Remedial classes for students	Yes/No/To some Extent
(j) Coaching classes	Yes/No/To some Extent
(k) Strict discipline	Yes/No/To some Extent
(l) Commitment of Head of the Institution	Yes/No/To some Extent
(m) Motivation from Head and Teachers	Yes/No/To some Extent
(n) Good Ministerial Staffs	Yes/No/To some Extent
(o) Good class room facilities	Yes/No/To some Extent
(p) Good Teaching Materials	Yes/No/To some Extent
(q) Well managed Administration	Yes/No/To some Extent
(r) Well Communication skills	Yes/No/To some Extent
(s) Good teaching skills	Yes/No/To some Extent
(t) Good College Building	Yes/No/To some Extent
(u) Proper Library	Yes/No/To some Extent
(v) Availability of ICT	Yes/No/To some Extent
(w) Proper Infrastructure	Yes/No/To some Extent
(x) College away from any pollution	Yes/No/To some Extent
(y) Conducting all co-curricular activities	Yes/No/To some Extent
(z) Any other, Please Add.....	

70. In your opinion poor Performance of Colleges are due to the following responsible factors: Please tick:

(a) Weak management	Yes/No/To some Extent
(b) Lack of infrastructure	Yes/No/To some Extent
(c) Improper location of the College	Yes/No/To some Extent
(d) Financial Constraint	Yes/No/To some Extent
(e) Less emphasis on co-curricular activities	Yes/No/To some Extent
(f) Lack of ICT facility	Yes/No/To some Extent



(g) Frequent teacher's absenteeism	Yes/No/To some Extent
(h) Inability of teachers to finish course	Yes/No/To some Extent
(i) Lack of students interest	Yes/No/To some Extent
(j) Lack of teacher's dedication	Yes/No/To some Extent
(k) Lack of concern on the part of Principal	Yes/No/To some Extent
(l) Insincerity of Ministerial staff	Yes/No/To some Extent
(m) Frequent transfer of teachers	Yes/No/To some Extent
(In case of Govt. Colleges)	
(n) No job security for college staffs	Yes/No/To some Extent
(In case of Private Colleges)	
(o) Lack of Remedial teaching	Yes/No/To some Extent
(p) Lack of Resources	Yes/No/To some Extent
(q) To many Extra-curricular activities	Yes/No/To some Extent
(r) Lack of proper class room arrangement	Yes/No/To some Extent
(s) Lack of proper Library	Yes/No/To some Extent
(t) Lack of proper Academic guidance	Yes/No/To some Extent
(u) Lack of qualified Teachers	Yes/No/To some Extent
(v) Lack of student's responsibility	Yes/No/To some Extent
(w) Less concern of Managing Board	Yes/No/To some Extent
(x) Weak Teachers-Students Relationship	Yes/No/To some Extent
(y) Weak Co-ordination among College staffs	Yes/No/To some Extent
(z) Any other, Please Add.....	

### **VIII. Measures for the improvement of Colleges**

71. Please suggest measures for over- all improvement of Colleges in Nagaland.

.....  
 .....

**Thank You.**

## Appendix – IV

### Questionnaire for Students

Please read the following questions carefully and answer each item as applicable. The data is being requested of you for the purpose of finding the answers related to Performance of Government and Private Colleges in Nagaland: A comparative study. (Questions are to be answered by Arts students) only

#### I. Profile of College

1. Name of the student.....
2. Gender: (a) Male ( ) (b) Female ( )
3. Tribe/Community.....
4. Status of (please tick) : ST.... / SC.... / OBC..... / Gen.....
5. Age.....
6. Class/Course attending (Please tick):
  - (a) 2<sup>nd</sup> Sem. ( )
  - (b) 4<sup>th</sup> Sem. ( )
  - (c) 6<sup>th</sup> Sem. ( )
7. Whether( Please tick) Hons..... / General..... Student.
8. Total No. of students in your class
  - (a) If General: Male.....Female.....Total.....
  - (b) If Hons:  
Subject.....Male.....Female.....Total.....
9. Do you think your college has an adequate Student-teacher ratio? Yes/No
10. Name of the College: .....
11. Year of joining the college: .....
12. Location of your college. ....
13. To which category does your College belong:(a) Government ( ) (b) Private ( )
  - (c) Any other please specify.....
14. Criteria for your admission: Please tick one:
  - (a) On merit basis ( )
  - (b) First come first basis ( )
  - (c) Interview basis ( )

