

A STUDY OF THE STATUS OF ELEMENTARY EDUCATION IN NAGALAND

**THESIS
SUBMITTED FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
(EDUCATION)**

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To the best of our knowledge the data collected and facts reported in this research had been original. This Thesis is ready and fit for submission for award of Degree in Education.

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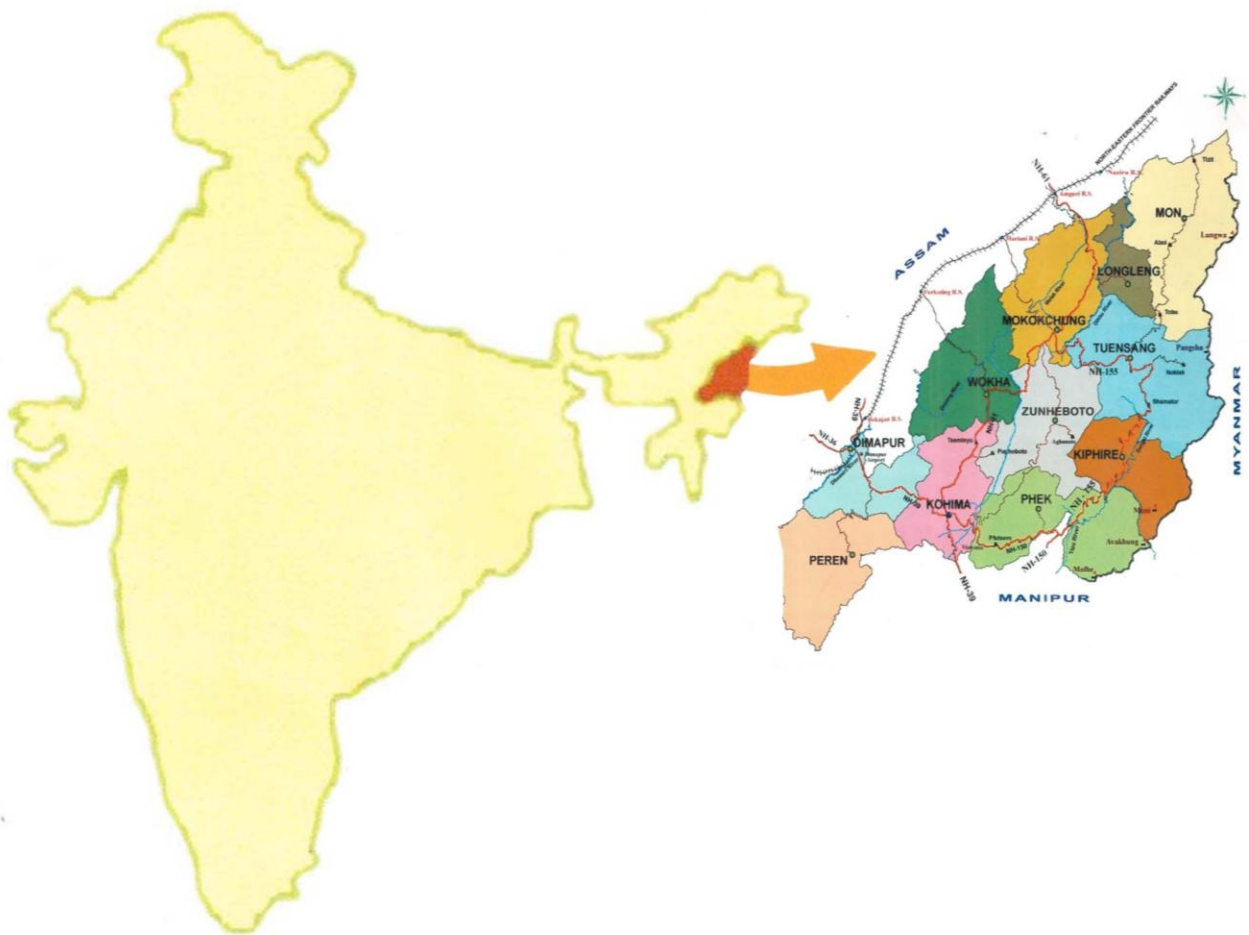
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ABBREVIATION

<i>M</i>	-	<i>Male</i>
<i>F</i>	-	<i>Female</i>
<i>ST</i>	-	<i>Schedule Tribe,</i>
<i>O.B.C</i>	-	<i>Other Backward Caste,</i>
<i>SC</i>	-	<i>Schedule Caste,</i>
<i>H/M</i>	-	<i>Head Master,</i>
<i>H/T</i>	-	<i>Head Teacher,</i>
<i>T/I</i>	-	<i>Teacher In charge.</i>
<i>U/G</i>	-	<i>Under Graduate</i>
<i>P/G.</i>	-	<i>Post Graduate</i>
<i>UM</i>	-	<i>Under Matriculation</i>
<i>MC</i>	-	<i>Matriculate</i>
<i>PU</i>	-	<i>pre University (12th)</i>
<i>G</i>	-	<i>Graduate</i>
<i>P.G</i>	-	<i>Post Graduate</i>
<i>B.Ed</i>	-	<i>Bachelor of Education,</i>
<i>I.S.T.E</i>	-	<i>In-service Teacher Education,</i>
<i>C.P.T.E</i>	-	<i>Certificate of Primary Teacher Education,</i>
<i>.S.T.E</i>	-	<i>Pre Service Teacher Education,</i>
<i>J.T.T.I</i>	-	<i>Junior Teacher Training Institute.</i>
<i>V G</i>	-	<i>Very Good</i>
<i>G</i>	-	<i>Good</i>
<i>A.V</i>	-	<i>Average</i>
<i>P</i>	-	<i>Poor</i>

MAP OF INDIA & NAGALAND STATE



MAP OF NAGALAND STATE



CHAPTER - I

A HISTORICAL BACKGROUND OF NAGALAND

1. INTRODUCTION.

Nagaland is a small hilly state and is the sixteen state of the Indian Union. It is situated in the North-eastern part of India. The state of Nagaland Act 1962 converted the Naga Hills Tuensang Area into a separate state and the new state called Nagaland was officially inaugurated with a colourful function held at football ground in Kohima on December 1, 1963 by the President of India, Dr. Radhakrishna.

1. 1. PHYSICAL FEATURES.

Nagaland is surrounded by Assam in the west, Myanmar (Burma) in the east, Arunachal Pradesh and parts of Assam in the north and Manipur in the south. It is situated between longitude 93.20 degrees and 27.4 degrees north. It has an area of 16.527 square kilometers; most of the villages are at the top of the mountains, three or four thousands feet above sea level.

Nagaland is a hilly mountainous state with its peak Saramati (3840 metres) in Tuensang district, Japfu (3014 metres) in Kohima district, Zanutou (2750 metres) and K  pamedz   (2620 metres) both in Phek district. The plain area of the state is limited to Dimapur, Jaluki sniff adjoining areas with Assam comprising of only 8% of the total area of the state. The main rivers that flow through Nagaland are Dhansiri, Dikhu, Doyang, Milak, Tizu and Zunki.

1. 2. CLIMATIC CONDITION.

The climatic condition of Nagaland is blessed with pleasant sub-alpine climate all the year round. The temperature here is quite bearable during summer (June to September) with minimum 16°C to 31°C maximum and during winter (October to February) with minimum 4°C to 24°C maximum. The average rainfall in Nagaland varies between 2000 mm to 2500 mm (approximately). The heavy monsoon rain normally occurs from May to August with occasional dry-spell during September to October. Dry season begins from November and continues till April.

Nagaland is connected to the rest of the country by rail through the North East Frontier Railway which passes through Dimapur while going from Guwahati to Tinsukia in Assam. A small branch line also runs from Sileguri or Samulguri to Naganimora in Mon district of Nagaland. Indian Airlines connects Dimapur to the other parts of the country by Air. National Highway 39 passes from Dimapur passing through Kohima and connecting to Imphal in Manipur.

The hills of Nagaland are densely covered with evergreen forests. Almost all varieties of flora and fauna flourish here. The vegetation is luxuriant, the biodiversity very rich. The identified varieties of orchards and ferns are more than 300 in number for both plant families. There are also about 36 varieties of bamboos. There are more than 1000 flowering plants and the total vegetation is beyond 3000 out of which the identified medicinal plants are more than 100 in number.

1. 3. LIVELIHOOD PATTERN.

The main source of livelihood of the Naga people is agriculture. About 90% of the populations are involved in cultivation. Nearly one third of the land area is cultivated by the shifting cultivation technique. Rice is the most important food crop. Maize, millet, gram, tea etc. are grown in large quantities all over the state. All kinds of fruits and tea are found growing in the low sloped lands.

1. 4. THE PEOPLE.

The population of Nagaland as on 01-03-2011, stands at 1980602, out of which 10425707 are male (51.79%) and 954895 are females (42.21%).

The capital town of Nagaland is Kohima which lies 1, 444.12 meters above sea level. At present Nagaland is divided into 11 (eleven) districts for Administrative purpose viz.

- | | |
|---------------|----------------|
| 1. Kohima. | 2. Mokokchung. |
| 3. Tuensang. | 4. Wokha. |
| 5. Mon. | 6. Phek. |
| 7. Zunheboto. | 8. Dimapur. |
| 9. Kiphire. | 10. Longleng. |
| 11. Peren. | |

Nagaland is referred to sometimes as the Switzerland of the East. It is a land of lush and pictures-que landscapes and verdant hills and forests are varied and diverse flora and fauna. Nagaland has been endowed with rich gift of nature. It is a land of many resources like forest, minerals, fertile soil and abundant rainfall. Awe inspiring and

scenic beauty of Nagaland strikes the onlooker. It is a variable paradise for tourists, botanists, social scientists anthropologists and researchers.

1. 5. ORIGIN OF THE WORD ‘NAGA’

Many scholars’ anthropologist and travelers have taken pains to trace out the origin and meaning of the word Naga. Hence it is an interesting thing to study the different views expressed by them as to how the word Naga came to be used.

Originally, the Nagas did not have any generic term for the whole nation. It was people outside who gave the name ‘Naga’ to them. But the word Naga has been used for many centuries as early as 150 A.D.

According to one of the views expounded and supported by a group of scholars such as S.E. Peal, E.A. Gait and Holmbe, the word Naga is probably derived from the word ‘Nok’ or ‘Noka’ which means folk or people.

Another view suggests that the word ‘Naga’ originated from the Kachari word ‘Nangra’ which means pierced ears.

Of all the views propounded by different scholars not one appears to be proved satisfactorily because there is no such recorded neither history nor any traditional story to prove it. But whatever their origin may be, the Nagas today are proud to be called Nagas. The modern generations hardly bother about the origin of the word. They simply accept the fact that they belong to an old and proud race known as the Nagas.

1. 6. MIGRATION OF THE NAGAS.

Most of writers on the Nagas are of the opinion that the Nagas must have come from different places of south East Asian countries and islands, at the different times, due to the fact that they have cultural similarities with those of South East Asian inhabitants.

Megovern Writers: *“Nagas are similar to the Dyaks and Koyans of Borneo (Indonesia). Battacks of Sumatra (Malaysia) and certain groups of Formosa (Taiwan) and several other groups (Igorots) in the Philippines.*

“It is absurd” says Henry Bolfour:

“That the Nagas are the members of the Tibeto – Burman family of people, because the tradition of the Nagas points South-east wards through which their ancestors traveled.”

The Oxford Encyclopedia also says that they (Nagas) are for the most part of Mongolian both in physical type and language and in customs they are in some ways, like the Hillman and islanders of south East Asia.

William Smith: A former teacher in missionary school at Impur, the premier institution in Naga Hills described them as resemblances with that of race in Burma and Chinese province of Yunnan, wild hill tribes. It may be concluded that they belong to same ethnic group.

Gavin Young: The first western journalist who visited Naga Hills in 1961, *“The Nagas are a people of Mongolian origin, most of whom inhabits the mountainous Naga Hills and Tuensang Areas, that fringe the Indo-Burmese border”*. Nagas had never been part of India. They had nothing in common with India, culturally, racially or linguistically. They are Mongols related rather to the races living in the east; the Burmese for example or Thais. They are probably most closely related to the Dyaks of Borneo and Philippines tribes.

Mary Mead Clarke: (Wife of Dr. Clarke) remarked that *“This race is in the extreme North-east of India touching Tibet and Burma and reaching for towards China are Mongolian stock, widely differs in customs, language and religion”*.

Alemchiba: One of the pioneer scholars among Nagas opines that *“Nagas are Indo-Mongoloid folk, divided into a dozen of major tribes speaking different languages and dialects. Their presence in human civilization was noted sometimes in 10th Century BC”*.

In describing the racial family of Nagas one will therefore agree, with the above views and conclusion. The customs and similar practices with Mongolian races are clearly proved that they are not Indian origins, whose origin traces to Aryans and Dravidians.

All the scholars agreed that the Nagas have come to their present habitat from outside from the east. But it is not definitely known wherefrom they originated, how and when they migrated. That is why there have been many conjectures and most of the scholars have pointed to the South East Asian countries as their place of dispersion. Whatever might have been the route of their migration, and whichever might be their original home, Nagas appear closely akin to the primitive communities of Indo – China, Malaya, Indonesia, Taiwan and the Philippine island.

All these proved that the ancestors of the Nagas have come from the east one time or the other and have got strong cultural affinities with the tribes of South East Asia and the Oceania. All the authorities also agreed in this regard.

According to recent research findings, Nagas have migrated from South East Asia through the present North West Myanmar following different directions and places. It is to be noted that the migration of the Naga tribes did not take place in one wave only.

It is believed that the first Naga group who landed in the present homeland are said to be Maos, Angamis, Chakesangs, Sumis, Rengmas, Rongmais and Lothas. They migrated somewhere from west China, Indo-China, Malaya, Burma, Thailand, Indonesia and Philippines.

The second group are said to be the Aos and Changs, believed that they came crossing the Thangdut Chindwin rivers.

The third group consists of the Konyaks and Phoms. They came through North East Myanmar.

1. 7. THE NAGA TRIBES

Nagas are the Mongoloid tribes inhabiting the hilly regions between the Brahmaputra River in India and the Chindwin River in Myanmar, (Burma) in the states of Nagaland, Manipur, Arunachal Pradesh and Myanmar (Burma).

Verrier Elwin wrote: *“Nagas are a fine people, of whom their country is proud strong and self reliant, with the free and independent outlook characteristics of high Landers everywhere, good to look at, with and unerring instinct for colour and design, friendly and cheerful with a keen sense of humour, gifted with splendid dances and a love songs”.*

J.H. Hutton: states that *“Those tribes which are spoken of as Nagas have something in common with each other which distinguishes them from many other tribes found in Assam and entitle them to be regarded as a racial unit themselves”.*

The Nagas were almost entirely tribal people. Nagaland is inhabited by many separate tribes and sub-tribes exist amongst the Nagas with their own distinctive language and cultural features. They speak twice as many languages and dialects as the number of tribes. They have got differences in physical features, characteristics, dress and various other cultural traits, but in spite of all these differences they have got cultural affinity pointing to a common ancestry which binds them together under the name Naga.

The Naga tribes were almost entirely tribal people. Many separate tribes and sub-tribes exist amongst the Nagas with their own language and cultural features.

There are more than forty Naga tribes living in Nagaland and Myanmar (Burma). Nagaland state is the home of many of these tribes. There are sixteen major tribes in Nagaland viz:-

- | | |
|-----------------|----------------|
| 1. Ao | 2. Angami |
| 3. Chakesang | 4. Chang |
| 5. Khiamniungan | 6. Konyak |
| 7. Kuki | 8. Lotha |
| 9. Phom | 10. Pochuri |
| 11. Rengma | 12. Sema |
| 13. Sangtam | 14. Thangkul |
| 15. Zeliang. | 16. Yimchunger |

There are 16 major dialects in the state representing about 90% of population. Although English is the official language, tribal groups who do not understand one another's dialects converse in Nagamese a mixture of Assamese and Naga language.

1. 8. THE NAGA CULTURE.

“Culture is the best way of acquainting ourselves with the best that has been known and said in the world, and thus with the history of human spirit” – Mathew Arnold.

Every society and culture has its own beauty and charm. The North Eastern part of India is absolutely a land of tribal people having very rich cultural heritage that speaks the tacit of the great culture of our country.

The people of Nagaland possess a very rich cultural heritage and tradition which has been handed down from one generation to the next through oral traditions. From times immemorial they have preserved and fostered their culture. Even though we do not have a written history, our folk songs, folk lore and dances is a way in which our history is made known to us.

There are many Naga tribes, each having their own language, custom, culture and tradition and social life etc. However, many of these aspects are found to be common to all the Naga tribes and speak the Tibeto Burma language. Though they come from an original common stock but geographical isolation from each other has resulted in the up coming of many dialects, dresses, culture, languages, customs and believes. They are entangled with the feeling of oneness and brotherhood.

The significance of the Naga cultural life is the fact that the land of the Nagas is small but rich in culture and other resources. To the Nagas, Nagaland is a land of songs, laughter, music and dances. The Nagas are friendly and cheerful lot with a keen sense of humour, gifted with splendid dances and love songs.

The Nagas are festival lovers. They have several festivals which are mostly related to seasons or stage of agricultural operation. It continues almost through out the year. Every Naga tribe observes

various festivals in their own way. The festivals are followed by dances and music. Nagas prepare rice beer or millet beer on such occasions.

For the people of Nagaland dances are the extreme, heightened of pleasure, zest and joy. They enjoy every moment of this wonderful experience that is derived from dance. Dance comes to its ultimate perfection when ancient tradition and cultural heritage blends with music and rhythm in equal proportion.

Head-hunting culture was part and parcel of the lives of the Nagas during the period when all the villagers were independent and sovereign. In those days internecine feuds among the tribes or between villages of the same tribe used to occur culminating in the loss of heads and the cutting and carrying away the head was the glory of head-hunting. A man who had cut enemy's head was ceremoniously honoured and respected by the people as a warrior and hero. Head-hunting culture has made the Nagas brave, proud, strong, active, independent, self reliant, lovers of songs and dances and has divided the Nagas into numerous sovereign village states.

In olden time the morung was used to be a fortress of the village as well as the sleeping house of unmarried men and it had many other activities. Morung is the name used by several writers to mean the quarter of the youth. In each village or colony a morung was built. However in some tribes like the Angamis, Sema, Maram and Thangkul the houses of the headman and some rich man were used as quarters of the youth. Life in Morung in fact used to prepare them for manhood. Here the youth practiced singing, dancing and elocution. Strictness in discipline is maintained in this quarter. After intensive training and discipline in the morung, they turned out to be good warriors and

administrators of the village. Indeed morung of the Naga was a real educational institution.

Every Naga tribes has different traditional dresses and garments. Their traditional shawls and dresses are so distinct that speak about their colourful culture. A given cultural dress signifies a particular tribe, rank and status. They wear them with great honour.

Culture is the backbone of every society. Any given culture is subject to change according to the change of times and the socio-cultural milieu of the epoch. Every culture of the world has its own charms and the Naga culture is one, which is enchanting with its multifarious hue, beauty and richness. However, there is no systematic documentation of the Naga cultural heritage till today.

It is highly regrettable to note that there is fast disappearance of the beautiful Naga Cultural heritage due to the influence of westernization on traditional value systems. After the inception of Christianity, the Naga people could not hold both Christian cultures along with their traditional value system any longer. It is true to say that the Naga traditional beliefs and practices could not hold the forces of Christianity. As a result, a total change was brought to their society due to impact of Christianity within a short period of time.

1.9. EDUCATIONAL SYSTEM IN NAGALAND

1.9.1. The beginning of Educational Institution in Nagaland.

Modern Education was introduced by Christian Missionaries in Nagaland during the 1830's and subsequently developed under the British Government. However, it was only after independence that much attention was paid towards the development of education.