- (c) Random basis ( )
- (d) Any other, please specify: .....
15. What do you say about your college fees? Please tick:
- (a) Expensive ( )
- (b) Reasonable ( )
- (c) Cheap ( )
- (d) Any other, Please specify: .....
16. Do you think quality education is determined by the fees? Yes/No/To some Extent
17. Are you involved in decision making for your college? Yes/No
18. Is your college in a proper locality for studying? Yes/No/To some extent
19. Does your family reside with you? Yes/No.
20. What is your aspiration after your graduation? Kindly specify: .....

## **II. Curricular and Co-curricular Activities**

21. Does your College provide the following curricular Activities? Please tick :
- |                                     |                  |
|-------------------------------------|------------------|
| (a) Lecture                         | Yes/No/Sometimes |
| (a) Class test                      | Yes/No/Sometimes |
| (b) Assignment                      | Yes/No/Sometimes |
| (c) Activity based learning         | Yes/No/Sometimes |
| (d) Group activity                  | Yes/No/Sometimes |
| (e) Distribution of hand-outs/notes | Yes/No/Sometimes |
| (f) Seminar in the class            | Yes/No/Sometimes |
| (g) Group discussion                | Yes/No/Sometimes |
| (h) Panel discussion                | Yes/No/Sometimes |
| (i) Project work                    | Yes/No/Sometimes |
| (j) Team Teaching                   | Yes/No/Sometimes |
| (k) Any other, please mention.....  |                  |
22. What is the duration of each period? Please specify.....
23. What is the schedule on Saturday? May tick as applicable:
- (a) Regular Teaching ( )
- (b) Co-curricular activities ( )
- (c) Holiday ( )

- (d) Any other, Please specify.....
24. How do you manage your class when your Teacher is on leave?
- (a) Bunk the class ( )
- (b) Visit Library ( )
- (c) Visit Canteen ( )
- (d) Proxy classes are arranged ( )
- (e) Any other, please specify.....
25. In your opinion, do you think there are enough teachers for each subject? Yes/No/To some extent
26. Are the teachers regular in class? Yes/No/To some extent
27. Are you satisfied with the quality of teaching in your College? Yes/No/To some extent
28. Does your college conduct the following programmes? (Please tick) :
- (a) Tutorial Yes/No/Sometimes
- (b) Remedial Yes/No/Sometimes
- (c) Extra classes Yes/No/Sometimes
- (d) Coaching class Yes/No/Sometimes
29. How do you manage to get your study materials? Please tick as much as applicable:
- (a) From Teacher's explanations ( )
- (b) From Teacher's Hand-out notes ( )
- (c) From Library ( )
- (d) Readymade notes from shop ( )
- (e) Self prepare notes from text book ( )
- (f) From the website ( )
- (g) Any other, Please specify.....
30. Suggest for improvement of curricular activities: .....
31. Does your college organize Co-curricular activities? : Yes/No
32. If yes, Do the following various co-curricular activities organized by your college?

Please tick as many as applicable:

Physical Activities/Games & Sports	Intellectual Activities	Cultural Activities	Aesthetic Activities	Any other Activities, Please mention.
Football ( ) Volley Ball ( ) Basket Ball ( ) Table Tennis ( ) Badminton ( ) Cricket ( ) Swimming ( ) Hockey ( ) Track Events ( ) Shot put ( ) Discuss throw ( ) Javelin throw ( ) Trekking ( )	Quiz ( ) Debate ( ) Extempore Speech ( ) Spelling Bee ( ) Reading ( ) Elocution ( )  Poetry  Recitation ( )  Essay writing ( )	Folk Dance ( ) Folk song ( ) Drama ( ) Skit ( )	Beauty Contest() Fashion show ( ) Couple show ( ) Flower show ( )  Painting ( )  Drawing ( )	

33. Does your College have the following Clubs/ Unions/ Organizations? Please tick as many as applicable:

(a) National Service Scheme (NSS) ( )

(b) National Cadet Corps (NCC) ( )

(c) Junior Red Cross (JRC) ( )

(d) Red Ribbon Club (RRC) ( )

(e) Student Union ( )

(e) Any other, Please specify.....

34. Does your college observes the following days?: Please tick as many as possible:

- (a) Sanitation Day ( )
- (b) Teacher's Day ( )
- (c) World Environment Day ( )
- (d) Independence Day ( )
- (e) World Literacy Day ( )
- (f) International Woman's Day ( )
- (g) World Aids Day ( )
- (h) World Disabled Day ( )
- (i) Earth Day ( )
- (j) Water Day ( )
- (k) Any other, Please specify.....

35. Do you involve in important decision making for the welfare of the students?

Yes/No/To some extent

36. Suggest some more co-curricular activities that you would like to have in your college.....

### **III. Teaching Methods/Techniques**

37. What type of teaching methods/techniques are employed by teachers in your College? : Please tick as many as applicable:

- (a) Lecture Method ( )
- (b) Dictation Method ( )
- (c) Demonstration method ( )

(d) Team Teaching ( )

(e) Power Point Teaching ( )

(f) Practical Teaching ( )

(g) Any other, Please specify: .....

38. Do the Teachers in your College use/apply the following Classroom Teaching Technologies? Please tick as many as Applicable:

(a) Black Board ( )

(b) Projector ( )

(c) TV ( )

(d) Computer ( )

(e) CD/DVD ( )

(f) Any other, Please specify.....

39. Are you satisfied with the teaching system in your college? Yes/No/To some extent

40. Kindly suggest some of your ideas on how to improve Teaching Techniques:

.....

#### **IV. Infrastructure and Facilities**

41. Are the following various facilities available in your College?

(a) Play Ground Yes/No

(b) Volley ball Court Yes/No

(c) Basketball court Yes/No

(d) Teachers Common room Yes/No

(e) Students common room Yes/No

(f) Hostel for boys	Yes/No
(g) Hostel for girls	Yes/No
(h) Quarter for Teachers	Yes/No
(i) Quarter for Non-Teaching Staffs	Yes/No
(j) Separate Toilet for Male Teachers	Yes/No
(k) Separate Toilet for Female Teachers	Yes/No
(l) Separate toilet for girl's students	Yes/No
(m) Separate toilet for boy's students	Yes/No
(n) Separate toilet for people with disability (PwD)	Yes/No
(o) Separate room for major students	Yes/No
(p) Computer room	Yes/No
(q) Auditorium	Yes/No
(r) Hall for Indoor games	Yes/No
(s) Guidance & Counseling Room	Yes/No
(t) Safe drinking water facilities	Yes/No
(u) Canteen	Yes/No
(v) Ramp for people with disability (PwD)	Yes/No
(w) Any other, Please Specify.....	
42. Does your college have Uniform?	Yes/No
43. Does your College provide Computer facility to you?	Yes/No
44. If yes, Is your computers connected with internet facility? :	Yes/No



45. Are you satisfied with your college facilities? Yes/No
46. If No, what is the reason? Kindly mention.....
47. Are you entitled for scholarship? Yes/No
48. If yes, what do you do with the scholarship? Please specify: .....
49. Does your College have a Library? : Yes/No
50. Is your Library equipped with all the books prescribed for your syllabus? :  
Yes/No/To some extent
51. Does your College have a Hostel facility? Yes/No
52. If yes, are you residing in the college hostel? Yes/No
53. In No, where are you residing? (Please tick)
- (a) Private hostel ( )
- (b) Own residence ( )
- (c) Relative's house ( )
- (d) Rented house ( )
- (e) Any other, Please mention.....
54. Distance of your college from your residence/ hostel in Kms:( please tick )
- (a) 1-5Kms ( )
- (b) 6-10Kms ( )
- (c) 11-15Kms ( )
- (d) 16-20Kms ( )
- (e) More than 21Kms ( )
55. Does College have own Bus for transportation? Yes/No

56. If yes, do you take College Bus? Yes/No

57. If No, How do you manage?

(a) By Foot ( )

(b) By own vehicle ( )

(c) By Public vehicle ( )

(d) Any other, Please Mention.....