During the Pre and post-independence period and till the time of gaining the statehood, the process of expansion of education in the state was rather slow due to various reasons. Education in the state has however, made phenomenal development since Nagaland became a full fledged state in 1963.

In the ancient past, there is no record of teaching and learning of any script and opening of any formal school. The American Baptist Missionaries first introduced formal education and learning of any formal educational institution. A beginning of modern education was attempted by Rev. Miles Bronson; the first American Missionary to the Nagas landed at Namsang, a Naga village in 1839 is believed to have started the first school for the Nagas. He wrote a Naga vocabulary book which the first book was ever written in Naga language. He started a Primary School at Namsang village in 1839. His effort was short-lived since he had to return due to ill health in 1840.

The American Baptist Missionaries tirelessly worked among all the tribes in the midst of head-hunting and hatred to introduce the formal education in Nagaland. Rev. E.W.Clark, the first missionary to the Ao Nagas. Rev. D.E. Witter an American Baptist missionary to the Lotha Nagas, Rev. C.D. King to the Angami Nagas, Rev .B.A. Anderson to the Sema Nagas, Rev, William Pettigrew to the Thangkul Nagas, Rev. Wickstrand and Mangyangnokcha to the Sangtam Nagas, tirelessly worked among all the tribes in the midst of head-hunting and hatred to introduce the formal education in Nagaland.

In Ao Region

Of all the Naga tribes, the Aos got education first and they have maintained the start. The Christian Missionary who first started the literature in Mokokchung district was Godhula Babu, an Assamese teacher and Evangelist volunteered into Naga soil under direction of Dr. E.W. Clark. He came to Dekahaimong {now Molungkimong} and started to preach and teach in 1872. Dr and Mrs. Clark of the American Baptist Missionary union came to stay in Naga Hills in 1876. In the same year, a new village Molungyimsen was established. It was in the village that Mr. and Mrs. Clark started in 1878 the first formal school in the Naga Hills. It was originally intended for the women. Later in 1882 the missionaries came to Mopongchuket village to stay there and started another school in Impur the Mission Compound, which is a part of Mopongchuket village. Thus, we can say that the beginning of education in this district or so to say in this state, started in 1878 in Molungyimsen village and then at Impur in 1882. No formal school was started even after many years, thereafter except that the Missionary School grew up into a better one and was made into two schools, one for boys and the other for girls.

In 1885 the school was visited by one Mr. W.S. Clarke, the Deputy Commissioner of Sibsagar district of Assam, he left the following note.

“I visited Mr. Clark’s boys and girls schools which are yet thinly attended Education, however, had evidently commenced and the children read with fluency their Naga Primer and other first books of songs hymns in Naga. Mr. Clark’s efforts apparently had been in the direction of reducing the language to a written form and to translate the New Testament and to compile a dictionary”.

In Angami Region

While the mission in the Ao Naga area had begun to bear fruits, it was not so in other Naga areas including Kohima. Rev. C.D. King encountered oppositions and worked in the face of risks and dangers. In 1879, he opened at Samuguting (now Chumukedima) a mission school with the help of one Ponaram, an Assamese teacher. However, he fled from Samuguting due to attacks by Nagas, and the school was closed down. He returned and arrived at Kohima in 1881. He opened a school there in 1882. But it was defunct due to his departure in 1887. The Rivenburgs came to Kohima the same year. He revived the school in 1889. But the school was halt due to the lack of teachers. In 1903, with the help of the Deputy Commissioner of Assam, Reverburs made a new beginning in his own mud-walled house at Kohima with an enrolment of 20 (twenty) boys. The Reverburs worked at Kohima for more than 30 (thirty) years during which period his contribution was a missionary, a writer and a medical doctor beyond measure. He wrote the first primer in Angami dialect and the school developed under his care.

In Lotha Region

In 1885, W.E. Witter, a missionary, started an informal school in Wokha town. He wrote the first primer in Lotha dialect. In 1887, there were 9 (nine) boys in the Wokha station school. However, he could not continue along due to ill health and returned in 1887. And the school he initiated had to be closed. Rev. R.B. Longwell opened a school at Furkating (Assam) temporarily for Lotha boys. He was assisted by Imtisosang, an Ao Naga teacher, with the departure of the Longwell in 1927, coupled with the prospect of opening a school at Wokha; the importance of the school at Furkating was lost.

Later, in 1904 – 05, a mission camp was opened at Okotso and a school was started at Wokha. It was only in 1904 that the Government opened a primary school at Wokha. In 1941, a Government Middle school was opened in Wokha and the things continued this way.

In Sema Region

For many years after the advent of administration, no educational institution of any type was set up in this area. But people desiring to get literacy or to primary education used to go to Impur to stay in the Christian Mission School which was informally set up in 1882 in Ao area. In Sema area, Rev. Anderson came as American Baptist Missionary there in 1929. He started a primary school at Chiselimi in 1931 but had to be closed due to some reasons, it was in 1938 that permission was obtained to open one mission school at Aizuto with four teachers with Nokden Ao as the Headmaster. About 100 students were enrolled in the school.

As we have already mentioned, the first educational centre of the present Zunheboto district was started at Aizuto in 1938. It was originally a lower primary school and gradually became a middle school. It became High School in 1960's and has been taken over by the Government of Nagaland in early 1970's.

In Thangkul Region

In 1896, the Arthington Aborigines Mission of England sent Rev. William Pettigrew who not being allowed to give religious instructions to Manipurians opened at Ukhrul among the Thangkul Nagas rendered good service along educational lines serving as Government Inspector of Schools. He produced several text books, a Hymn book and translation of books of Luke, John and Acts of the Apostles.

Due to inaccessibility and difficult terrain the Christian Missionaries could not spread education in Tuensang and Mon districts, as they did in Ao, Sema, Lotha and Angami areas. After 1920's the British Government took interest in establishing schools in different areas. The British Administration started a primary school at Yaongyimti village with Shri. Imlongchaba from Litim village as the teacher. The village belongs to Chang community, but it was under the administration of Mokokchung.

In Chang Region

Among the Chang tribe, the community took the first initiative in promotion of education by establishment of schools; Chang tribal committee started a tribal school in 1946 at Noksen village with public contribution. Thus the tribal councils and public leaders of those areas took active part to establish schools. During the period of nationalist movement of insurgency in Nagaland, the progress of education was adversely affected and almost came to a standstill. However, the progress of education momentum after attaining the statehood of Nagaland in 1963 entered the national mainstream of planned development.

In Sangtam Region

Among the Sangtam Naga tribe, education was introduced during 1930's. In January 1930, Shetongka, a village chief from Chari village invited Mangyangnokcha then serving as the Headmaster of Impur School and Rev. Wickstrand to open a school at his village. But it was with the initiative of Hopongkiu, a Dobashi in the office of Sub-Divisional Officer Mokokchung and elders of the village that a primary school at Chari village could be started in the year 1947, there were only

10 primary schools and one middle school with an enrolment of 250 students.

In Konyak Region

The American missionaries Rev. and Mrs. Miles Bronson came to Namsang and establish a Christian mission centre at Namsang village in 1839. In the following years he along with his wife and his sister Miss. Rhode Bronson opened a school at Namsang in 1840. Some students including the son of the village chief were enrolled; however, the school had to be closed the same year because on health ground the missionaries had to leave the station. It was indeed the first school started in the Naga soil although it could not continue. Hence among the Konyaks it was in 1938 the British Government started primary school at Wanching and Oting.

At first, mission schools were the only schools, but later the Government also introduced formal education and taught the “three R’s” (reading, writing and arithmetic) in the schools. The British Administration also became involved gradually in opening and running of schools. They needed native to work in their office as clerks. They collaborated with the Baptist Mission to run the mission school by granting financial assistance. They opened new schools where there were none. Initially, classes were regulated up to Class II and the school was known as the lower primary school. It was only in 1938 that the Government decided that up to Class VIII education should be given to the Nagas in their own hills.

1.9.2. Present Educational Pattern in Nagaland

In Nagaland, the school education is divided into four stages, they are:

- (i) Primary School
- (ii) Middle School or Upper Primary School
- (iii) Secondary School
- (iv) Higher Secondary School

(a). Primary School.

The Primary School has got classes P/P, 1, 2, 3, 4 & 5 where children in the age group of four to nine years study in these classes. The medium of instruction in these schools were usually in local dialect till 2007. In 2008 the Directorate of School Education declared to adopt English as the medium of instruction to all Government Primary Schools in Nagaland compulsorily.

(b). Middle School or Upper Primary School

Between Primary and Secondary schools, there is a section of classes which is known as Middle. Its medium of instruction is English. It has got classes VI, VII & VIII.

(c). Secondary School

Secondary School had got two classes such as IX and X, but often the institution includes Middle school section also i.e. VII & VIII.

(d). Higher Secondary School

Standard XI & XII is called the Higher Secondary School.

Thus the class pattern of Elementary System is slightly different from the Central Pattern on the following reasons.

- (i) All Government Primary Schools in the state has two years Pre-primary (P.P.) classes attached to it with prescribed curriculum.
- (ii) A Middle School or Upper Primary has class VI to VIII without primary section.
- (iii) A High School has class IX & X with Middle section attached.
- (iv) A Higher Secondary School has Classes XI & XII with High school section attached.

1.9.3. Number of Educational Institutions in Nagaland 2002-2008

Table : 1-1

Types of Institution	2002-2003			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
Types of Institutions	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Primary School	1331	190	1521	1318	190	1508	1305	215	1520	1303	215	1518	1442	218	1660	1442	220	1662
Middle School	264	218	482	271	218	489	270	210	480	273	215	488	287	176	463	287	178	465
High School	121	200	321	125	206	331	116	220	336	125	215	340	116	214	330	109	218	327
Higher Secondary School	10	22	32	10	25	35	9	34	43	16	45	61	9	43	52	16	50	66
Total	1726	630	2356	1724	639	2363	1700	679	2399	1717	690	2407	1854	651	2505	1854	666	2520

(Source: Directorate of Economic and Statistic, Kohima 2007/2008/2009/2012)

1.9.4. Number of Students in Educational Institutions both govt. and Private 2002-2008

Table : 1-2

	2002-2003			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
Types of institution	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
P/P to Class – 4	146567	133267	279834	151330	139163	290493	155615	144765	300380	158477	140341	298818	80861	74831	155692	80708	74905	155613
Class -5 to class – 8	53557	51074	104631	53847	51351	105198	61101	56013	117114	65556	61258	126814	51611	46692	98303	45292	43460	88752
Class - 9 to class - 10	12764	11672	24436	1303	12038	13341	15508	14413	29921	16953	16601	33554	82646	74838	157484	84139	76213	160352
Class -11 to class – 12	7322	5280	12602	8403	6888	15291	9585	8165	17750	10041	8705	18746	34624	31531	66155	39473	35542	75015
Total	220210	201293	421503	214883	209440	424323	241809	223356	465165	251027	226905	477932	249742	227892	477634	249612	230120	479732

(Source: Directorate of Economic & Statistic, Kohima 2007/2008/2009/2012).

1.9.5. Number of Trained and Untrained teachers in Govt. Schools .

Table : 1-3

		2006-2007									2007-2008								
Sl. No	Types of institutions	Trained teachers			Untrained teachers			Total			Trained teachers			Untrained teachers			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	P/P	1788	815	2603	2502	1540	4042	4290	2355	6645	1788	815	2603	2501	1536	4037	4289	2351	6640
2	M.S	772	196	968	1506	458	1964	2278	654	2932	787	200	987	1538	467	2005	2325	667	2992
3	H.S	602	188	790	1026	368	1394	1628	566	2184	625	195	820	1065	383	1448	1690	578	2268
4	H.S.S.	132	73	205	126	128	254	258	201	459	153	84	237	155	140	295	308	224	532
	Total	3294	1272	4566	5160	2494	7654	8454	3776	12220	3353	1294	4647	5259	2526	7785	8612	3820	12432

(Source: Directorate of Economic & Statistic, Kohima 2009/2012)

1.9.6. Number of Trained and Untrained Teachers in Private Schools.

Table : 1-4

	2006-2007										20007-2008								
Sl. No	Types of Institutions	Trained teachers			Untrained teachers			Total			Trained teachers			Untrained teachers			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	P/P	60	54	114	646	556	1202	706	610	1316	60	54	114	646	556	1202	706	610	1316
2	M.S	78	58	136	1547	1649	3196	1625	1707	3332	66	49	115	1312	1385	2697	1387	1434	2821
3	H.S	299	296	595	1969	1716	3685	2268	2012	4280	305	301	606	2006	1748	3754	2311	2049	4360
4	H.S.S.	160	157	317	614	698	1312	774	855	1629	181	173	354	704	804	1508	885	977	1862
	Total	597	565	1162	4776	4619	9395	5373	5184	10557	612	577	1189	4668	4493	9161	5289	5070	10359

(Source: Directorate of Economic & Statistic, Kohima 2009/2012)

1.9.7. Population Trend in Nagaland 1901-2011

Table : 1-5

Year	Male	Female	Total
1	2	3	4
1901	51473	50077	101550
1911	74796	74242	149038
1921	79738	79063	158801
1931	89536	89308	178844
1941	93831	95810	189641
1951	106551	100424	206975
1961	191027	178173	369200
1971	276084	240365	516449
1981	415910	359020	774930
1991	641282	568264	1209546
2001	1047141	942895	1990036
2011	1025707	954895	1980602

(Source: Directorate of Economic & Statistic, Kohima 2009/2011)

1.9.8. District-Wise Population and Literate Population (In 2011 Census)

Table : 1-6

Sl. No.	District	Population			Literate population		
		Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8
1	Kohima	140118	129945	270063	108781	91399	200180
2	Dimapur	198163	181606	379769	152327	129761	282088
3	Phek	83684	79610	163294	58587	48840	107427
4	Mokokchung	100229	92942	193171	84166	76287	160453
5	Wokha	84429	81810	166239	67396	60998	128394
6	Zunheboto	71169	69845	141014	54105	50189	104294
7	Tuensang	101977	94824	196801	64486	54867	119293
8	Mon	132062	113609	250671	67170	52326	119496
9	Peren	49530	45424	94954	35000	27991	62991
10	Kephire	37758	36875	74033	23290	19155	42445
11	Longling	26588	24005	50593	16548	13970	30518
	Total	1025707	954895	1980602	731796	625783	1357579

(Source: Directorate of Economic & Statistic, Kohima 2012)

1.9.9. Literacy rate in Nagaland. (percentage in general)

Table : 1-7

Year	Male %	Female %	Population %
1	2	3	4
1951	15.18	5.75	10.52
1961	29.22	14.05	21.95
1971	42.57	23.38	33.78
1981	58.58	40.39	50.28
1991	67.62	54.75	61.65
2001(P)	71.77	61.92	67.11
2011	83.29	76.69	80.11

(Source: Directorate of Economics & Statistics, Kohima 2009/2012.)

1.10. ADMINISTRIAL AUTHORITY SET-UP AND THE EDUCATION POLICY OF GOVERNMENT.

1.10.0. Introduction:

The word “Administration”, as the Latin word “Minister” suggests, means Service, i.e. work dedicated to the good of others. The main objective of administration, therefore, is to secure for an individual or society, or the nation, such environment may lead to their fullest growth and development.

Educational Administration in our country had its beginnings during the Ancient and medieval periods and, both, the Hindus and Muslim rulers spread education as a religious obligation. But the rulers neither framed any rules and regulations, nor claimed any control over them.

In 1833, the Charter Act compelled the East India Company to assume responsibility for education, though it was Provincial subject till 1833, when it became a purely ‘Central’ Subject. On the recommendation of the Woods Dispatch in 1854, the Provinces were given formal powers and only in 1921, education was officially recognized as a State Responsibility.

Administration is machinery through which any Organization or Institution is managed. It is a means set-up for a smooth and efficient working of educational structure. Educational Administration is the direction, control and management of all matters pertaining to school affairs.

In accordance with the constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of Universal elementary education has been a salient feature of the National Policy since Independence. This resolve has been spelt out emphatically in the national policy of Education (NPE) 1986 and the Programmed of Action (PoA) 1992. A number of schemes and Programmed were launched in pursuance of the emphasis embodied in the NPE and POA.

Constitutional Mandate 1950:- “The State shall Endeavour to provide within a period of 10 years from the commencement of this constitution, for free and compulsory education to all the children until they complete the age of 14 years.”

National Policy of Education: - “It shall be insured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century.”

Unnekrishnan judgment 1993:- “Every child of this country has a right to free education till they complete the age of fourteen years.”

Education Ministers Resolve 1993:- “Universal Elementary education should be pursued in the mission mode. It emphasized the need to pursue a holistic and convergent approach towards UEE.”

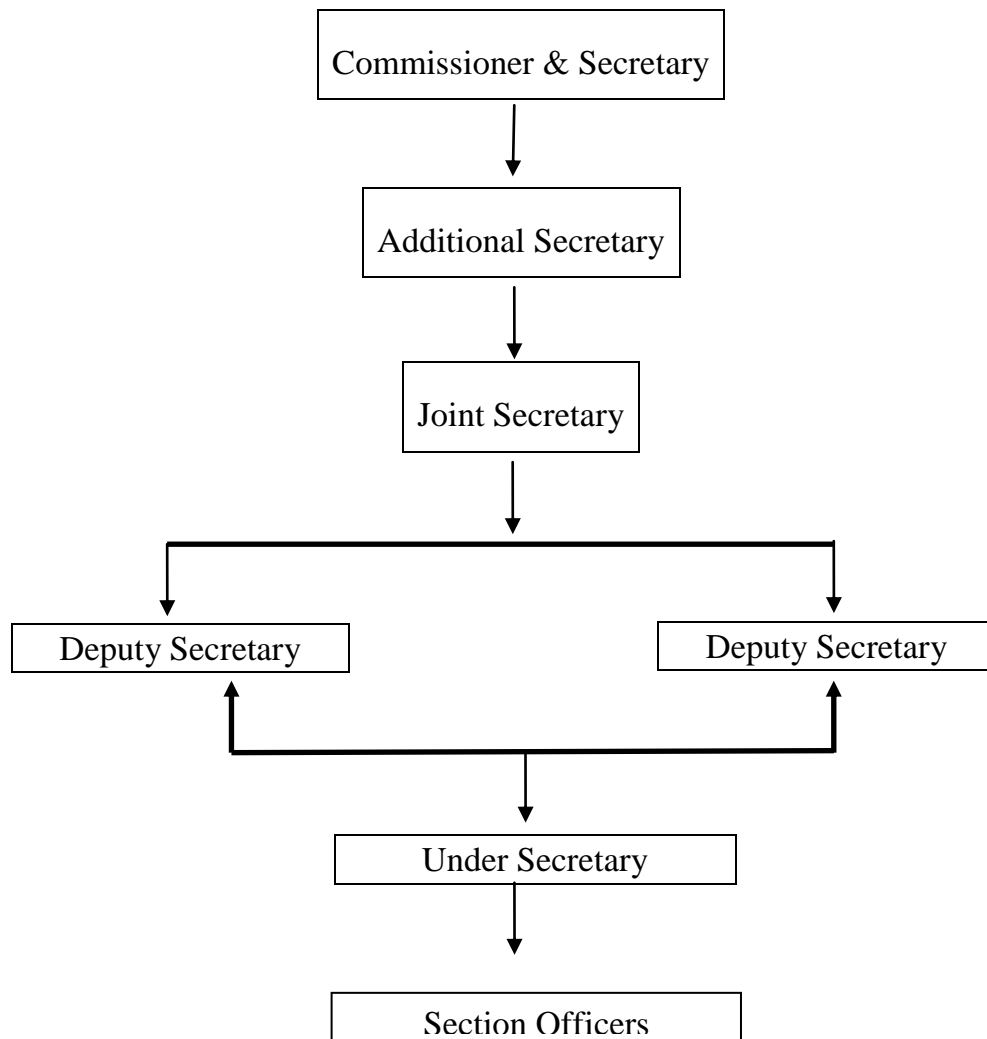
The State Government has taken up various measures for the qualitative improvement of education and has made considerable achievement in the elementary sector but the functioning of the schools is far from expectation, the Government has therefore envisage the concept of communitisation in an effort to transfer certain management, responsibilities to the community and to involve them in the educational system management. The aim is to human capabilities of the children.

Though a sense of belonging and sharing amongst material and human resources or betterment of the schools, the Government of Nagaland has with such aim in view passed an Act called the “*Nagaland Communitisation of Public Institution and Services Act 2002*” which covers many social sectors including education.

1.10.1. Educational Administration Set-Up in the State Level

School Education is primarily the responsibility of the state Government not only constitutionally, but in other ways also. Every state has its own department of education, which is under the direct control of its Minister for School Education. He is a member of the State Legislature and holds the office as long as his party is in the power and he enjoys its confidence. The Minister of the School Education is responsible for making educational policies. He is assisted by the Secretary of the Education Department. All policies regarding education are decided at the Secretariat Education. The secretary being a member of the Indian Administrative Service is not a technical man himself. But he is an efficient Administrative Officer who works along with the Directorate of School Education.

THE ORGANISATIONAL STRUCTURE IN SECRETARIAT



The commissioner and Secretary is the administrative head of the Department of School Education in Nagaland. The Secretary is assisted by an Additional Secretary, Who takes charge as Principal Director at the Directorate of School Education. A Joint Secretary, Deputy Secretaries, Under Secretary and Section Officers. The Secretary passes orders on behalf of the Government on all matters of education. While the policy making is done by Secretariat, the executive is left to the Directorate.

1.10.2. Administrative set-up in Directorate Level

The highest officer in the Directorate of School Education is the Principal Director who takes charge as the Additional Secretary in the Secretariat. He is the expert advisor to the Minister in the matter of the policy. He is the highest executive authority in the education and is responsible for the administration of education of the entire state.

Working directly under the Principal Director are the Director of School Education, Director of Higher Secondary School, Additional Directors, Joint Directors, Deputy Directors, Assistant Directors and other subordinate officers.

The Directorate of School Education carries out the general policy of the Government in power. It is in fact the connecting link between hundreds of educational institution in the state and the Government.

1.10.3. Administrative Set-Up in District Level

The District Education Officer is the Administrative Head of the District. All Government High School, Government Higher Secondary School are directly controlled by the District Education Officer.

The Elementary Schools are controlled by the Deputy Inspector of Schools. He is assisted by the Sub-Inspector of Schools and Ministerial Staff of the office.

1.10.4. Educational Administration in Local Level

The role of local bodies in the administration in education, particularly at the Primary level varies from Country to Country. The local bodies in our country have been involved with the educational administration especially at the Primary level since the British days. The *Kher Committee* on the relationship between the State Government and Local bodies in the administration of primary education has recommended:

1. That it would be an advantage to the associate local bodies with the administration of Primary Education in some form of others.
2. All Municipalities should be associated with the administrators of Primary Schools in their areas and should be able to pay a specified Contribution to support them.
3. In the rural area, a two-tier system of associating local bodies with the administration of Primary education should be adopted everywhere, the lower two should be the Village Panchayat and the second and the larger unit of the two-tier system should, as a rule be a district.
4. In District Boards and bigger Municipalities which exercise wider powers over Primary Education, a School Board should be constituted.
5. In all cases where local body is associated with the administration of primary education. Specific Statutory Provision should be made for the appointment of allied educational body and its composition, powers and duties should be clearly specified.

Administration at the local level will stimulate local initiative and since we have accepted Democracy as a way of life and form the Government. Educational Administration should therefore be decentralized. There is a strong tradition of local participation in education in our Country and it is also helpful in solving local educational problems.

1.10.5. Communitisation of Elementary Education in Nagaland.

Realizing the necessity to involve the community in raising the standard of education the Nagaland Communitisation of public institution and Services Act 2002 was enacted; communitisation of elementary education seeks to rekindle quality of education.

The Nagaland Communitisation of Public Institutions and Services Act 2002

The Nagaland Communitisation of Public Act 2002 was passed by the Nagaland Legislative Assembly (Act No 2 of 2002) and notified by the Government of Nagaland, Department of Law and Justice Vide No LAW/ACT- 63/2001 dated the 15th April, 2002. The preamble of the Act states as follows “whereas it is expedient to provide for empowerment of the community and delegation of powers and functions of the State Government to the local Authorities by way of participation of the community in matters connected with the management of local public utilities, public services and activities of State Government connected with education, water, roads, forests, power, sanitation, health and other welfare and development schemes and also to provide for promotion of community based-schemes incidental thereto.

The Government of Nagaland Department of school Education in exercise of the powers conferred by Section 3 read with Section 4 and 11 of the above Act, notified Vide its No EDS/SSA-75/2002 (pt- 11) dated 28th March,

2002. *The Nagaland Communitisation of Elementary Education Institution and Services* rules 2002. Those Rules the notification States shall cover all Primary and Middle Schools which Government may, by notification declare to be communitised.

Concept of Communitisation:

Communitisation of an institution of the Government means transforming the ownership to and sharing responsibility of its management with the community. It does includes decentralization of authority, delegation of responsibility, empowerment of the community and building up of a synergistic relationship between the Government and the community to spur growth and development of institutions, in a Communitised School, the management functions would substantially vest in the Community. Salary of a Government teacher would be disbursed through the Village Education Committee which will be empowered to control teachers in a variety of ways, including operation of “No Work No Pay” Principle; the community would get the funds for key purposes, such as purchase of Text Books, Furniture repair of school buildings etc. They would treat the school as their own, thereby contributing their best in cash and kind. The Government would continue to supervise, support and supplement the activities. Communitisation thus ensures investment of Community’s Social Capital for betterment of the school and improvement of Education.

The following are some of the important features of communitisation of elementary Education:-

1. Communitisation empowers the village community to own and develop the Government Elementary Schools in villages as their own.

2. The Village Education Committee (VEC) is the legal local Authority to manage Elementary Education in the village.
3. Salary amount for the Government employees in the schools are deposited in advance by the Government into the VEC Account. The VEC disburses the salary on the first day of the following month.
4. The VEC is to ensure discipline and regularity of teachers. It is empowered to operate the principle of “No Work, No Pay.” Any deduction from the salary is realized for the school after observing prescribed formalities.
5. Fund for key purposes such as purchase of Text Books, Furniture, Construction and repair of buildings, etc. is to be deposited by Government into the VEC Account.
6. VEC may arrange for inter-school utilization of teachers and other resources such as buildings, etc. within the village schools including the Private ones.
7. VEC is empowered to select and recommend appointment of substitute teachers against the long term vacancy.
8. VEC has the power to grant Casual leave and to recommend Earned leave and other forms of leave in respect of the employees in the schools.
9. The VEC/The Community is expected to contribute in cash or kind or free labour towards development of the schools.
10. VEC may engage local Craftsmen, artisans and experts in folk songs and games on voluntary basis or on payment of a token

honorarium for teaching in the school. Their services may be recognized in a befitting manner by the community.

11. VEC will be responsible for universal enrolment and retention of all children up to the age of 14 years.
12. Government may Supervise/Support the VEC and the schools and issue whenever deemed necessary directives which will be binding on the VEC.
13. Government may withdraw some or all the powers from the VEC in case of misuse or mismanagement.

Thus in communitised schools, the village Education Committee has been delegated with certain powers and functions to act as the overall education authority taking responsibility for the management of the schools in good governance, financial discipline, school infrastructural development, school administrative and supervision, academic works and activities, vocational education activities co-curricular activities and converging activities.

1.11. STATEMENT OF THE OF THE RESEARCH TITLE/TOPIC.

The Topic undertaken is stated as *"A Study of the Status of Elementary Education in Nagaland"*.

1.12. DEFINITION OF THE PROBLEM.

For the purpose of the present study the followings have been defined as;

Study.

To make an assessment of the status of elementary education so as to evaluate the weakness and strength of it.

Status.

The institutions professional position in relation to others.

Elementary education.

Education which covers from class A or LKG to class VIII under the National Consensus may be termed as the Elementary Education.

1.13. NEEDS AND IMPORTANCE OF THE STUDY.

The problem of Elementary Education being the most important in the level of education. As the primary level is the first stage in education. It should lay a sound foundation for the future development. Priority should be given to this stage and help the children to grow up into a useful and responsible citizen of the country. This is the most formative period in the learners' life and hence, it needs more attention than any other stage of learning.

The Elementary Education is the foundation of all later development of the child personality and basis for all educational development in a place. It is therefore necessary to find out the factor which hampers the development of Elementary Education, and bring out remedial measures, so as to get rid of the arising problems. To do this we need to understand the general obstacles on the

path of Elementary Education. This can be done only through intensive research of the developmental history of the Elementary Education in Nagaland. The success and failure of the educational development mostly depends on social, economic and academic basis.

To find out the causes of various defects in the growth and development of Elementary Education, a thorough research based on scientific principles is necessary, keeping this in view the present study is undertaken.

Research is an important factor which brings desirable changes to all individuals and society alike. Learning centers are the great social institutions where inter-mingling of children from different socio-economic background are taking place. The success of educational programmes mostly depends on sound socio-economic principles. In every level of education it is important to know the merits and demerits of the system and practice which can be determined only through research. It is therefore, necessary to conduct proper investigations into the Study of the Status of Elementary Education in Nagaland. The rest of the educational problems can be detected only when intensive research is done in the required field. Such educational research in the developmental history may lead to favorable changes in the Elementary Education.

The investigator hopes that this historical research will be helpful in finding out the major defect in the development of Elementary Education. It is also hoped that this will really serve as a guideline for future research in the same field.

1.14. OBJECTIVES OF THE STUDY.

The Objectives of the study are:

- (i) To make the detail survey of the development of Elementary Education in Nagaland.
- (ii) To find out the problems in the development of Elementary Education.
- (iii) To find out the problems faced by Headmasters and Teachers in the process of development of Elementary Education in Nagaland.
- (iv) To assess and understand the role of the teachers towards Elementary Education.
- (v) To identify different equipments, materials and tools used in Elementary Education.
- (vi) To identify agencies or organisations through which different types of financial assistance can be directly or indirectly made available at elementary schools.
- (vii) To bring out comparative study of Elementary Education with reference to Government schools and Private schools in different districts.
- (viii) To summaries, suggest and report the outcome of the study, to improve and enhance the quality of education at elementary level.
- (ix) To give more knowledge of the development and achievement of the status of Elementary Education.
- (x) To suggest some remedial measures for the all round development of the status of Elementary Education in Nagaland.

1.15. HYPOTHESIS OF THE STUDY.

1. The Infrastructural development of Government Elementary School in Nagaland is found unsatisfactory, though the government provided sufficient grant-in-aid and sanctions for the development of Elementary school.
2. Political influence on the appointment of teachers is found the greatest hindrance in Government schools, which effects the academic achievement of the student's.
3. School Management Board and Village Education Committee play important roles for over all development of elementary schools in Nagaland.
4. Regular Inspections and Supervision of schools by the Inspecting Officials like SDEO (Sub-Divisional Education Officers), JEO (Junior Education Officers) and SIS (Sub-Inspector of School) is needed for effective development of Elementary schools in Nagaland.

1.16. DELIMITATION OF THE STUDY.

- (i) The present study aimed at covering all Elementary Education Schools both government and private schools in all the districts of Nagaland. In spite of the attempt of make the study a comprehensive one, the study is confined to a sample of randomly selected 41 Government Schools and 25 Private Schools covering all the 11 District of Nagaland.
- (ii) The present study covers the following stages of school education.
 - (a) Pre-Primary education,
 - (b) Primary education,

(c) Middle School/Upper Primary Schools

- (iii) The present study covers all male and female students, Teachers and Head Teachers or Headmasters.
- (iv) The geographical area of study will cover all the 11 (eleven) Districts of Nagaland.

1.17. SIGNIFICANCE OF THE STUDY.

Through this study:-

- (1) The present status of the Elementary Education in Nagaland can be traced out both qualitative and quantitatively.
- (2) The comparative study of Government and Private Elementary schools, infrastructural development and academic achievement of the students.
- (3) To assess the achievement and failure of the elementary education in Nagaland.
- (4) Suitable suggestions and remedial measures can be provided for all round development of the elementary education in Nagaland.

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CHAPTER - 2

REVIEW OF RELATED LITERATURE.

2.1. INTRODUCTION.

To take up any meaningful research works, related literature and findings are indispensable. It provides the new researcher the glimpse of research steps and procedures as to how he should proceed towards an inference of his/her study. It reflects wider concept and idea to the investigator about his/her selected problems under study and thereby becomes more experienced in addressing the problems.

This chapter deals with the review of the related literature under which several studies done by different researchers were received and reproduced for ready reference. It acquaints one with methods of investigation with fact, concepts, theories, Bibliographies etc. and prevent pitfalls that have plagued previous researchers. It avoids duplication and provides comparative data on the basis on which one can evaluate and interpret.

Published literature is a fruitful source by means of which a researcher may be stimulated to device hypothesis of his own. Even an expert in a given field will make an intensive literature study before undertaking an experiment. Thus, a review or research conducted in any particular area will provide means for solving many other problems and also helpful in acquiring new and reliable knowledge concerned to the area of the study.

The purpose of the review of the related literature, besides, to allow the researchers to acquaint himself with current knowledge in the field or area in which he is going to conduct his/her research, serves the following specific purposes;

- (i). The review to define of related literature enable the researcher to define the limits of his field. It helps the researchers to delimit and define his problem.
- (ii). The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and closely.
- (iii). Though the review of related literature researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his Endeavour's would be likely to add to the knowledge in a meaningful way.
- (iv). By reviewing the related literature researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when his stability and validity of its result have been clearly established.
- (v). The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted the advantage of the related literature is also to provide insight into statistical methods through which validity of result is to be established.
- (vi). The final and important specific reason of reviewing the related literature is to know the recommendation of previous researchers for further research which they have listed in their studies.

In this chapter, an attempt has been made to review the worth that has been done in the area of the Study of the Status of Elementary Education in

Nagaland. A brief review of related literature has been given under two heading viz.

- (i) Studies done in India.
- (ii) Studies done in abroad.

2.2. STUDIES DONE IN INDIA.

1. *Rai, R.M. (1987):-*

"A Survey of Elementary Education in the Rural Area of Ghazipur District".

Major findings were:

- (i) All primary schools worked under the administration of the Basic Education Council and there was a village committee for Primary education in every village.
- (ii) Average strength of teachers per schools was four.
- (iii) There was a primary school for every 20,000 population.
- (iv) In Rural areas, 79.85% boys and 20.17% girls belong to backward classes.
- (v) Average literacy percentage in the district was 25.96% in which male literacy was 39.82% and female literacy was 12.4%.
- (vi) 87% of the schools were located in buildings constructed by the Basic Education Committee.
- (vii) The greatest problems of teachers in these schools were economic.
- (viii) The main source of income of students in this area was agriculture.

- (ix) 43% of the teachers studied up to class X only.
- (x) About 23.93% of mothers and 44.31% of fathers were literate.
- (xi) 90% of the students used chalk for writing.
- (xii) Internal assessment was prevalent in these primary schools.
- (xiii) About 68% of the students sat on the floor during school hours.

2. *Sachchedananda, (1982).*

"Disparities in Elementary Education, A Case study of Bihar, ANS Institute of Social Studies". Patna.

Major findings were:

- (i) Expansion of literacy in Bihar had not been keeping pace with the expansion of population.
- (ii) Bihar had the bulk of disparity in education with regard to every high and middle socio-economic disparity rates and various districts.
- (iii) There were seven districts with low disparity in literacy and seven with high disparity in literacy.
- (iv) The districts which were high in an urban industrial component were also high in literacy rate.
- (v) The enrolment of girls was highest in the district which had a large number of missionary and voluntary organization working for the upliftment of the tribal.
- (vi) The percentage of literacy among tribal was 11.64.

- (vii) There was high enrolment of tribal children in the districts which had missionaries and social welfare agencies.
- (viii) Christian missionaries were more actively engaged in literacy work than government agencies.

3. Acharya A.A. (1984)

Conducted a study on "Compulsory Primary Education in Andhra Pradesh".

The main objectives of the study were:-

- (i) To overview the evolution of educational policy and its implementation in India till the advent of independence.
- (ii) To review the working of the compulsory primary education programme in Andhra as implemented in Warangal district in the light of provisions of the Andhra Pradesh Act, of 1961,
- (iii). To evaluate the implementation of the policy especially on weaker sections in the rural areas over period.

Major findings were:

- (i). With the return to power of the Indian National Congress a conspicuous change was noticed in the Primary Education Programmed.
- (ii). Important provisions like preparing schemes, enumerating the school going children enrolling them in schools were not effectively followed.
- (iii). Except those who sought admission themselves no serious and sincere efforts was made to enroll all children of the villages.

- (iv). The extension officers and Deputy Inspector of Schools had not insisted on regular enumeration enrolment, attendance and retention of children in schools for the last ten years.
- (v). Headmasters and teachers did not show personal interest in accelerating enrolment and retention of children.
- (vi). There was agreement between teachers, executive and parents with regard to causes of poor enrolment and drop-outs.

4. Das, R.C. (1979).

Conducted a study on *"Administration of Elementary Education in relation to the Programmed of Universalisation SIE Assam"*.

Major findings were:

- (i). The area of administration of Education at the Elementary level was full of problems.
- (ii). The Directorate of Elementary Education was a newly created department and was yet to be fully strengthened.
- (iii). In comparison with the tremendous expansion of machinery relating the administration, inspection, supervision and management was inadequate.
- (iv). The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the sixth five year plan for universalisation, recommendation indicated the suggestion additional needed for achieving universalisation, from all point of view be made from professional institution.

5. Krishna Murth. R. (1985).

"A study of position of enrolment of children in the age group of 6-13 and problems involved in their enrolment" SCERT, Andhra Pradesh.

The major findings were:

- (i). In the village in which the sample school were situated, there were 6255 children in age group of 6 to 11 and out of them only 3329 were enrolled in schools.
- (ii). The position with regard to girls of scheduled castes and scheduled tribes were quite poor.
- (iii). The regular attendance of children in the school ranged from 60 to 75 percent.
- (iv). The problem envisage by teachers causing non-enrolment were poverty, illiteracy and orthodoxy of parents, lack of furniture in the school etc.
- (v). The problems revealed by community leaders from non-enrolment were poverty of the parents and their feelings that education would not help in meeting the needs of life.
- (vi). Measure taken for enrolment of children included. Visiting the house of non-enrolled children, serving mid-day meals, supply of uniforms and text books and cash grants to scheduled tribes students.
- (vii). Most of the teachers working in the schools did not reside at their place of work.

6. *Sharma H.C. (1982).*

Conducted a research on "Effect on the stay of teachers on the enrolment and retention of boys and girls in primary schools".

SIERT Rajasthan.

The major findings were:

- (i). The retention, attendance and regularity of students was better in schools where teachers stayed at their headquarters as compared to that in those where they did not do so.
- (ii). Teachers stay at their headquarters was useful only when they were in stand touch with the parents and behave courteously.
- (iii). Incentive like free books, uniform and food had a positive effect on the regularity of students.
- (iv). The school enrolment and facilities for games also contributed to retention.
- (v). Lack of good houses and proper facilities for the education were two main reasons for the teachers no staying at their headquarters.