#### **V. Problems of the College**

58. How is your relationship with your Teacher?

(a) Very Good ( )

(b) Good ( )

(c) Satisfactory ( )

(d) Not good ( )

59. If not in good term, what is the reason? Please specify.....

60. Do you share your problems with your Teachers? Yes/No/To some extent

61. If yes, are they helpful? Yes/No/To some extent

62. If you do not approach your teachers for your problems, Why? Please tick

(a) Afraid of teachers ( )

(b) Feel shy ( )

(c) Teachers are very harsh ( )

(d) Not approachable ( )

(d) Any other, please specify.....

63. Kindly mention some pressing problems you face as a student in your college:

.....

64. Suggest some remedial measures of the problems you faced:

.....

## **VI. Academic Performance of the College**

65. Does your College offer any award or incentives to meritorious students?:

Yes/No/Sometimes

66. In your opinion the performance of your College is: (Please tick)

Good/Poor/Average

67. If good, according to your opinion what can be the reason for the good performance?

Please answer: .....

68. If poor, according to your opinion what can be the reason for the poor performance ?

Please answer: .....

## **VII. Factors Responsible for the Good and Poor performance of College**

69. In your opinion good Performance of Colleges are due to following responsible factors( In general not specific to your college) Please indicate your agreement/disagreement with the following statements regarding to good performance:

(a) Qualified Teachers	Yes/No/To Some Extent
(b) Regular Teachers	Yes/No/To Some Extent
(c) Experienced Teachers	Yes/No/To some Extent
(e) Trained Teachers	Yes/No/To some Extent
(d) Dedicated Teachers	Yes/No/To some Extent
(e) Interest on the part of students	Yes/No/To some Extent

(f) Hard work on the part of students	Yes/No/To some Extent
(g) Regularity on the part of students	Yes/No/To some Extent
(h) Good study habits of students	Yes/No/To some Extent
(i) Remedial classes for students	Yes/No/To some Extent
(j) Coaching classes	Yes/No/To some Extent
(k) Strict discipline	Yes/No/To some Extent
(l) Commitment of Head of the Institution	Yes/No/To some Extent
(m) Motivation from Head and Teachers	Yes/No/To some Extent
(n) Good Ministerial Staffs	Yes/No/To some Extent
(o) Good class room facilities	Yes/No/To some Extent
(p) Good Teaching Materials	Yes/No/To some Extent
(q) Well managed Administration	Yes/No/To some Extent
(r) Well Communication skills	Yes/No/To some Extent
(s) Good teaching skills	Yes/No/To some Extent
(t) Good College Building	Yes/No/To some Extent
(u) Proper Library	Yes/No/To some Extent
(v) Availability of ICT	Yes/No/To some Extent
(w) Proper Infrastructure	Yes/No/To some Extent
(x) College away from any pollution	Yes/No/To some Extent
(y) Conducting all co-curricular activities	Yes/No/To some Extent
(z) Any other, Please Add.....	

70. In your opinion poor Performance of Colleges are due to the following responsible factors: Please tick:

- |   |                       |
|---|-----------------------|
| (a) Weak management                           | Yes/No/To some Extent |
| (b) Lack of infrastructure                    | Yes/No/To some Extent |
| (c) Improper location of the College          | Yes/No/To some Extent |
| (d) Financial Constraint                      | Yes/No/To some Extent |
| (e) Less emphasis on co-curricular activities | Yes/No/To some Extent |
| (f) Lack of ICT facility                      | Yes/No/To some Extent |
| (g) Frequent teacher's absenteeism            | Yes/No/To some Extent |
| (h) Inability of teachers to finish course    | Yes/No/To some Extent |
| (i) Lack of students interest                 | Yes/No/To some Extent |
| (j) Lack of teacher's dedication              | Yes/No/To some Extent |
| (k) Lack of concern on the part of Principal  | Yes/No/To some Extent |
| (l) Insincerity of Ministerial staff          | Yes/No/To some Extent |
| (m) Frequent transfer of teachers             | Yes/No/To some Extent |
| (In case of Govt. Colleges)                   |                       |
| (n) No job security for college staffs        | Yes/No/To some Extent |
| (In case of Private colleges)                 |                       |
| (o) Lack of Remedial teaching                 | Yes/No/To some Extent |
| (p) Lack of Resources                         | Yes/No/To some Extent |
| (q) To many Extra-curricular activities       | Yes/No/To some Extent |
| (r) Lack of proper class room arrangement     | Yes/No/To some Extent |

(s) Lack of proper Library	Yes/No/To some Extent
(t) Lack of proper Academic guidance	Yes/No/To some Extent
(u) Lack of qualified Teachers	Yes/No/To some Extent
(v) Lack of student's responsibility	Yes/No/To some Extent
(w) Less concern of Managing Board	Yes/No/To some Extent
(x) Weak Teachers-Students Relationship	Yes/No/To some Extent
(y) Weak Co-ordination among College staffs	Yes/No/To some Extent
(z) Any other, Please Add.....	