7. *SIERT, Rajasthan (1982).*

Conducted a survey on "*Primary Education Curriculum Renewal Project in Bagadia Phalan (Banswara) - A Case Study*".

The major findings were:

- (i). There were inadequate facilities for stationary materials, teaching aids, medical check-up, drinking water furniture, playground and garden.

- (ii). Working hours of this school were the same in project curriculum and state curriculum.
- (iii). Daily attendance of students increase by 52%.
- (iv). Students participations in various activities improved by above 25%.
- (v). Efficiency of teachers improved by 25 to 50 percent.
- (vi). Interest in involvement of the community increased and overall functioning of the school improved by 50 to 75 percent.
- (vii). The materials and equipments provided increased by 25 to 50 percent.

8. Gogate S.B.(1984).

"A study of Primary Education in Marathwada".

The major findings were:

- (i). Prior to 1948, almost all schools were conducted by the Nazism's regime; schools conducted by private managements were non-existent.
- (ii). In Urban areas 35 to 40 percent of the teachers were females. In Rural areas 10% of the teachers were involved in farming.
- (iii). In Rural and Urban single-teacher schools 60-70 percent of the boys dropped out by the time they reach standard IV.
- (iv). Many schools did not have basic facilities like the black-boards, chairs, tables, benches etc.

9. Lyndem (Laso) (1985).

"A Critical Study of Developmental Plans and Programmes in Primary education in the state of Meghalaya since independence".

The major findings were:

- (i). There was a progress in respect of various aspects of Primary Education like establishment of new schools, strength of teachers, enrolment of students and increase in financial assistance sanctioned by the state government.
- (ii). Meghalaya had implemented several developmental programmes in the field of primary education to achieve the goal of universalisation.
- (iii). The percentage of single-teacher school, female and trained teachers were 42, 56 and 39 respectively.
- (iv). About 5 percent of schools possessed a school library.
- (v). Only five schools had a science laboratory.
- (vi). About 91 percent of the heads of schools expressed great satisfaction over the training received by their staffs.

10. *Biswas N.B. (1986).*

Conducted "A Study of the Curriculum for Primary Education in Bangladesh"

Ph.D. Education M.S.U.

The major findings of the study were:

- (i). There was some gap between the curricular content recommended by National Education Commission and that of the National Curriculum and Syllabus.
- (ii). The text books were very poor with regard to physical aspects.

- (iii). The teachers' hand books were of high quality in terms of both content and production.
- (iv). The schools did not implement the curriculum appropriately.
- (v). The questions set in the examinations were of the knowledge type and ignored other aspects like analytical thinking, logical reasoning etc.
- (vi). The problems were related to the lack of physical facilities, time-table, non-availability of appropriate Aids and materials. The work load was very high as perceived by the teachers.

11. *Dunake (1984).*

Conducted a research on “Research needs in Primary Education – An Exploratory study SIE Maharashtra.

The study revealed:

- (i). The teachers, Headmaster and education extension officers were aware of the needs for research in the field of Primary Education.
- (ii). Some of the problems they faced were regarding the interference of political workers in the day-to-day working of the school, curriculum construction, administration of Primary Education etc.
- (iii). They felt that there should be diversification of curriculum, School Timing, open entry to the school and encouragement to balwadis
- (iv). The research needs spelt out in the study were related to the areas of Administration, Educational policy, Teachers training of teachers etc.

12. Dutta. B. (1985)

Conduct research on, *“Primary Education in Calcutta – “An Anthropological Appraisal”*

The major findings were:

- (i) There were three major types of schools viz; Government, Quasi – Government and non-Government.
- (ii) In all the three categories there were large differences both in structure and function.
- (iii) Most of the schools were non-residential.
- (iv) Vacation days ranged between 4-70 per year.
- (v) School buildings were mostly under ownership but a few were rented.
- (vi) The teachers were mostly in the age-group 21-50 years.
- (vii) Educational qualification of the teachers were low, the majority were matriculates especially in rural areas.
- (viii) Teachers had experience of between 5 and 15 years.
- (ix) For the majority of teachers, the pay-range was Rs. 300-500 per month.
- (x) The syllabus was generally the same in all categories of schools, but most did not take care of Physical education, Sports, Creative.
- (xi) In rural areas students of higher ages were found in all classes from I to V.
- (xii) The location of a school was not planned with respect to students’ residence and congeniality of surroundings.

- (xiii) Most of the schools lacked space.

13. Jain A (1985)

Conducted a research on “*Development of Primary Education under Local Bodies in Maharashtra.*”

The major findings were:

- (i) Before 1963, all the Primary schools were financed and administered by the state Education Department. In 1964-66, the receipts of local fund cess become available and a large number of Primary school were established and maintained from the cess-fund.
- (ii) The Primary Education Act 1923 made a revolutionary change in the existing pattern of administration of Primary Education.
- (iii) Till 1960, there were variations in the administrative set-up in three Zones of the state, viz; Western Maharashtra, Vidarbha and Marathwada.
- (iv) After 1962, the Zilla Parishads were made responsible for the administration of Education for the districts and uniform pattern of administration was established throughout the state.
- (v) There were Municipal School Boards and cantonment Boards, which had till then been functioning in the state for management of primary education in the state to a certain extent.
- (vi) The Government had powers to give directions to the Zilla Parishads regarding subjects, Curriculum, Text Books and standards for teachers.

14. Kapadia, K.P. (1984)

“A study of the Development of Primary Education in the state of Gujarat after Independence.”

The major findings were:

- (i) The position of Primary Education in Gujarat was admirable as the state ranked third in this respect among the other progressive states of India.
- (ii) There was a considerable increase in the number of schools during the last three decades.
- (iii) During the three decades from 1950 to 1980, there was an enrolment explosion.
- (iv) In number of trained teachers during the year between 1950-51 and 1960-61.
- (v) The expenditure, kept on steadily increasing till it started doubling every five years.
- (vi) Efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen.
- (vii) The problem of single-teacher school also remained.

15. Mandal G.L. (1980)

Conducted a research on “Universal Free and compulsory primary education in Bihar – A study of problems and measures.”

The major findings were:

- (i) Primary schools intended for children of 6-11, that is schools with classes' I-V were available to 96 percent of them.
- (ii) Provision of schooling facilities for classes' I-VIII within a walking distance of every child was a target to be attained within a period of 5-10 years.
- (iii) About 75 percent of the total numbers of children in the age group 6-14 were enrolled by 1978.
- (iv) Out of every 100 children enrolled in class I, only 25 reached class V and only 15 went up to class VIII.
- (v) The facilities available were under-utilized.

16. Acharyya . S.C. (1984)

Conducted a study on "Pre-primary and primary education in Tripura and Cachar, Development and problems."

The major findings were:

- (i) The scope of teachers training and administrative machinery was enlarged.
- (ii) The total number of primary schools, excluding the attached sections, rose in Tripura to 1531 in 1976-77 against 404 in 1950-51.
- (iii) The rapid expansion of primary education in Cachar had given rise to a number of problems, examples inadequate of teaching staff, problems of physical plants, lack of properly qualified and trained teachers, weak supervision and administration of primary education.

- (iv) The availability of text books in Tripura and Cachar left much scope for improvement.
- (v) The proportion of school-going children of the backward classes and tribal communities was relatively low.

17. *Thakur. T (1973)*

“The case history of the Model Primary Schools in Assam”,

SIE Assam.

The major findings were:

- (i) The schools show a significant improvement in academic attainment.
- (ii) The purpose of the original scheme had not been translated into action.
- (iii) The whole implementations process had various limitations.
- (iv) There was lack of communication and follow-up programmed.
- (v) The criteria to select the existing schools for conversion were not sound.
- (vi) Two factors (teacher and locality) were mainly responsible for the total attainment of the school.
- (vii) The teacher training was defective.
- (viii) The grant was a very inadequate one to convert a school into a model one. A lump sum grant was given only once.

18. Lal . S. (1986)

Conducted a survey on “Early Childhood Education an Effort to Enhance School Enrolment”

NIPCCD, New Delhi.

The major findings were:

- (i) Nearly 70 percent of the children were enrolled in Primary School.
- (ii) The enrolment of Higher Castes was marginally better than that of economically weaker sections; however, 60 percent of the children from weaker sections got enrolled.
- (iii) The drop-out being maximum in the first and second year of schooling.
- (iv) Male children enrolment was found to be much higher than that of female children.
- (v) Those who had exposure to early childhood education were adjusted better and pick up faster in the first two years of schooling.

19. Banga. S. (1980)

Conducted a survey on “*Cognitive and Personality characteristics of Primary School Children*”. Ph. D. Education Rajasthan University.

The major findings were:

- (i) Boy studying in English-medium central school displayed good perception, good reasoning ability to classify things, and had good learning capacity.

- (ii) Boy studying in English-medium voluntary schools showed good perception reasoning ability to classify articles.
- (iii) Boys studying in Hindi-medium Government Schools had the poorest perception, poor ability to put articles in series, classify the things and infer relations.
- (iv) The boys studying in Hindi medium private schools displayed good perceptual speed but not better than that of boys of English medium schools.
- (v) The boys studying in English medium voluntary schools were reserved, uncompromising, excitable, assertive, independent and creative.
- (vi) The boys studying in Hindi-medium government schools were outgoing, impulsive emotionally stable, excitable, overactive, uncontrolled, tense and frustrate.

20. ***Barua, AP. (1971)***

Research conducted on “*Wastage in Sibsagar and Golaghat Sub-Divisions*” – A comparative study SIE Assam.

The major findings were:

For Golaghat, the percentage of boys and girls regularly reaching class III was 20.38 and 20.54 and for Sibsagar, the percentage was 30.87 and 31.59 respectively.

- (i) The wastage at Primary stage for boys and girls in Golaghat sub-division was 80.38 and 78.08 percent respectively. In Sibsagar Sub-division, the wastage of boys and girls were 70.08 and 69.02 percent respectively.

- (ii) The level of educational wastage was affected by three factors viz
 - (i) Dropouts.
 - (ii) Stagnation and.
 - (iii) Transfer cases.
- (iii) Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, long absence from the school, bad family environment, attendance in social festivals, pupil's attitude towards education, round and unsympathetic behavior of teacher, multiple class teaching, over crowded classes, single teacher schools, faulty admission policy etc were the main causes of wastage.

21. Sharma, V.S. (1976)

Conducted a study on *"Increase in enrolment in primary schools, efforts and result"*

SIE, Rajasthan.

Study The revealed:

- (i) So far as physical conditions were concerned, 44 percent of primary schools had adequate facilities like a black board. In upper primary schools, there was shortage of everything except carpets.
- (ii) The effect of enrolment drive was positive.
- (iii) Incentive proved to be useful in boosting enrolment and out of them the most effective in descending order were free-meals, text books and stationery, free uniforms and scholarships.

- (iv) The percentage of wastage in classes I to II showed a declining trend from 1970-71.
- (v) There was no considerable effect of appointment of lady teacher in co-educational rural schools on the enrolment of girls.

22. S.B. Menon (1995)

Conducted a study on “*Cognition and Curriculum; Some Reflections on Teaching-Learning of science in schools*”.

The major findings were:

- (i) An appropriately designed teaching-learning situation in science may involve activities appropriate to the stage of cognitive development of the learner.
- (ii) It may involve the learner acting upon the environment solving her own problems and making her own discoveries, although it may help if she is guided through this process by a judicious use of an appropriate expository pedagogy.
- (iii) The different experiences provided may be meaningfully and logically connected to one another thereby forming an integrated conceptual scheme.

23. N. V. Varghese

Conducted a study on School Facilities and Learner Achievement; “*Towards a methodology of analyzing school facilities in India.*”

The major findings were:

- (i) Low levels of learning among primary school children in developing countries can be partly attributed to poor and adequate facilities in school.
- (ii) The facilities like building, separate classrooms, student's desks, etc. determine the very organization of teaching-learning activities and these factors do influence learner achievement.
- (iii) The facilities provided in school in India vary widely between localities. In general, the schools in the urban areas are large in size and the facilities provided are also better when compared to their rural counterparts.
- (iv) School improvement programmes need to be focused on the teaching-learning conditions at the school level.
- (v) The school buildings are very often in a dilapidated condition with no natural light or other lighting arrangements inside the rooms which force the teacher to conduct classes in the open air.

24. N. V. Varghese & R. Govinda (1993)

“Conducted a study on Inter-school variation in the student achievement; an analysis of primary schools in five selected localities.”

The major findings were:

- (i) The description of the functioning of schools of different categories located in different localities shows that school practices do not make a difference in student's achievement.

- (ii) Schools which follow a strict schedule of activities help in maximizing learning time available to the localities the only learning time available to the children is what they get in the school. Therefore any effort to increase the teacher-learner interaction will have an impact on student achievement.
- (iii) The teacher, the classroom interaction methods planning of teaching activities and internal monitoring of the schools are very important factors influencing school quality.
- (iv) Adhering to a proper time-table for daily teaching, giving class work and homework regularly, and revising the lesson before beginning new lesson are factor which have significant influence on learner achievement.
- (v) The major emphasis is on sharing the teaching responsibilities equitable and ensuring that teacher and learner time is used effectively for academic work.
- (vi) In urban localities where schools are generally large in terms of student intake and teachers, planning at the institutional level becomes not only an absolute necessity, but also takes a formal shape.
- (vii) The major responsibility of the teacher is to prepare for teaching and conduct classroom teaching regularly.
- (viii) Teacher should conduct periodical test of the students, homework and class work are generally a regular feature in the school and teachers are expected to maintain proper records of student's progress.
- (ix) In private schools, the headmaster and the managing committee constitute an effective mechanism for internal monitoring.

25. Sachchidananda, (1982)

Undertook a study on, “*Disparity in Elementary Education*”, a case study of Bihar, ANS Institute of Social Studies, Patna.

The major findings were:

- (i) Bihar had the bulk of disparity in education with regard very high, high and middle socio-economic disparity rates in various districts.
- (ii) Expansion of literacy in Bihar had not been keeping pace with the expansion of population.
- (iii) There were seven districts with low disparity in literacy and seven with high disparity in literacy.
- (iv) Those districts with high literacy rate were also high in the enrolment of students in schools.
- (v) The enrolment of girls was highest in the districts which had large number of missionary and voluntary organizations working for the upliftment of the tribal.
- (vi) The percentage of literacy among scheduled caste was 6.53 and the literacy among tribal was 11.64 percent.
- (vii) Christian’s missionaries were more actively engaged in literacy work than government agencies. Non-Christians missionaries engaged in literacy work were the Aryasamaj Ramakrishna Mission, Sikh religious organization etc.

26. *Chandrasekaran R. (1978)*

A critical study in depth of the various measures taken by the Government of Karnataka (Mysore) in the field of Primary Education during the period 1947-72.

The major findings were:

- (i) Over the past 19 years, there had been a phenomenal increase in the enrolment of boys and girls at both lower primary and the higher levels.
- (ii) The retention rate was found to be very low for boys as well as girls, the latter being lower than the former. Less than 35 percent completed the lower primary stage and less than 22 percent completed the higher primary stage successfully.
- (iii) Parents, headmasters and officers felt that the enrolment in school had improved since the introduction of the mid-day meal scheme.
- (iv) Nearly 55 percent of the school had some facility, though not too satisfactory, for storing the food supplies.
- (v) Headmasters and officers felt that the mid-day meal scheme was effective wherever the community had participated effectively.
- (vi) About 80 percent of the headmasters consider that the scheme of free supply of uniforms, textbooks and slates had helped the attendance of the students.

27. *Sharma, S.P. (1913-1968)*

Conducted a study on Primary Education in Delhi.

The major findings were:

- (i) The number of primary schools increased from 86 in 1913 to 248 in 1947, with an annual growth rate of 5.4 percent.
- (ii) The numbers of primary schools for boys increased from 76 in 1913 to 183 in 1947 and 540 in 1968, while for girls, it increased from a mere 110 in 1910 to 65 in 1947 and 327 in 1968.
- (iii) In the primary schools increased from 5393 in 1913, 350 in 1947 and to 265711 in 1968.
- (iv) In 1913, only 2.1 percent of the population of Delhi was enrolled at the primary stage. The increased to 11.61 percent. In 1968, 86 percent of the population between the age group of six to eleven years was enrolled at the primary stage.
- (v) Compulsory basic education in the selected areas of Delhi was introduced by extending the Punjab Primary Education Act of Delhi in 1925.
- (vi) Percentage of trained teachers in the primary school remained poor till 1935-36, but considerably improved after 1935, that in 1947 there were 93.5 percent trained teachers. In the post Independence period there were 99.9 percent (both male and female) trained teachers.
- (vii) From 1913-14 to 1968 except for few years, after the introduction of compulsory primary education in Delhi, local self-government became the major source of financing the primary education.
- (viii) The interaction of socio-cultural, economic and political processes has provided a dynamic force to the progress of primary education in the later years in Delhi.

28. Mandal G. L (1976)

Conducted a study on “*control and administration of primary education by local authorities in Bihar.*”

The major findings were:

- (i) Expansion of primary education in Bihar was undertaken after the directive of providing universal, compulsory and free elementary education within a period of 10 years.
- (ii) Powers and mal-practices of local bodies were reduced to nominal when the government took over the responsibilities of primary education. Considerable improvement was brought about in the administration of primary education and standard of education.
- (iii) Irregularities in payment transfer and posting problems, diversion of funds, arbitrary appointment etc. was taken.
- (iv) Withdrawal of local control on primary education did not justify the basic condition of democracy but since local bodies failed to discharge their responsibility, the government had taken over.

29. Birdi, Bimlesh. (1992)

Research conducted on “*A study of the growth and development of the primary education in Punjab from 1947 to 1987*”.

Ph.D.. Eden. Punjabi Univ.

The aims and objectives of the study were:-

- (i). To trace the growth and development of the primary education in Punjab, in its various aspects such as schools, teachers, enrolment and expenditure.
- (ii). To find out the impact of the changed curriculum and other facilities.
- (iii). To trace the changes in the administration and supervisory system.

The major findings were:-

- (i). In 1947-48, there were 31% students in the age-group 6-11 years who were enrolled in primary schools. In April 1962, the compulsory primary education Act was introduced in the state. The enrolment rose by 23% within two years.
- (ii). The condition of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic resources.
- (iii). In 1947-48 there were 5,337 teachers, and in 1964-65, the number rose to 50,654, during 1987-88, the total number of the teachers was 47,493, which was nearly nine times of that observed in 1947-48.
- (iv). The yearly expenditure of primary education in 1947-48 was 54.80 lakh, which was 20.5% of the total expenditure on education. During 1980-81, out of the total allocation of Rs13, 722.48 lakh for general education, primary education received 4,965.60 lakh, i.e. 36.18%.
- (v). Since Independence, the methods and procedures of supervision and inspection have not undergone much change. The administrative work of the inspecting officers had increased without any corresponding

increase in the strength of staff. In the state plan the funds required for improvement of administration and inspection were not adequately provided, but wherever they were provided, they become the first victim of reduction.

- (iv). Since 1969, all text books have been prescribed and published by the Punjab School Education Board. In 1971, the Textbooks Board was nationalized and with that all rights were vested with the Punjab School Education Board. After 1977 Punjab followed the recommendation of the Curriculum Review Committee and adopted its scheme of education, and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the primary stage.

30. *Bush, M.B. 1988.*

Research conducted on “A study of family background variables, some motivational variables, cognitive characteristics and the school”.

The main objectives of the study were:-

- (i). To study the background of the primary school children.
- (ii). To study the cognitive characteristics of the child in terms of field-dependence
- (iii). To study the school performance in relation to the family background variables, motivational characteristics and cognitive characteristics.

Major findings were:-

- (i). The main differences across different age-groups were not statistically significant except in the case of academic motivation.

- (ii). Sex difference did not have any impact on the school performance of the learners, and it did not influence their cognitive style either.
- (iii). Children from nuclear families were more field-independent as compare to their counterpart's from joint families.
- (iv). Mother's education made no significant difference in the main score of any of the variables.
- (v). The main scores different only marginally across different educational levels of the fathers with respect to all variables except school performance.
- (vi). Father's occupation did not make any significant difference.
- (vii). Family size did not make any significant impact on sibling relationship, parental interaction and on achievement level of the children.
- (viii). Children with larger number siblings were more field-independent in their cognitive style.
- (ix). The Interco relation matrix revealed that school performance was significantly related to only four of the eleven variables examined, viz, cognitive style, father's education, number of siblings and achievement motivation. Of these, the relationships to cognitive style and father's education were statistically significant,
- (x). Achievement motivation showed a negative correlation with eight of the 11 variables.
- (xi). Academic motivation was significantly related to three variables, vice, age, number of siblings and family size.

31. *Buch, MB and Sudame G.R. 1990.*

Conducted a survey on “*Urban primary education in Gujarat, an in-depth study*”

University of Baroda.

The major findings were:

- (i). A large number of primary school in the urban areas of the state faced shortage of space.
- (ii). Many primary school had no buildings of their own and they ran in shifts, about 22% to 29% schools did not have proper toilet facilities, about 50% had no libraries and an equal number of schools did not have any laboratory facilities.
- (iii). The education system school-related factors social factors, family and endive-related factors were respectively, responsible for the phenomena of non enrolment, non-attendance and wastage.
- (iv). The study noticed a decreasing trend in the rate of wastage and stagnation. It went down from 61% to 54%.
- (v). With regard to the learning of arithmetic the performance of the children of private schools was better than that of government schools.

32. *Chavare, D.S. (1991)*

Conducted a survey on “The problem of students dropping out of the primary schools of the Pune Municipal Corporation”.

M. Phil Soc. Se Tilak Maharashtra Vidyapeeth.

The major findings were:

- (i) All the teachers in the selected three schools were trained and qualified, but there was inadequate equipment/ aids unsatisfactory seating arrangements and want of drinking water.
- (ii) Of the total 332 drop-outs 32%, 15%, 12% and 8% have dropped out respectively from Standard I, II, III and IV in all 225.
- (iii) Of the 33 drop-outs, 40% were BC and the rest non-BC. The Muslim was 55%.
- (iv) The majority of parents were illiterate and only 48% had educated up to standard IV.
- (v) Eighteen percent of parents were daily bread-earners and hence did not bother about the education of their wards.
- (vi) Parents had no time to attend to their wards and watch their progress.
- (vii) The majority of the students had no books, exercise books, slates, pencils and uniform.
- (viii) Over 70% students did not get the time to study so as they were required to do household chores.
- (ix) Most of drop-outs came from hutments and hence were found to be addicted to tobacco, TV, and video watching.
- (x) Most of the parents wanted their wards to work and earn rather than learn.

33. Gonsalves, F (1989)

Conducted a survey on “*A critical study of the job satisfaction of the primary teacher*”. Ph.D S.N. D.T. Women University.

The major findings were:

- (i) The percentage of teacher who was satisfied with their job was less than 50% with respect to all types of teachers.
- (ii) The teachers were dissatisfied with their job, because of their transfer to remote places and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc.
- (iii) The teachers were found to be genuinely interested in teaching but reference books; audio-visual aids etc. were not available in the school.
- (iv) The teacher were quite satisfied with respect to the education policy, the teacher-administration relationship, teacher’s ethical values, time with them and teachers service condition.

34. Govinda R and Varghese N. V. (1991)

Conducted a survey on the quality of basic education services in India, “*A case study of primary schooling in Madhya Pradesh.*”

The major findings were:

- (i) The level of infrastructure facilities provided in the schools played an important role in improving the teaching- learning environment and consequently learner achievement levels and overall school quality.
- (ii) Learner achievement was highly correlated with the time spent on teaching-learning activities.

- (iii) The absence of an effective internal mechanism of monitoring was an important factor.
- (iv) A trained teacher made considerable difference in terms of teaching style and classroom management.
- (v) Better physical facilities especially in terms of teaching aids and equipment were found desirable for good results.
- (vi) Home work was a significant factor related to school quality. In private schools children maintained home work and class work notebooks separately.
- (vii) Possession of text books by all was an important correlate of achievement.
- (viii) The following practices were positively related with achievement; explaining new concepts with frequent use of blackboard, motivating the student to participate in the classroom transaction by asking questions regularly in class work in order to provide practice to learners, regularity in giving and correcting homework, and revising the previous lesson before proceeding further.

35. *Grover I (1988).*

Conducted a survey on “*Enrolment and retention trends in primary education in rural community in Haryana*”,

A longitudinal perspective Indian Education Review, Vol-23.

The major findings were:

- (i) The history of the school revealed that initially in 1954-55, the classes were held in the Panchayat Ghar as there was no school building.

- (ii) The school was barely provided with any teaching aids, furniture, stationery items, sports equipments, books, play facilities etc.
- (iii) Classes were generally held in the lawns beneath the tree in summer or in the sun during winter. There were no mobile boards either.
- (iv) When the school started in 1954-55, it was a single teacher school.
- (v) The discrepancies in enrolment occurred on the basis of caste and sex. Girls comprised 77% and boy 75%.

36. Hassan Arif (1992)

Conducted a survey on “*Text books with primary grade children*”.

The major findings were:

- (i) The physical facilities in the schools, particularly in rural areas were inadequate. However, in terms of teaching strength, the condition of schools was fairly good.
- (ii) With regard to inter-district differences in text books availability, Ranchi was placed in a relatively better position compared to remaining three districts under survey.
- (iii) The source of procurement of books by the parents was first hand purchase from the market; second-hand purchased at reduced price, and gift/transfer from other children. A greater number of the children in rural areas used the second-hand source.
- (iv) The parents reported unavailability of books on time and they complained that booksellers compelled them to buy ‘keys’ along with the textbooks. They were satisfied with different aspect of the textbooks.

37. Padhan A (1991)

Conducted a survey on “An input and output analyses of the primary education in Sambalpur district of Orissa during 1997-88.”

Ph. D. Edu. Nagpur Univ.

The major findings were:

- (i) Major expenditure came from the government and minor expenditure was incurred by the students.
- (ii) Of the total resource cost, the societal cost consisted more as compared to student's incidental cost.
- (iii) An average of 31% of resources was wasted due to drop-outs and stagnation.
- (iv) Non of the variables i.e. school-cost, teachers qualification, experience and the students SES had a significant impact on the scholastic achievement of pupils when the effect of the remaining variables were held constant.

38. Prasad S. (1990)

Conducted a survey on feedback study on implementation of the programmed of Mass Orientation for school teachers.

The major findings were:

- (i) The teachers trained under PMOST had acquired knowledge and become aware of the objectives of the PMOST. The awareness with regard to the major thrusts/concerns in the specific objective of the

PMOST and its implementation was reflected favorably in both elementary and secondary teachers.

- (ii) The teachers had rightly conceived their role as an implementer of the NFE and as a facilitator of learning a guide and a co-partner in learning activities. In addition to their role as a promoter, a facilitator of learning, an innovator, a guide and an evaluator, the teachers expressed their realization of their professional social and leadership role as a teacher.
- (iii) The major outcome of the PMOST was considered to be related to the professional growth of the teachers and improvement in the teaching-learning strategies for improvement in quality of education and attainment of educational standards by students for their all round development.

39. *Ralte, Lalliant (1992)*

Conducted a survey on “*An analytical study of primary education in Mizoram during the Post—Independence period.*”

D. N.E.H.U.

The major findings were:

- (i) Primary education developed in a big way during the post independence period.
- (ii) The percentage of wastage of girls was higher than that of boys.
- (iii) The allocation on primary education to the total educational outlay come down from 36% in the Fifth Plan to 12% in the Seventh Plan (1985-90)

- (iv) Fifty-five percent of the schools had properly maintained classrooms, the store rooms, student's common room, crafts room, library room etc. were almost non-existent in most of the schools.
- (v) The overall performance of a sample of candidates who had appeared in the primary schools scholarship examination was not satisfactory in the achievement test in Mathematics, English and General Science. There was no significant difference between boys and girls regarding their performance in these subject tests.

40. Sachchidananda (1989)

Conducted a survey on “*Disparities in elementary education; a case study of Bihar.*”

The major findings were:

- (i) In respect of literacy and elementary education, Bihar was far behind than most of the states in the country.
- (ii) The drop-out of the elementary stage was heavy and increased over the years unless children completed the first three years of schooling in the primary classes. They tended to relapse into illiteracy.
- (iii) The various factors responsible for the poor performance of elementary education, low enrolment, high drop-out etc. were poverty of rural families, lack of the teacher's commitment to their duties, lack of effective supervision cadres, paucity of women teachers, teachers being highly politicized, and less representation of the SC, ST teachers, low literacy and enrolment among the poor, scheduled castes and non-Christian tribal.

41. Sarma H.N.Dutta, Beneeta and Sarma Dipti (1991)

Conducted a survey on “*Identification of the problems of primary education*” Jorhat, S.I.E.

The major findings were:

- (i) Lack of physical facilities at school was the major problem of the primary schools.
- (ii) Forty-six percent of the schools did not have school building.
- (iii) Forty-two percent of schools had adequate seating arrangement for their pupils.
- (iv) Lack of facilities for health and hygiene was a serious problem.
- (v) Games and sports were part of curricular activities of the primary school but 54% of the schools did not have a playground and 85% of the schools did not have any materials for games and sports.
- (vi) In 4% of the schools there was only one teacher. In 19% there were two teachers and in 8% there were three teachers.
- (vii) The government of Assam supplies text books free of cost to its pupil, but 87% of the teachers considered irregular supplies of textbooks.
- (viii) 71% of the teacher considered guardians lack of co-operation as a serious problem of primary education.
- (ix) Sixty-four percent teachers and headmaster considered pupil’s irregular attendance as a major problem.

- (x) As regard the professional qualification of the teachers, all the headmaster were trained. In case of assistant teachers only some had undergone normal basic training course.
- (xi) Fifty three percent of teachers did not apply training methodologies in the actual teaching learning-situation.

42. ***Sarma H. N. Dutta Bineeta and Sarma Dipti (1991)***

Conducted a survey on “*Identification of the problem relating to education in upper primary level*”.

The major findings were:

- (i) The average teacher-pupil ratio as 1:17 where in the minimum ratio was 1:6 and the maximum was 1:39.
- (ii) As regards the educational qualifications of the headmasters 30% were HSLC examination passed, 42% were graduates and 28% were pre-university degree holder. Only 39% of the headmasters were trained. Fifty- two of them had short-term training in English and 41% in Mathematics, while 44% were trained in Science and 18% in Social Studies only 33% of them had training under NEP.
- (iii) Fifty-three percent assistant teachers were HSLC exam passed, 30% pre-university degree holder, 16% were graduates and 1% was post-graduate degree holders. While only 33% had a long-term training and 50% had short-term training.
- (iv) Seventy-four percent schools had a permanent school building, 57% had urinals, 16% had lavatories, 44% had drinking water facilities and 68% had a fence surrounding the compound. Only 9% schools had a sufficient number of desks benches for the students.

- (v) Fifty percent of the trained teachers did not apply their training methodology in class.
- (vi) Fifty-five percent of the teachers opined that the present syllabus was not fit for the pupils.
- (vii) Fifty-four percent pupils were found to be regular in attendance except for sudden illness.
- (viii) Twenty-seven percent of the guardians were illiterate, out of which 10% were fathers and 17% were mothers.

43. Gupta. R. K. and Gupta. D (1992)

Did a study on, “*The extent of utilization of materials supplied under the operation blackboard scheme: A report of the first phase.*”

The main objectives of the studies were:-

- (i). To find out the percentage of the schools which had been provided at least two all-weather rooms with veranda and separate toilet for boys and girls.
- (ii). To provided with at least two teachers as far as possible.
- (iii). To ascertain the position of supplies under different categories in the sample schools as per norms and specification laid down.
- (iv). To find out the views/reactions of the teachers block education Officer, and prominent community leaders about the likely impact of implementation of the scheme on the improvement in the teaching-learning environment in primary schools.

The major findings were:-

- (i). Eighty-three point eight percent of the 216 schools had two all weather rooms and 55.6% had verandas, while 9.7% schools had toilet facilities.
- (ii). The position regarding the supply of items to schools was as follows: syllabi 56%, textbooks 85.2%, teacher's manual 62.5%, state maps and district maps 95.8 % primary science kits 92.6% mini tools kits 99.1% magazines and newspaper 10% etc.
- (iii). In Rajasthan, Gujarat and Tamil Nadu, 80.6%, 43.8% and 39.5% teachers respectively opined that the supply of materials would result in increasing emolument and retention and level of achievement of the children.
- (iv). The maximum use of the materials would be ensured if the power of writing off damaged items is given to Headmasters and BEOs.

44. *Pyari, Anand (1998)*

Did a study on, "*Parenting as a function of caste, economic status and sex in deviant and non-deviant primary school going children.*"

The objective of the studies was:-

- (i). To make a comprehensive verification that faulty and undesirable type of parenting leads to the behavioral problem to assess in what way school can do to help in dealing with these problems.

The major findings were;-

- (i). High caste parenting was positive but scheduled castes parenting were negative in procuring love, encouragement and acceptance.

- (ii). Good economic status promoted positive fathering and demoted negative fathering while high economic status promoted negative mothering and demoted positive mothering in high caste families.
- (iii). Mothering in families of high economic status was faulty, while in Scheduled castes fathering was faulty.
- (iv). Deviance as a problem was found to be clearly a carry-over phenomenon of faulty parenting.

45. Agarwala, B. B. (1854 to 1899).

“Investigated on the development of Educational Policy in British India.”

The major findings were:

It was found that in the period prior to 1854, three movements emerged with regard to the evolution and formulation of the educational policy, viz., the gradual acceptance of the responsibility of education by the government, the rapid growth of demand for English education created by artificial stimulus, and the move to educate the higher classes first, leaving the masses to their fate. The policy of the Government of India was by and large dictated by financial considerations. An important policy decision was taken to make English the medium of instruction.

46. Purkait, B. R. (1981)

Conducted an enquiry into the administration of primary education in Bengal under Montague-Cleves Reforms and its bearing upon the same in the Post-Independence West Bengal - A Critical and Analytical Study. The study revealed that in spite of several

attempts through different legislative enactments primary education could not be made free, universal and compulsory. Primary education had been at the mercy of the bureaucracy. There was an unending controversy between the voluntary system and the compulsory system.

47. *State Institute of Education (1973)*

Conducted a study on Primary Education in Hayatpur, Gurgaon and suggested that if every child of 6 to 11 age group has to be brought to school.

- (i). One more teacher should be added to the local school (it currently had three schools).
- (ii). At least one of the local teachers, and preferably two, should be women.
- (iii). Intensive propaganda should be organized in the locality to create public opinion in favour of girls' education.
- (iv). Part-time education would have to be introduced in a fairly big way, and
- (v). The educational system would have to be modified by introducing work experience relating curricula to local need, and emphasizing the inculcation of proper values.

48. *Sarkar B.N. (1980)*

Studied Primary Education Children in Rural Bengal. It was found that universalisation of primary education depended more on enrolment drive among the backward population represented by schedule caste Hindus and Muslims. Economic difficulty was responsible for non-enrolment as well as for drop-out of boys and girls. Drop-out problems among females might be controlled by enforcing the Marriage Age Restraint Act 1978. Universalisation of education did not

depend only on motivating parents to send children to school but also on providing more primary schools to the agricultural population and to the scheduled caste Hindus.

49. *Shah. M.M. (1982)*

Undertook a comparative study in scholastic achievement of the students who have studied their primary education in corporation schools or in privately managed Primary Schools. Study indicates that there was significant difference in the achievement of students coming from two types of schools with respect to Mathematics, Science and English and also with respect to total achievement. The parents opined that corporation schools were not up to the mark and students were remaining weak as the knowledge of the teachers was poor. Physical facilities and academic facilities were inadequate in the corporation schools.

50. *Babu MA 1990*

“History of teacher education in Kerala State 1956-76”

Ph.D. Edu. Univ. of Calicut.

The objectives of the study were:-

- (1). To examine the extent of administrative and control of the five different level of the teachers education of the state, pre-primary, primary, secondary, college/university and language teacher education- from 1966-1967.
- (2). To examine the development of teacher educational institution from 1956-1976.

- (3). To examine the development of teacher educational institutions in the state.
- (4). To study the progress of the development of teacher trainees.
- (5). To evaluate the crucial nature of the development of teacher education in the state.

The major findings were:

- (1). There was considerable expansion of teacher education at primary and secondary levels during the period of study in Kerala State.
- (2). The Government of Kerala exercised administrative and academic control over teacher education institutions.
- (3). There was a tendency to start teacher education institutions in the private sector, and the communal influence of the ownership of a teacher education institution was seen.
- (4). There was considerable increase in enrolment for primary teacher education: the women trainees outnumbered the men in enrolment for teacher education at all levels.
- (5). Enrolment for pre-primary and primary teacher education as suspended by the government during the period of this study.
- (6). Male teacher educators outnumbered female teacher educators at all the five levels of teacher education.
- (7). There was inconsistent expansion of teacher education during the period.

51. Behera M (1988).

“Growth and development of education under the Baptist Missionaries in Orissa 1822- 1947”. Ph.D. Edu. Utkal Univ.

The objectives of the study were:-

- (1). To bring the limelight the dark and deplorable conditions prevalent in Orissa when the Baptist Missionaries launch their operation in 1822.
- (2). To emphasize the various educational efforts of the missionaries and evangelize and civilize Orissa and rouse from the deep slumber of ignorance and illiteracy.

Major findings:

- (1). The Baptist missionaries first arrived in Orissa in 1822.
- (2). The East India Company did not encourage the idea of spreading Christianity in India. On the other hand, they at times even refused passports to many missionaries coming to India.
- (3). The Baptist missionaries operated throughout the Oriya speaking areas.
- (4). The British Baptist missionaries came immediately after the East India Company's compassion.
- (5). The general educational efforts of the missionaries were to establish orphanages. The missionaries also established primary schools and middle schools in different mission stations in Orissa, including both town and villages. The progress of secondary education in Orissa even after the Wood's Dispatch had been slow. At that time missionary high schools had been given special treatment.

- (6). The missionaries gave much importance to female education and zenana teaching.
- (7). The missionaries also played a significant role in the education of the tribal.
- (8). Professional institutions of different types were also established by the missionaries. The missionaries imparted training to teachers.
- (9). The mission press published religious books, textbooks for schools, dictionaries and other valuable books.
- (10). The religious and philosophical bases of education stressed the evangelical and academics aims of missionary education.
- (11). So far as the financial aspect of missionary enterprise was concerned. The main sources were subscriptions, endowments, special gifts and government grants which actually supported and encouraged missionary educational endeavor.
- (12). The mission had its own pattern of administration for the smooth conduct of institutions for education or religious training, and of medical and industrial organizations. In their ventures the missionaries always cooperated with the followed government policy.
- (13). Both curricular and co-curricular activities were effectively and efficiently organized in mission schools, which brought honour and glory to these institutions through reports and remarks of distinguished visitors and inspectors.

52. *Birdi, Hardev Singh (1990)*

Research conducted on “*The implementation of National Educational Policies in India*”.

Ph.D.Edu. Punjab University.

The main aims of the study was to trace the development of education in India as review by various commission and committees, and to find the impact of the qualitative and quantitative aspects of National Educational policies since 1854.