### **VIII. Measures for the Improvement of Colleges**

71. Please suggest measures for over- all improvement of Colleges in Nagaland

.....

**Thank You**

## **Appendix – V**

### **Questionnaires for Interview**

1. In your opinion, do you notice any difference between Government and Private Colleges in regard to their status/ profile?
2. What do you say, whether Government or Private Colleges are doing better in curricular and co-curricular activities?
3. Do you think Government and Private College teachers are employing different techniques in their teaching? If yes, In your opinion which techniques are doing better?
4. In your opinion which category of Colleges has better Infrastructural facilities? Kindly mention some examples as per their category.
5. In your opinion, what are the problems faced by the Govt. and Private Colleges in Nagaland? Which category is facing more problems and why?
6. In your opinion, do you notice any differences between Govt. and Private Colleges in regard to their Academic Performance in the last five years? If yes, which category is doing better in their Performance? Please mention some factors responsible for the same.
7. In your opinion, what can be the responsible factors for the poor performance of colleges in Nagaland?
8. In your opinion, what can be the responsible factors for the good performance of colleges in Nagaland?
9. What would you suggest in order to bring about improvement of Government colleges in Nagaland?
10. What would you suggest in order to bring about improvement of Private colleges in Nagaland?

## **Appendix – VI**

### **List of Stake holders interviewed**

1. Commissioner& Secretary, Higher Education, Nagaland.
2. Additional Secretary, Higher Education, Nagaland.
3. Under Secretary, Higher Education, Nagaland.
4. Director, Higher Education, Nagaland Kohima.
5. Additional Director, Higher Education, Nagaland Kohima.
6. Deputy Director, Higher Education, Nagaland Kohima.
7. OSD Research, Higher Education, Nagaland Kohima.
8. Registrar, Higher Education, Nagaland Kohima.
9. Pro-Vice Chancellor, Nagaland University, Kohima Campus Meriema.
10. Dr. Ratan, Asst. Professor, Department of Commerce, NU, Kohima Campus Meriema.
11. Principal, State College of Teacher Education, Kohima Nagaland.
12. Principal, Government Polytechnic, Kohima Nagaland.
13. Prescilla Lotha, Research Scholar, Dept. of Education NU Kohima Campus Meriema.
14. Thejangutuo-ü Liegise, Research Scholar, Dept. of Education, NU, Kohima Campus.
15. President, Naga Students' Federation.
16. General Secretary, Naga Students Federation
17. President, Angami Students Union.



## Appendix VII

### List of Sample Colleges used in study

#### 12 Government Colleges

Sl. No	Name of the College	District
1	Kohima College Kohima	Kohima
2	Dimapur Govt. College	Dimapur
3	Peren Govt. College	Peren
4	Mt. Tiya College Wokha	Wokha
5	Fazl Ali College Mokokchung	Mokokchung
6	Zunheboto College Zunheboto	Zunheboto
7	Sao Chang College Tuensang	Tuensang
8	Wangkha College Mon	Mon
9	Yingli College Longleng	Longleng
10	Zisaji Presidency College Kiphri	Kiphri
11	Phek College Phek	Phek
12	Pfritsero College Pfritsero	Phek

#### 12 Private Colleges

Sl. No	Name of the College	District
1	Alder College Kohima	Kohima
2	Mt. Olive College Kohima	Kohima
3	Oriental College Kohima	Kohima
4	Capital College of Higher Education Kohima	Kohima
5	Japfi Christian College Kigwema	Kohima
6	Tetso College Dimapur	Dimapur
7	Unity College Dimapur	Dimapur
8	Sakus Mission College Dimapur	Dimapur
9	Bailey College Wokha	Wokha
10	Peoples College Mokokchung	Mokokchung
11	St. Xavier College Jalukie	Peren
12	Loyem Memorial College Tuensang	Tuensang