The major findings were:-

- (1). The policy decision of 1813 by the British government to develop oriental languages can be called the policy on education in India.
- (2). In 1813, it was for the first time the British government decided to grant one lakh rupees for the development of oriental languages in India. But the provisions of the Charter Act of 1813 were not given practical shape for about twenty years, because of the controversy between Anglicists and Orientalists.
- (3). Lord Macaulay's Minute of 1835 set the controversy to rest. It was decided that a sum of one lakh rupees would be spent on the propagation and development of the English language. Lord William Bentick through his government Resolution dated 7th March 1835 accepted this resolution, which may be called the second policy Resolution on Education.
- (4). The real beginning of a National detailed policy took place in Woods Dispatch of 1854 which led to the start of the modern system of education in India.
- (5). The 1904 policy on education was a landmark in the history of Indian education, which was followed by four more in 1913, 1968 and 1986 (AK 1842)

53. Dewan, Dick Bahadur, (1988).

Research conducted on, *“Education in the hill region of Darjeeling, West Bengal, Its development and the present status”*.

Ph.D. Edu. Visva- Bharati.

The main objectives of the study were:-

- (i). To observe the characteristics features of the area under investigation and to know the ethnic composition of the people as well as to trace the traditional and indigenous form of formal education that might have prevailed in the area.
- (ii). To survey the educational activities of the Christian missionaries.
- (iii). To have a clear picture of the present status of its educational development, and
- (iv). To find out the socio-cultural forces behind its educational development.

The major finding was:-

Darjeeling district has developed tremendously in its educational achievement in all areas of education, especially in the areas of primary and female education (AS 1647).

54. Fonseca, J. (1998)

Research conducted on *“An analysis of the relationship between the political system and education with particular reference to primary and secondary education in Bombay (1901-60)”*.

Ph.D., Edu. University of Bombay.

The main aims of the study were:-

- (i). To analyze the relationship between the political system and education with reference to policy making, aims, priorities, control and access to primary and secondary education.
- (ii). To assess the role of the government in education.
- (iii). To ascertain whether constitutional changes implied continuity or change in primary and secondary education in Bombay, and if so, the kind of change involved.

The major findings were:-

- (i). During the period 1901-21, the policies enunciated by the government of India for controlling and reforming education were not implemented due to the shortage of funds and lack of political will.
- (ii). Through the Bombay primary education Act of 1918 which aims at universalisation of primary education was passed by the legislative Council, its implementation was unsatisfactory.
- (iii). During the Dyarchy (1921-37) too, education was neglected.
- (iv). The Bombay primary education Act 1923 which entrusted control and management of education to local bodies and which envisaged universal, free and compulsory education for boys and girls was enacted. But its implementation was hampered due to administrative and financial hurdles.
- (v). The Congress government's desire to overhaul the system of education and regain control over it enabled the Bombay primary education Act of 1938 to be passed, though its implementation, too, was badly affected.

- (vi). In Independent India, the Bombay primary education Act was introduced in 1947 so as to provide free and compulsory education to all, but operational difficulties affected its implementation.
- (vii). All efforts to centralize primary and secondary education led to piece-meal policies which did not form part of the national plan for education and hence were largely futile.

While, during the imperial rule the depressed classes were neglected, the trend was reversed during Dyarchy; Muslims did not get any special treatment even after Independence, in keeping with the secular national policy education as also education of the backward classes get impetus from the congress ministry prior to and after Independence through the much needed socio-economic regeneration and attitudinal change among the people was yet to materialized.

55. *Henia, Ashikho. (1988).*

Research conducted on “*A study of the growth and development of education in Manipur (1988)*”. Ph.D, Edu. Jawaharlal Univ;

The main objectives of the study were:-

1. To examine the state of general education in the state and how the education administration functioned according to the changing political climate from time to time.
2. To study the progress of primary, secondary and higher education in Manipur since Independence,
3. To study the missionaries contribution towards education in Manipur.

The major findings were:-

The system of education development late in Manipur. During the monarchical days education was based on physical awareness; physical education was more valued and literary education was neglected. The arrival of Hindu Vaishnavism along with Bengali language and the Bengali script for the Manipuri language marked a turning point in the states education with the coming of colonial rule a formal system of education was introduced in Manipur.

Women education was not encouraged in the tradition bound society on Manipur. The missionaries provided incentives for girls' education.

56. *Deota, N.P. (1990).*

“A study of the characteristics of effective leadership behaviors of secondary school principals”.

Ph. D. Edu. The Maharaja Sayajirao Univ. of Baroda.

The objectives of the study were:-

- (1). To study the historicity and prepare the profile the effective as well as ineffective leaders.
- (2). To study the leadership behaviors with reference to the communication function, the conflict- resolution function, and the decision making function.
- (3). To make in-depth study of the characteristics of effective as well as ineffective leadership behaviors.

The Major findings were:-

- (1). There was positive and significant correlation between administrative behavior (AB) and leadership behavior (LB)
- (2). The values possessed by high initiation and high consideration (HH pattern) and low initiation and low consideration (LL pattern) pattern principals were more or less the same. They did not show any significant difference, except in the value called 'competence.' high 'competence' value was found only in HH pattern principals.
- (3). The percentage of principals manifesting the HH pattern was the highest (36%) and the principals manifesting LL pattern occupied the second position (30%). This was followed by the HL pattern (18%) and LH pattern (16%)
- (4). The HH and LL patterns differed significantly with regard to resolving of conflicts, manner of communication, and the art of decision-making.
- (5). Values needed a nurturing atmosphere and this was revealed through a number of case studies where the values of the principals were high and strong and yet they were not able to use their full potential. Hence, many a time, it was found that the leaders of HH pattern were converted into LL pattern due to the closed organizational climate and the low morale of the staff.
- (6). Case studies had revealed that the situation-related and reality-based leadership was the best type of leadership.

57. *Gaikwad J.M. 1988*

A study of personality traits of elementary school children in relation to their mothers' marital adjustment and child rearing practices.

Ph.D. Home Sc. Nagpur Univ.

The main objectives of the study were:-

- (1). To study child rearing practices used by the mothers.
- (2). To study various personality traits of children.
- (3). To find out the effect of material adjustment/happiness of mothers on various factors children's personality and also effect of child rearing practices.
- (4). To find out the relationship between the child rearing practice and marital adjustment of mother.

The major findings were:

- (1). Marital adjustment and child rearing practices seemed to be of slight influence in developing outgoing and emotionally stable characteristics in children.
- (2). Better adjusted mothers were found helpful in developing obedience and conscientiousness in their children.
- (3). Harmonious marital adjustment was seen as remotely associated with the development of placid and relaxed qualities of personalities.
- (4). The well-adjusted mothers were found using healthy child rearing practices, but the correlation coefficients failed to bring out any significant relationship.
- (5). Emotional instability was more among children coming from families where marital adjustment was poor. However, the difference was not significant.

58. Kumari, Sushma 1990

Study of personality characteristics, intelligence, achievement motivation, adjustment and socio-economic status of juvenile and adult female offenders.

Ph.D. Edu. Punjab Univ.

The main objectives of the study were:-

- (1). Study the personality characteristics, intelligence, achievement, motivation, adjustment and socio-economic status of juvenile and adult female offenders.
- (2). To work out the inter-correlations for the variables of personality characteristics, intelligence, achievement, motivation adjustment socio-economic status in respect of juvenile delinquents and adult offenders.
- (3). To study the separate and interactive effects of ecological background and age level of the offenders on each of the dependent variables of psychoticism, neuroticism, extraversion, intelligence, adjustment, achievement-motivation and socio-economic status.

The major findings of the study were:

- (1). Offenders had the traits of psychoticism and neuroticism, but they were not extraverts.
- (2). Delinquents had low intelligence and achievement motivation.
- (3). Criminals were generally from the lower class of SES except urban juvenile delinquents who belonged to the middle category of SES.
- (4). Offenders were maladjusted in all the areas of adjustment.

- (5). In the case of urban and rural juvenile delinquents and adult rural and urban offenders total adjustment was significantly correlated with social and emotional adjustment and social and emotional adjustments were significantly related with each other.
- (6). In the case of juvenile and adult female offenders, no significant difference were observed in case of personality characteristics, intelligence, achievement-motivation and adjustment, except in case of SES, and health adjustment.

59. *Lakshmi, Manohari M 1991.*

Punishment patterns adopted by parents and teachers and children's reactions to the punishment, with special reference to elementary school years.

The objectives of the study were:-

- (1). To find out the methods of discipline followed by parents and teachers.
- (2). To find out the patterns of punishment adopted by parents and teachers in different areas or situations.
- (3). To find out the reactions of the children to the punishment.

The major findings were:

- (1). Mothers used significantly more negative methods than fathers.
- (2). Low income parents used more negative methods than positive methods and high income parents used more positive methods than negative methods.
- (3). Teachers used relatively more negative methods than parents.

- (4). According to children's responses/ perception mothers, fathers, as well as teachers used more negative methods than both mothers and fathers.
- (5). There was greater negative reaction than positive reaction from children when punished by mothers or fathers but a greater positive reaction when punished by teachers.
- (6). Children's reactions to punishment by parents or teachers were not related to their age.
- (7). Children's reactions and parental approach to punishment were significantly related. When parental approach was positive, children's reaction was also positive.

60. Bhargava S.M. 1990.

"A study of the growth of educational facilities and enrolment at the elementary stage in India".

Ph.D. Edu. The Maharaja Sayajirao Univ. of Baroda.

The main objectives of the study were:-

- (1). To study the growth of educational facilities for the primary and middle stages.
- (2). To study the growth of enrolment of girls, Scheduled Castes and Scheduled Tribes at the primary and middle stages of education.

The major findings were:

- (1). There had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometer, but this was available to 80.34% in 1986.

Among the states, Nagaland had the highest and Tripura, the lowest facilities. The other states that followed Nagaland were Mizoram, Gujarat and Punjab. But Uttar Pradesh, Goa and Diarchal Pradesh had the lowest percentages.

- (2). Educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986.
- (3). Middle-stage education facilities within 1 km have also increased from 3.13% in 1957 to 13.25 in 1986, and Junagadh District (Gujarat) had the highest facilities for middle stage education.
- (4). At the elementary stage (I-VIII) 1,139 lakh children were enrolled in 1986, and this showed a 51.43% increase over 1973 with an annual growth rate of 3.24%. However, corers of children were out of school and only 30.07% of those who got enrolled in school reached Class VIII.

61. Gonslaves, F. (1989).

Research conducted on “*A critical study of the job satisfaction of the primary teachers*”.

Ph.D. Edu. Shreemati Neshoba Hamada Thackersey Women’s University.

The main aims of the study were to compare the job satisfaction of the teachers belonging to Zilla Parishes and private schools and to compare the job satisfaction of male and female teachers.

The major findings were:-

- (i). The percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers.

- (ii). The teachers were dissatisfied with their job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc.
- (iii). The teachers were found to be genuinely interested in teaching, but reference books, audio-visual aids etc. were not available in the school.
- (iv). The teachers were quite satisfied with respect to the education policy, the teacher administrator relationship, teacher's ethical values, time with them, and teachers' service conditions.

62. Mohanty. KC 1991.

An investigation into the efficiency of the system of supervision in relation to the programme of Universalisation of Elementary Education.

Ph. D., Edu. Utkal Univ.

The objectives of the study were:-

- (1). To study the present condition of the educational supervisory services to the state with reference to those in India and in some of the western countries.
- (2). To examine the effective supervision by the supervisors in the field of UEE in Orissa.
- (3). To ascertain the various factors involved in the process of supervision.
- (4). To examine the common nature of supervision of elementary schools.
- (5). To examine the scope and facilities given to effective supervisory work in the state in relation to UEE.

- (6). To identify the differences in the present supervisory system in relation to UEE.

The major findings were:

- (1). Supervisors were more engaged in para and non-academic work.
- (2). Their number was insufficient.
- (3). They were put in a common cadre along with T.G. teachers.
- (4). Being under the control of the BDO, they were engaged more in non-academic work.
- (5). Even though SIS are taken as extension officers they were not provided with normal TA and other facilities.
- (6). There was political interference in the administration of the elementary schools.
- (7). The DI of schools had less control than required over the supervisors.

63. Prabhakar, Sunanda P. 1989.

“Performance of elementary school children with and without nursery experience”.

M. Phil. Home Sc. Sri Venkateswara Univ.

The objectives of the study were:-

- (1). To compare the performance of elementary school children with and without nursery school experience.
- (2). To examine if there is any difference between boys and girls in their social and emotional abilities.

The major findings were :

- (1). There was no significant difference between the mental ability scores of the children with nursery school experience and those who did not have it.
- (2). There was no significant difference between the achievement of the two groups in English or mathematics.
- (3). But when the achievement of girls with nursery school experience and girls without nursery school experience was compared, the first group performed better both in English and mathematics.
- (4). Children with nursery school experience were rated significantly higher on many of 28 characteristics compared to those who did not have nursery school experience, except on the characteristics ability to mix with others, respect for others belongings and co-operation.
- (5). When boys with nursery school experience were compared with boys who did not have it, the differences were not significant in the case of characteristics: co-operation attempt at comforting crying children and emotional control.
- (6). In the case of girls the differences were not significant on the characteristics: ability to mix with others, cooperation, personal cleanliness, participation in classroom activities, and emotional control.
- (7). Teachers felt that nursery school experience is highly desirable.

64. *Blah, Mary Dora H. 1988.*

Study on the role of the government in the promotion and development in the promotion and development of sports and cultural activities in Meghalaya.

M. Phil. Edu. North-Eastern Hill Univ.

The objectives of the study were:-

- (1). To find out the implementation of plans and programmes for the promotion of sports and cultural activities to Meghalaya.
- (2). To find out the impact of the programme on the beneficiaries.
- (3). To suggest ways and means to further promote the cause of sports and cultural activities of the state.

The major findings were :

- (1). Various sports and youth welfare programmes in Meghalaya were administered through the Department of Sports and Youth Welfare with the help of District Sports Officers.
- (2). Various sports associations in the state were assisted financially to host tournaments, hold training camps etc.
- (3). Rural sports tournaments had been conducted at all levels.
- (4). Local boys and girls were encouraged to avail of National Talent Search Scholarships in sports and suitable candidates were sponsored for higher level diploma at the National Institute of Sports.
- (5). The State Institute of Art and Culture acted as the nucleus for all cultural activities in the state, this included dance and song forms.

- 6). The state government arranged cultural exchange programmes including the participation at international festivals.
- (7). The State Institute of Arts and Culture gave awards for literature every year and it also brought out its own publications.

65. Mukesh Ambani. Kumarmangalam Birla (April 2000)

Brought out a report on “*A Policy Framework for Reforms in Education*”.

They observed in response that the state national goal of free and compulsory education to all the children until they complete the age of 14 years has still not been met. India has steadily raised primary enrolment rates since Independence and today has the world’s second largest education system after China, with 1080 lakh children age 6-10 attending primary school. Yet, one of its most stubborn development challenges is the fact that about 330 lakh children of primary school age are still not enrolled in school. In addition, the qualities of teaching and retention power of primary schools are weak and there are large gaps in access to education, quality of education and learning according to gender, ethnicity and location.

66. Dhanasekeram G. 1990

A study of the awareness of primary and middle school teachers regarding health promotion among school children.

M. Phil. Edu. Madurai Kamaraj Univ.

The main aim of the study was to assess the awareness of teachers regarding health problems in their schools. And to identify the health promoting measures carried out by teachers in the schools.

The major findings were:

- (1). The primary and middle teachers revealed low awareness of health promotion measures.
- (2). The majority of school teachers were not able to carry out health promotion measures properly and systematically.
- (3). Female teachers revealed more awareness on health promotion measures than male teachers.
- (4). Rural teachers were lower in their awareness of health promoting measures than their urban counterparts.

67. Kasat G. 1990.

An evaluation of the physical education programme at the secondary school level in the Vidarbha region.

Ph.D. Edu. Nagpur Univ.

The main objectives of the study were:-

- (1). To study critically the physical education programme run in various schools of the Vidarbha region.
- (2). To verify physical fitness, health, and recreational objectives.
- (3). To measure the morale of physical education teachers and other subject teachers.
- (4). To study the facilities and equipment such as play-fields, and the various implements required to conduct different games and sports.

The major findings were:

- (1). It was found that 81% headmasters were satisfied with the work of their physical education teachers.
- (2). Around 26% of schools allotted more than Rs. 4, 500 per year for physical education.
- (3). Around 67% physical education teachers were aged between 30 to 49 years.
- (4). Around 61% physical education teachers had organized games and sports events.
- (5). Around 65% teachers were still continuing to take part in sports activities.
- (6). The majority of the schools followed the guidelines of two periods per week for each of the Classes VIII, IX, X.
- (7). Out of 500 schools of the sample, approximately 35% had low morale. 50% had average morale and 15% had high morale.
- (8). The experts opined that there was a wide scope for change in the physical education programme.
- (9). The majority of the physical education teachers were confirmed in their jobs.
- (10). More than one-third of the teachers were professionally enlightened, and those who had developed as experts players were 18% (satisfactory)
- (11). Around 75% schools had some sort of playgrounds.
- (12). Around 42% schools maintained the playgrounds properly.

68. *Educational Technology Cell. 1988b.*

“Survey of teaching aids in the English-medium schools of Meghalaya. Independent study. Shillong. State Council of Educational Research and Training”.

The objectives of the study were:-

- (1). To find out from the schools of Meghalaya the extent to which teaching aids are utilized by their teachers.
- (2). To offer suggestions regarding the use of teaching aids for various purposes in the schools in the state.

The major findings were:

- (1). Many of the teachers represented in the study were either Matric passed or with an even lower educational qualification. Graduates and postgraduates together formed only about 40% of the teachers,
- (2). The percentage of schools having proper teaching aids was 25.84% and of schools receiving financial aid was found to be only 23.49%
- (3). The type of teaching aids available in schools included pictures, charts, maps, globes, radio sets and science equipment.
- (4). The percentage of teachers trained for the preparation of teaching aids by the NCERT and the SCERT was below 10%.
- (5). As many as 44.51% of teachers reported that they used teaching aids regularly.
- (6). Almost all the teachers reported no difficulty in finding locally available materials for use in the preparation of aids.

- (7). Only 33.15% of teachers reported that they used the locally available materials.
- (8). Most of the teachers in the sample felt that teaching aids are a must in subjects like science, social studies, etc.
- (9). The majority of the teachers reported that the training received by them, helped them in the preparation and use of teaching aids.
- (10). Among the suggestions given by the respondents are the need to orient teachers in the art of preparation and use of teaching aids, the need to have facilities in schools for the safe and proper storage of expensive teaching aids; the need to provide funds for purchase of aids etc.

69. *Prakasham, D. 1988.*

A study of teacher effectiveness as a function of school organizational climate and teaching competency.

Ph.D. Edu. Ravishankar Univ.

The objectives of the study were:-

- (1). To compare the strength of teacher effectiveness in various types of school organizational climate as well as under different level of teaching competency across sex differentiation and territorial variation.
- (2). To estimate the relationship of school organizational climate and teaching competency to teacher effectiveness under various types of school climates.
- (3). To study the relative effects of school organizational climate and teaching competency on teacher effectiveness.

The major findings were:

- (1). The open school organizational climate positively affected both the teaching competency as well as teacher effectiveness.
- (2). Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness.
- (3). Females scored invariably higher with insignificant difference in all types of schools, categorized in terms of territory, management type and organizational climate.
- (4). Moderately better teacher effectiveness was observed in schools under Christian management.
- (5). There existed a significant relationship between teaching competency and teacher effectiveness.
- (6). Teaching competency, territorial variations as well as school organizational climate yielded highly significant main effects whereas sex and management types did not.

70. Varandani, Krishna 1992.

A study of reactions of teachers, administrators and guardians to the National Policy on Education.

Ph.D. Edu. Agra Unvi.

The objectives of the study were:-

- (1). To study the reaction of teachers, administrators and guardians to all the task forces mentioned to the National Policy on Education.

- (2). To make a comparison of the reaction of teachers, administrators and guardian and also find out the extent of their agreement on a multidimensional rating scale.
- (3). To make a comparative study of the recommendations of the National Policy on Education with the recommendation of other Commission after 1947.
- (4). To study the practicability of the National Policy on Education in the present set-up the society

The major findings were:

- (1). The defective contents of the school programme need improvement.
- (2). Women's education, as included in the NPE, is desirable and necessary.
- (3). Educational of SCs, STs and BCs is very essential, important and desirable.
- (4). The need for giving due care to and making efforts for the implementation of education for the handicapped is necessary.
- (5). Adult and continuing education need due care and effort.
- (6). Pre-primary education is to be taken care of properly and suitably.
- (7). Pace setting schools are necessary for the country and should find an important place in the NPE.
- (8). The task force on vocationalization is important, practical, feasible desirable and would fetch good returns.
- (9). Higher education is desirable, important practical and feasible in the NPE.

- (10). Technical and management education are important and desirable.
- (11). New technologies are very much needed for better educational results.
- (12). The force for delinking degrees from jobs is important.
- (13). Cultural education, sports and physical education should be included in the NPE.
- (14). The defects of examination and evaluation should be removed and a good pattern of examination must be taken up.
- (15). The new programme of teacher training should be implemented in the appropriate manner.

71. Vyas, J.C. 1991.

A Study of the implementation of institutional planning in Rajasthan. Independent study. State Institute of Educational Research and Training. Rajasthan.

The objectives of the study were:-

- (1). To find out the number of institutional plans and the half year and annual evaluation reports of these plans received and reviewed in office of District Education Officers.
- (2). To identify the programmes and innovations done in different areas.
- (3). To identify the programmes taken up in the district education plan from the institutional plans.
- (4). To study the comments the institutional plan made in supervision report.
- (5). To identify difficulties as regard the institutional planning.

The major findings of the study were:

- (1). The DEOs' offices received institutional plans from 65.68% of the secondary schools (71.31% boys and 41.66% girls) educational planning and policy research.
- (2). 59.47% plans (52.92% of boys and 100% girls) were reviewed by the academic cells of the DEOs' offices.
- (3). Most of the schools undertook programmes like result improvement, effective supervision, environmental education, correction of written work in curricular areas, small – savings schemes, preparation of wall magazines, parent-teacher association and co-curricular activities.
- (4). Among the innovations taken up in the plans were population education, community participation in developmental activities, propagation of Indian culture, school museum and awareness of environmental problems.
- (5). More than 50% district units took the programmes of the institutional plans into their district education plans, like enrolment drive, improvement of Boards results, socially useful productive work and community services, plantation, awareness of environmental problems, construction of school buildings and maintenance of playgrounds.
- (6). In 44.74% of supervision reports, comments regarding preparation of institutional plans were incorporated, whereas only in 46.05% (53.85% boys' and 37.84% girls institutions) reports, suggestions on implementation of the plans were given.
- (7). The following difficulties were being faced by the DEO offices: lack of human resources in comparison to the work-load in academic cells, lack of funds (for paper, stencils and other stationery items). Lack of

provision to impart training in designing, executing and evaluating the plans' and lack of provisions to take disciplinary action against the schools from where institutional plans and evaluation reports were not received.

72. Mandliya, S.S. Gupta, S.P. and Shrimali. N.L. 1990

“A study of the academic programmes and school supervision by educational administrative officers”.

Independent study Udaipur: State Institute of Educational Research and Training.

The objectives of the study were:-

- (1). To know the existing position of academic programmes conducted by the educational administrative officers.
- (2). To give suggestions to make the academic programmes and school supervision more effective.

The major findings of the study :

- (1). The target of pupils enrolment achieved by these officers was 60 to 100% in the case of the 6-11 age-group and 40 to 100% in the case of the 11-14 age-group.
- (2). The drop-out rate was between 10% to 40%.
- (3). Sixty per cent educational officers did not conduct any meeting of their subordinate officers.
- (4). In most of the districts two or three meetings of the headmasters' forum of secondary and higher secondary schools were held, whereas only one

meeting of the primary and upper primary schools' headmasters forum was held only in five districts.

- (6). Seventy percent of the educational administrative officers prepared their district education plans and among them only 60% officers evaluated the execution of the plans.
- (7). About 90% officers established school complexes in their areas, and 70% of them were evaluated. Only 20% officers conducted supervision work according to the prescribed norms.

73. Mohanty, B. 1988.

A study of the pattern and problems of administration and supervision of primary schools in Orissa.

Ph.D. Edu. Utkal Univ.

The objectives of the study were:-

- (1). To study the present patterns of administration and supervision in the field of primary education in the state of Orissa.
- (2). To identify different kinds of problems faced by the administrative officers.
- (3). To analyze the problems.
- (4). To locate possible agencies and institutions which can contribute to improvement.

The major findings of the study were:

- (1). Supervision is to be separated from administration particularly at the grassroots level so that sub-inspectors are free to look to the academic growth of the teachers.
- (2). Sub-Inspectors of Schools were to be brought back from Panchayati Raj to the control of the District Inspector of Schools and be free from any para- and non-academic work.
- (3). Headmasters of primary schools should be given sufficient administrative and supervisory powers so as to control and guide the teachers.

74. *Sehgal, Alka. 1992*

Developing a model programme for preparing effective educational administrators at grassroots level (primary school headmasters)

M.Phil. Edu. Univ. of Delhi.

The objectives of the study were:-

- (1). To conduct a task analysis of the duties of the headmasters of primary schools.
- (2). To study pre-services courses like JBT, B.Ed, M.Ed with respect to school organization and administration.
- (3). To study the courses run by DIETs to train headmasters.
- (4). To critically examine models of programmes being run by educational administrators in some developed countries.

- (5). To conduct a training need analysis for headmasters to bridge the gaps between training and practice.
- (6). To developed a model programme of in-service training and orientation of headmasters of primary schools on the basis of the information gained.

The major findings of the study were:

- (1). Students of JBT. B.Ed. M. Ed. Etc. were exposed to elementary and introductory content of educational administration.
- (2). In-service courses for headmasters were not need-based and evaluated.
- (3). The majority of headmasters. i.e. 70% opted for a five to 11 days programmes: 90% of the experts and headmasters wanted these programmes to be conducted during holidays with incentives like stipend and compensatory leave.
- (4). Eighty-four per cent headmasters favored the idea of internship in educational administration and use of the results of performance in internship to the selection for the headmasters' post. On the other hand, the experts were unanimously against this idea.
- (5). Eighty per cent of headmasters and all the experts agreed that these programmes should be made compulsory. A theoretical perspective and a model programme were developed.

75. Das.R.C. (1969).

Research conducted on “*A study of the wastage and stagnation at the Elementary Level of Education in the State of Assam with special reference to the Primary Stage.*”

SIE. Assam, 1969.

The main aim of the project was to study wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage.

The major findings were:-

- (1). The rate of wastagnation at the primary stage was high. The variation in the rate of wastagnation among various classes was significant but the variation among years was not significant.
- (2). In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastagnation remained constant.
- (3). There had been tremendous expansion of education during the post-independence period and it was still continuing. The rate of wastagnation at the primary level was higher among girls than that of boys.
- (4). The mean rate of wastagnation at the middle stage up to class VI was 9.96 percent whereas up to class VII it was 38.45 percent corresponding figures for boys and girls were 10.36 and 36.65 and 8.69 and 43.41 percent respectively. The rate of wastagnation in class VI for pupils was 28.49 percent, for boys 26.72 percent.
- (5). The total rate of wastagnation from class IV to VI was 9.96 percent. A large percentage of pupils left schools after class VI and there were

various reasons for this. The rates of wastagnation at the primary level were much greater than that in the middle level.

- (6). The average rates of wastagnation were 77.12 percent at primary and 38.45 percent at middle level for pupils in general.
- (7). The total rate of wastagnation among girls were higher than that for boys.

76. Debi, R. in 1979.

Studied on the progress of education in Assam

(1882-1937).

The main aim of the study was to survey the progress of education in Assam over the period (1882- 1937)

The main findings of the study were:

- 1. The progress of primary education was not as it ought to have been.
- 2. Secondary education aimed at producing a set of men suited to running the administration at the permissible levels.
- 3. Progress in special education was rather tardy and many of the specialized institution relating to law, medicine and technical and industrial education did not attain maturity even by 1937.
- 4. Oriental education was organized better by far, but progress in this field also was not ideal.
- 5. There was slow progress in the matter of teacher's training. There was lack of interest in opening training schools exclusively for women.

6. As for women's education, not enough done to lift them out of the morass of illiteracy.
7. Both public and private sources contributed towards the educational expenditure. Public funds contributed a larger share than private sources. Expenditure from provincial funds increased by about 22 times in terms of the total amount spent during the period.
8. The literacy percentage in Assam was distressingly unsatisfactory.
9. Assam's Education Directorate did valuable service in its allocated sphere, but there were many defects. The machinery of inspection and supervision needed a thorough re-organization.
10. Reconstruction of the whole education system emerged is an urgent necessity if further progress is desired.

77. Devi. R. in 1977.

Studied on the progress of education in Assam during nineteenth century.

The main aim of the study was to highlight the nature and progress of education in Assam during the nineteenth century. Both primary and secondary sources were used for data collection.

The main findings of the study were:-

1. The educational system in Assam was in the formative stage during the nineteenth century.
2. About 85 percent of the population living in village failed to accept the educational pattern as their own.

3. Tradition and conservation stood in the way of availing the educational opportunities offered.
4. The progress of education both at the primary and the secondary stages was very slow.

78. *Bhattacharjee, R.N. in 1983.*

Studied on the socio-economic strategies of education in Nagaland – A historical study.

The main aim of the study was an attempt to determine the extensity and intensity of influences on and contribution of the different socio-economic factors to education in Nagaland for a period of about 50 years starting from the days of western education introduced in the State by the missionaries in the thirties.

The main findings of the study were:

- (1). Parental illiteracy was one of the major factors which stood in the way of education in the State during the period 1930-1950. In the fifties, due to increasing interest of the parents in education, the children of the period could avail opportunities for education. Parental education operated against wastage in the education.
- (2). Parental occupational status determines the education of the children at all periods during the years covered by the study.
- (3). The socio-cultural environment influence educational growth. Disagreement about the fruitfulness of the education provided in the early years of implementation of the programme was noted, primarily due to its divergence from socio-cultural practice. In the fifties,

improvement in the field of education in the State was noted due to the initiative of the Christian missionaries and the government.

- (4). Parental economic status determines the level of education of their children.
- (5). Parental illiteracy and ignorance, indifferences to the need for education, economic hardship, the fact that majority of the people were cultivators and inadequate educational facilities, were a few important factors which were detrimental to the educational growth of the State.

79. *Jala, J. in 1987.*

Studied an investigation into the development of secondary education in Meghalaya since Independence.

The main aims of the study were:

1. To critically examine the role played by missionaries in the development, administration and of control of secondary education.
2. To study the contribution of the government and private enterprise in the development of secondary education in Meghalaya.
3. To study the problem connected with secondary schools in Meghalaya.

The findings of the study were:

1. The type of oral and traditional education of the Khasi and Jantias imparted in the past greatly differed from the modern and contemporary education system.
2. There was no formal education in Meghalaya till about the end of 19th century.

3. Christian Missionaries were the first to start modern education in the Khasi, Jantias and Garo hills.
4. Educational development in Meghalaya was faced with a number of problems.
5. Development of education was not reform in various district and rural and urban areas.
6. A majority of teacher thought that the secondary curriculum was not suitable for the needs and demands of the students and suggested that it should be related to real life. They stressed the need of qualified teachers.
7. Most of the teachers stressed that the standard of secondary education was same as before. They observed that lack of funds for education high enrolment with overcrowded classes, appointment of unqualified teachers and existing unsatisfactory service conditions as the main problems of secondary education. They reported that poverty of parents; lack of facilities, unfavorable conditions at home and lack of interest and good school were the main reason for poor enrolment in schools. They felt that science and mathematics continued to be the most difficult subjects for students and the majority of teachers were in favors of retention of English as the medium of instruction.
8. The majority of headmaster observed that the provision of vocational training existed in very few schools and the facilities were available only to a small percentage of pupils. Most of them reported that they have facilities for football, badminton, table tennis and basketball in their schools; very few schools have provision for NCC, Scout and guide training.

9. Parents were describe as co-operative and sympathetic towards the school functioning and its system.
10. The majority of head master believed that the development of personality and improvement of vocational efficiency should receive importance as objective of secondary education.

80. *Pandey, in (1996)*

In his study, the educational institution of Ancient India, from Vedic Age to Kushan period.

The study was designed to highlight the role of different types of educational institution in the cultural development of ancient India.

The main findings of the study were:

1. Religious was the most important factor influencing Indian society in the period study. Therefore, the educational institution laid stress on imparting religious education.
2. In the earlier part of the period the educational institutions were mainly concerned with the preservation of the original form of the religious texts and only Brahmin's were considered fit for this task. Therefore, in the earlier part of the period the educational institution provided facilities for the education of Brahmin's only.
3. Throughout this period, the educational institutions were managed by individuals. Through some of them were provided patronage by well-to-do people and chieftains, there was no organized network of state controlled or state-managed educational institutions.

81. Dubey, M. in 1980

Studied on educational philosophy Upanishad.

The main findings of the study were:

The Upanishad philosophy of education aimed at arousing the spiritual vision of human beings for living an active worldly life, but all for attaining salvation. For this purpose, it also aimed at developing character, truthfulness and proficiency in several worldly subjects for livelihood.

1. Education was open for all castes, creeds and women irrespective of their socio-economic status.
2. Generally the duration of the study was twelve years.
3. The entire educational system was residential. The students had to reside with teacher in Gurukula as member of his family.
4. The size of the class was five to six students.
5. Gurukulas were substantially aided by the kings and landlords but they had no central on the educational policy and on the Gurukulas.
6. Education was free at all stages.
7. The curriculum mainly consisted of two parts, Para Vidya subjects related to spiritual development and salvation, subject like Vedas, the Puranas, Grammar, Social Customs, Mathematics, Production ethics, Logic, Geography, Military science, Astronomy, Music aesthetics, Architecture and science.

8. The teacher-pupil relationship was extremely cordial and the teacher behaved like a father.
9. The methodology of teaching was Shravana (hearing) contemplation, discussions, question-answer, formulation, debate, inductive and deductive logic, explaining illustrating with examples experimentation and learning by doing.
10. The practice of acquired knowledge was immensely emphasized.

81. *Medhi, in 1981.*

Studied on the education in Jirkadam – dormitory institution of the Karbi tribe.

The main findings of the study were:

1. Karbis were agriculturists by occupation and they practiced jhum cultivation. They were backward educationally and economically but rich in culturally. Their villages were almost cut-off from the rest of India due to lack of communication.
2. The Jirkadam was mainly an educational institution of the Karbi tribe though it provided little scope for formal teaching except during the oath-taking ceremony.
3. All the requisite factors under the attitude and the behaviour pattern of an educational institution were present in the Jirkadams, which provided mainly vocational education. Education was through work experience in the real life situation. The training in leadership, discipline community participation, co-operation, dignity of labour, team spirit, fellow-feelings, harmoniousness, forbearance, tolerance, community living and residential characteristics were some notable features.

4. The Karbis instituted mainly for the purpose of preparing the youth for becoming adult agriculturist and to keep ready labour force for social service and village defense.
5. The adolescents were taught to run the institution on their own as well as to render all kinds of service to the community.
6. The marked differences between the Jirkadams and a modern school were noticed in the appointment of formal teachers.

Practical training was given more importance.

83. Chatterjee, C. 1950.

Studied on the ancient Hindu Education as described in the Upanishads.

The main aim of the study was to find out the different aspects of ancient Hindu education as to how it helps an individual to draw out and stimulate the spiritual, intellectual and physical faculties in him.

The main findings of the study were:

1. At the time of admission, particulars about the lineage and family of scholar were taken by the Upanishadic teachers. In those days the teachers attached great importance to birth and heredity as factors in education.
2. A synthesis of theory and practice had been attempt in Upanishadic education. The performance of household duties in the family of the preceptor was considered as a part of education. The scholar had to procure food by begging, fetch fuels for “Homa” and tend cattle if necessary. Having finished all the duties, when the student got leisure they used to study the Vedas. The teacher also in his turn, being gratified at heart, imparted whatever he knew unhesitatingly to his disciples.

3. In the pages of the Upanishads a brilliant galaxy of students and teachers was found.

84. *Pandey, S. N. in 1970.*

Studied on the Educational and Social Development in Bihar (1900-1921).

The main aim of the study was to trace the educational development and its impact on social and political awakening in Bihar State.

The main findings of the study were:

1. During this period many institutions were established in response to the social and political awakening among the educated person.
2. The first such institution was Saraswati academy which was established at Darbhanga in 1901.
3. The agitation for the separation of Bihar from Bengal mobilized the educated persons and the subsequent creation of Bihar into a separate province, generated new social and political awakening.
4. The agitation in Bihar against the British rule intensified.
5. Education was closely linked with the freedom movement.
6. Large number of students left schools and colleges which were run or aided by the British Government National schools and colleges were established to educate the students and to prepare them for the service of the nation.

85. Rodricks, C. in 1975.

Studied on the History and Survey of Education of Goa.

The main aims of the study were:

1. To study the geographical and social conditions existing in the territory to enable one to get a general idea of the life of its people.
2. To get a historical retrospect of the progress, made in education during the Portuguese regime, viz., and 1510 to 1961 and later up to 1974 in all the fields of education such as primary, secondary, higher, adult, and social education.
3. To take in the existing facilities available at the primary, secondary, higher , adult, and social education and
4. To put down definite observations on the educational progress basing them on facts and figures presented.

The main findings of the study were:

1. During the Portuguese regime no efforts what so ever were made to bring education within the reach of all classes of people. After the liberation and the establishment of the popular government, the territory witnessed an expansion at all levels of education.
2. In 1974, there were 2010 high schools with a total enrolment of 35000 students. The numbers of colleges were seventeen.
3. The Central Library in Panjim, which was the only library, then, had over eighty thousand books. The library service was extended to the villages through the mobile library service.

4. In the Fourth Five Year plan, out of the total expenditure on education, about seventy percent was spent on elementary education, secondary education and university education, while 14.8 percent was spent on technical education and 15.2 percent was spent on social education, physical education and others. About ninety percent of the high schools were run by private agencies which were reluctant to open new high schools in rural areas. During 1969-74, the government opens ten high schools in rural areas.
5. The government of Goa and the UGC had both agreed to establish the University in Goa at the earliest.

86. Toppo, S in 1974.

Studied on the education, then and now among the Oraon.

The main objective of the study was to trace the growth of education among the Oraons.

The main findings of the study were:

1. The Oraons were found to be one of the important tribes of Bihar.
2. The Christian missionaries were first to start the work of educating the Oraons in the year 1831.
3. The number of dropouts was the highest in Class I.
4. In the year 1962-63 it was found that out of 120 Oraons students forty left their studies after studying at the school for a few months. Similarly stagnation in class I was found to be twenty seven percent which was the highest.

5. The majority of non tribal teachers expressed that the Oraons students had low intelligence.
6. The educated Oraons woman, like any other non-tribal educated woman, preferred to be free to set up a home of her own choice. The institution of marriage was also found to have under gone some changes.

87. *Joseph, T. M. in 1987,*

Studied on the progress and problems of Higher Education in Maharashtra since Independence (1947-1982)

The main findings of the study were:

1. There has been a tremendous increase in student enrolment since Independence.
2. The enrolment of women has gone up and Maharashtra had the largest number of students from scheduled caste as compared to other states.
3. There had been a noticeable increase in women's enrolment in the Marathwada area.
4. The curriculum and syllabi for the various had been along traditional lines with little attempt to adapt to local needs and resources.
5. Shivaji University had a "Work and Earn" scheme for needy students to engage in farming and conducting a canteen on co-operative basis.
6. Poona University had started a programme of distance education with the preparation of audio-visual material in the university's television studio.

7. Every University performed its academic role in the traditional pattern with very little change. Syllabi framed by the boards of studies in the Universities and colleges allowed no scope for experimentation and innovation.
8. Many University posts had not been filled because funds were not forthcoming. Practically all the Universities had deficit budgets that were carried forward from year to year.
9. There was a marked decline in the attitude of teachers to their work as a vocation. A fairly significant number of college teachers gave tuition and took up additional jobs. The existence of junior and senior college, with teacher having different salary scales, workload and service conditions created discontent.
10. The introduction of the 10+2+3 system had resulted in declining enrolment at the +3 stages in all Universities.
11. No University had any special scheme for remedial courses for first generation learners.
12. There was an acute lack of hostel for women students belonging to these groups in almost all Universities.
13. No Universities had initiated any exercise in long-term perspective planning. The main concern of the Universities was to perform routine functions in which all efficiency was lacking due to absence of modern management techniques.
14. There was little co-ordination among the Universities, State and Central government and the UGC.

88. Choudhury, G.S. in 1986.

Studied on the Entry to Higher education in Bangladesh – An investigation into students’ characteristics.

The main findings of the study were:

1. Of the students who entered higher education, 75% were boys, 67% were of rural origin, 74% were Muslim and 48% studied science as against 36% who took arts.
2. 11% of fathers and 27% of mothers of entrant were illiterate.
3. 49% of the entrants had good home environment while only about 2% had poor home environment.
4. The average had low achievers at H.S.C. was almost equally represented in the non-entrant group. None of the non-entrants was a high achiever.
5. Three-fourths of the non-entrants had high occupational aspirations.
6. 61% of the non-entrants had low achievement motivation as against 39% who had low achievement motivation.
7. About 57% of the non-entrants had high occupational aspirations.
8. Entry into higher education was independent of religion, birth order, age, mother’s education, nature of family, family size, sibling’s education, student’s residence and institutional adjustment for total sample but, it was associated with sex, and home location.
9. Stream of study at H.S.C. stage affected the entry into higher education.

10. Father's education and occupational, socio-economic status and home environment were found to be associated with entrance into higher education.
11. Academic performance at H.S.C. and S.S.C. were associated with college entry.
12. Interests of the students and their achievement motivations were found to be associated with the college entry.

89. Rai, N., (1985).

Research conducted on "*Centre-State Relations in the field of Education*".

Ph.D, Pol. Sc., Udall U., 1985.

The main purpose of the study was to prove the constitutional position of the centre in the field of education and the role of the centre and the state in making policies, implementing them and in financing education in India.

The main findings of the study were:-

1. Education had become a major concern of government in federations where both Centre and State shared responsibilities.
2. For about a quarter of a century since 1950 the constitutional division of powers and functions in the field of education could not be maintained because of practical problems which confronted both the level of government in the functional area of education.
3. A pattern of relationship of interdependence and cooperation between the two levels of government had to be evolved gradually but steadily.

4. Planning in education was a matter of joint endeavor by the centre and the states.
5. The Centre performed the role of a guide, initiator and coordinator for the states in the case of policy formation, while in policy-implementation the Centre relied heavily on the state.
6. Also the Centre and states cooperated in their positive contribution to policies and decisions on education life in frequent meetings, seminars and conferences which took place at ministerial as well as official levels.
7. The Centre and state took part in regular and frequent consultation which was facilitated through several advisory bodies.
8. In case of the financing of education the Centre assumed a dominant role.
9. There had been never been occasions where the Centre worked out a policy of total conformity by the states to its dictates.

90. Raj, A.B.C., (1975).

Survey conducted on “*Management and Administration of Education in Tamil Nadu,*”

ASCI (Tamil Nadu Government sponsored)

The main objective of the study was to review the current situation in educational management and administration in relation to :

1. The administration of school education at the department, district and village level,

2. The management of technical, college and university education at the headquarters and college level.
3. The management of education and science research programmes and means of activating the state institute of Education.
4. The system of grant-in-aid and subsidies administered by the secretaries of education, agriculture and labour departments as set for the statutes and government orders and the sharing of educational expenditure between government and local bodies.
5. The machinery for planning and coordination of education in the state.

The major findings of the study were:-

1. The department of education was broadly divided into two Directorates, the directorate of school education and the directorate of college education. While both directors of the directorates were paid the same salary, the work load and responsibilities of the director of school education were very heavy.
2. The powers of decision making were highly centralized in the education department, the real decision-makers being the two directors of education and the secretary to the government namely planning, organizing, coordinating and control were ignored.
3. The senior officer of the department had to carry a large number of files home due to excess paper-work which interfere their family life. The head office was tied down with very heavy paper-work, consequently, the management functions
4. Staff and line functions were not clearly demarcated and job had not been clearly defined.

5. Hierarchical promotions were based on length of service and seniority, with the result that senior positions were manned by person who had neither capability nor imagination.
6. Executive positions were often given to academics without any special training being imparted to them.
7. The structure of organization had not change to meet environmental needs.
8. Internal and external coordination with other educational agencies of the state was lacking.

91. Das R.C. (1969).

Research conducted on “*A study of the wastage and stagnation at the Elementary Level of Education in the state of Assam with special reference to the primary stage, SIE, Assam*”.

The main aim of the project was to study the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage.

The major findings were:

1. The rate of stagnation at the primary stage was high. The variation in the rate of wastage and stagnation among various classes was significant but the variation among years was not significant.
2. In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastagnation remained constant.
3. There had been a tremendous expansion of primary education during the post independence period and it will still continuing. The rate of

wastagnation at the primary level was higher among girls than that of boys.

4. The mean rate of wastagnation at the middle stage up to class VI was 9.96 percent, whereas up to class VII it was 38.45 percent, corresponding figures for boys and girls were 10.36 and 36.65 and 8.69 and 43.41 percent respectively. The rate of wastagnation in Class VI for pupils was 28.49 percent for boys 26.29 percent and for girls it was 34.72 percent.
5. The total rate of wastagnation from Class IV to class VI was 9.96%. a large percentage of pupils left school after class VI and there were various reasons for this. The rate of wastagnation at the primary level was much greater than that in the middle level.
6. The average rates of wastagnation were 77.12 percent at primary and 38.45 percent at middle level for pupils in general.
7. The total rate of wastagnation for pupils at the elementary level as a whole lay between 80.56 and 86.31 percent.
8. The rate of wastagnation among girls was higher than that for boys.

92. Das, R.C. (1979).

Research conducted on, *“Administration of Elementary Education in relation to the programme of universalization, SIE, Assam”*.

The main aim of the research was to study the position of administration of elementary education in relation to the programme of universalization Assam.

The major findings were:

1. The study revealed that the area of administration of education at the elementary level was full of problems.
2. The Directorate of Elementary level was a newly created department and was yet to be fully strengthened.
3. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection, supervision and management was inadequate.
4. The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the sixth five year plan for universalization.
5. Recommendations indicated the suggested additional machinery needed for achieving universalization. From all points of view, new recruitments of administrative personnel should be made from professional institutions.

93. *Das, R.C. (1974).*

Research conducted on “*Impact of school conditions on primary education.*”

SIE, Assam.

The main purpose of study was to ascertain whether there was any impact of the physical conditions (facilities) of the primary school on the retentively and regular educational progress of its children.

The major findings were:

1. The study revealed that there was significant relationship between efficiency in education and physical facilities in school.
2. The school conditions definitely seemed to have favourable impact on school education.
3. Better physical facilities increased the attractive and retentive power of the school as well as provided situations.
4. Conducive of the school as well as provided situation conducive for effective education and, hence, contributed towards better education of the children of the school.

94. Rai, RM (1987).

Research conducted on “*A survey of Elementary Education in the Rural Areas of Gazipur District.*”

Ph.D. Edu. BHU.

The objectives of the study were:

1. To study the relationship of elementary schools and the rural community.
2. To study the different aspects of the curriculum of primary schools.
3. To study the financial position of primary schools and their sources of income.
4. To study the methods of teaching used by the teachers and the method of measurement and evaluation used in primary schools.
5. To study the problems of teachers of primary schools.

The major findings of the study were:

1. All primary schools worked under the administration of the basic education council and there was a Village Committee for primary education in every village.
2. Average strength of teachers per school was four.
3. There was a primary school for every 20,000 population. Average strength of students per school was 216.17.
4. In rural areas, 79.85 percent boys and 20.17 percent girls belonged to backward classes.
5. Average literacy percentage in the district was 25.96 in which male literacy was 39.82 percent and female literacy was 12.4 percent.
6. Committee. Eighty-seven percent of the schools were located in buildings constructed by the Basic Education
7. The greatest problem of teachers in these schools was economic.
8. The main source of income of students in these areas was agriculture.
9. Forty-three percent of the teachers studied up to Class X only.
10. About 23.93 percent of mothers and 44.31percent of fathers were literate.
11. Ninety percent of the students used chalk for writing.

95. *Ganapathy, K S.. (1982).*

Research conducted on, “*A study of Decision making Process in relation to Innovation and Change in Schools.*” Ph.D. Edu. SGU.

The main objectives of the study were:

1. To find out decision-making process used by the headmasters of progressive schools in Coimbatore District.
2. To find out the components of decision-making process.
3. To find out communication patterns followed by decision makers.
4. To find out decision making styles followed by decision-makers.
5. To find out constraints for decision-making.

The major findings of the study were:

1. The headmasters followed a process while arriving at a decision. The decisions were not based on subjective judgment.
2. The decision-making process took place at two levels. The first level was the individual level and the second level came into operation when the headmaster communicated his ideas of innovation and tried to get his ideas translated into action through his teachers.
3. The very rarely an innovation was introduced for the sake of prestige.
4. The headmaster sometimes consulted all teachers and other headmasters while analyzing the felt need.
5. The headmasters clearly understood to dis-equilibrium and cause of it.
6. The source of innovation was the headmaster's own thinking.
7. The headmasters tentatively decided to introduce the innovation if the evaluation was favourable.

8. The headmasters followed three methods for evaluating the innovation. These were observation, evaluation of consequences in meeting, and informal enquiry.
9. Fear of failure, preconceived notions, and disinterested staff were some of the constraints in implementing innovations.

96. Gupta, S.L. (1982).

Research conducted on, *“An Intensive Study of the Factors Influencing the Growth of Girls Education at the Elementary Stage in Uttar Pradesh with special reference to Meerut District.”*

Ph.D. Edu. Mee. U.

The major objectives of the study were:

1. The growth of girls’ education was inversely influenced by the proportion of distance between the school and the residence of girls.
2. The acceptance of the need of girls’ elementary education by parents/guardians varied from area and community.
3. The attitude of dependence on girls for help at home/farm/shop by their parents/guardians influenced their educational growth adversely.
4. The school costs, such as the cost of books stationery, clothing, transport etc, influenced the growth of girls’ education in backward areas.
5. The school organization. Patterns such as availability of a separate girl’s school, female teachers’ sanitary facilities directly influenced girls’ education.

The major findings of the study were:

1. The more the distance traveled by girls in rural areas to reach schools for elementary education the less was the enrolment for those areas.
2. In the case of 87.41 percent parents of the drop-outs, the parents withdrew their daughters from schools because of their dependence on girls for help for some work or the other at home, on fairly high and varied from class to class and school to school. The overall annual private costs of schooling girls in class VIII ranged between Rs. 295.20 and Rs. 438.15 per girl depending on the location of the school and its management. Even for class 1 the overall annual private costs of schooling ranged between Rs. 93.50 and 216.50 per girl.
3. In all, 63.67 percent parents of the drop-outs considered the costs heavy and unbearable and stated as third most important reasons for withdrawing girls.
4. The majority of the elementary schools had inadequate schooling facilities, such as drinking water, sanitary arrangements etc.
5. Growth of girls education in the elementary stage in rural areas of UP as well as Meerut was slower and less than in urban areas.
6. There was no exclusively girls' primary school in the state. All were mixed schools.

96. MEHDI, S., (1979).

Research conducted on, "*A critical Evaluation of the Educational Programmes Teaching and Instructional Facilities offered at the Elementary Stage in Baroda Municipal Corporation Schools and Schools run by Private Agencies in Baroda City.*"

Ph.D. Edu. MSU.

The major objectives of the study were:

1. To evaluate and compare private and corporation schools in terms of pedagogical inputs like teaching methods and instructional facilities.
2. To compare economical and socio-psychological inputs of private and corporation schools.
3. To compare the output in terms of achievement of pupils of private and corporation schools.

The major findings were:

1. Both the school systems used various teaching methods but the private schools used, though less frequently, audio-visual aids, field trips, and demonstration.
2. The private schools provided better physical facilities, than the corporation schools. The private schools had better library facilities.
3. Both the school systems had more or less the same type of staff composition but in the corporation school all the teachers were assigned clerical work and family planning work.
4. The private schools provided better instructional materials than the corporation schools.
5. In both the school systems, co-curricular activities were poor.
6. There was no difference in the assessment scheme of the private and corporation schools.
7. Per-capita expenditure on the pupil in a corporation school was about 68 percent more than that in the private school.

8. There was no significant difference in the organizational climate of the private and the corporation schools.

97. NIEPA (1979).

“A study of Administration of Elementary Education in relation to the programme of Universalization in Andhra Pradesh.”

New Delhi.

The major objectives of the study were:

1. To examine the adequacy of the present administrative system for elementary education in relation to the programme of universalization of elementary education in Andhra Pradesh.
2. To suggest ways and means of strengthening and streamlining the administration of elementary education in Andhra Pradesh for the successful implementation of the UEE programme.
3. To suggest ways and means of coordinating the efforts of the Education Department with the other Development agencies in Andhra Pradesh involved with the programme and.
4. To suggest a framework for the decentralization of administration of elementary education in A.P. so that on the spot decisions could be taken and full involvement of the community ensured.

The major findings were:

1. There was a regular system of collecting the annual census of children in the age group 6-13 by the headmasters at the beginning of the academic year. The information was furnished to the higher authorities, but was not used by the headmaster themselves for increasing the enrolment even though it was far from satisfactory in the age group 6-11.
2. The proportion of enrolment was significantly high from the homes with enlightened parents irrespective of caste.
3. The enrolment of girls was far less than that of boys. The attendance of children suffered during the harvesting period, fairs and festivals.
4. There was high incidence of the drop-out in some of the sample villages, as high as 85.7 percent in the case of girls. The rigid working schedule of the school contributed to the non-attendance and drop-out of children.
5. Only 50 percent of the schools had proper building but BDOs reported that 80 percent schools did not have proper buildings. Almost all schools lacked proper furniture, equipment and teaching aids.
6. Cooperation of the community was noted only in villages with enlightened parents.
7. The conditions and functioning of single-teacher schools were far from satisfactory. The efforts for providing in-service training of teachers were not sufficient for the qualitative improvement of elementary education. The school complexes did not appear to function properly.
8. Inspection by officers was not adequate. The inspection Performa did not adequately cover information about drop-outs, efforts by the

teachers to reclaim the drop-outs, impact of incentives and school improvement programmes.

9. The incentive to scheduled caste, scheduled tribes and girls were provided only towards the end of the academic year. Therefore they were effective in increasing enrolment and attendance of children, the amount per child for the mid-day meal was insufficient.
10. Although the Panjayat Semites received 100 percent grant, they did not spend a sufficient amount from their own general funds for the development of elementary education.
11. Many schools had no school improvement committees and where they did not exist, they did not function effectively and therefore their contribution to the UEE programme was significant.
12. As 60 percent of the DEOs time was consumed in administrative responsibilities, he was not able to devote sufficient time to academic functions.
13. Due to launching of several schemes related to the UEE programme the Directorate was unable to cope with the pressure of work.
14. Due to lack of comprehensive information about the district plans the finalization of annual plans and five year plans of education were delayed. The delayed administrative sanction by the government affected the implementation of the UEE programme.
15. Educational statistics suffered from discrepancies due to in-adequate machinery for the collection of data at the district level; their publication also suffered due to the same reasons.

16. The monitoring and supervision of the UEE programme was inadequate as the higher officers had hardly any time to visit the districts.
17. At the secretariat level no special machinery existed for the speedy sanction of schemes related to the UEE programme.

98. NIEPA, (1979).

“A study of Administration of Elementary Education in relation to Universalization of elementary Education in Bihar.”

New Delhi.

The main objectives of the study were:

1. To examine the adequacy of the present administrative system of elementary education in relation to the UEE programme in Bihar.
2. To suggest ways and means of strengthening and streamlining the administration of elementary education in Bihar for the successful implementation of the UEE programme.
3. To suggest a frame work for the decentralization of administration in Bihar so that on-the-spot decisions could be taken and involvement of the community ensured.

The major findings of the study were:

1. As the census of children in the age groups 6-11 and 11-14 in sample gram panchayats was in complete a census was undertaken by the Block Extension Education Officers for the study.

2. The incidence of non-enrolment, on the whole was consistently higher in the case of girls; enrolment drives did not make any impact on their enrolment.
3. No organized sustained effort was made either to enroll additional children or to improve the low teacher people ratio.
4. There was dearth of qualified teachers in the sample schools.
5. School committees were not effective.
6. Needy children did not received incentives in time due to inadequate planning for distribution, there was demand for the mid day meal programme.
7. Inspections of schools were generally routine and offered little professional guidance with no follow up.
8. At the district level there was no officer in overall charge of elementary education and enrolment strategies and monitoring of educational programmes lack emphasis.
9. Most single and double teachers' primary schools had no buildings.
10. The Directorate of primary education functioned separately with a Director assisted by five Deputy Directors. The five Deputy Directors dealt with matters exclusively under their preview.
11. Urgent need was felt for the delegation of powers among officers.
12. There was immediate need to effectively co-ordinate the activities of the Directorate of Adult Education and those of the Directorate of Primary Education.

13. A well-supervised child census programme was of vital importance.
14. The statistical unit, the planning cell and the budget section at the secretariat level needed strengthening and streamlining.

99. NIEPA (1979).

“A study of Administration of Elementary Education in relation to the programme of universalization in Madhya Pradesh.”

New Delhi.

The major objectives of the study were:

1. To examine the adequacy of the present administrative system of elementary education in relation to the UEE programme in Madhya Pradesh.
2. To suggest ways and means of strengthening and streamlining the administration of elementary education in Madhya Pradesh for the successful implementation of the UEE programme.
3. To suggest a framework for the decentralization of administration of elementary education in Madhya Pradesh so, that on-the-spot decisions could be taken and full involvement of the community ensured.

The major findings of the study were:

1. Fifty-six percent headmasters conducted census of students in the age group 6-11 and 11-14 once in a year and maintained records in the schools.
2. Efforts were made by the headmasters to contact the community for increasing enrolment and community involvement in school activities.

3. Various incentives such as supply of mid-day meals, text books and stationery, school dress and attendance scholarship were offered by the local community to induce students to attend school.
4. Headmasters opined that they work enthusiastically and achieving the objective of UEE; they took various measures to bring the out-of-school children to schools.
5. While a majority of the headmasters belonging to Khargaon and Shivpuri districts were satisfied with the administrative arrangement at the school level, all the headmasters of Sagar and Bilaspur districts expressed their dissatisfaction.
6. On an average, the headmasters devoted one and half hours to classroom teaching, and the remaining time was spent on non-academic duties.
7. Contrary to the general impression, most teachers stayed in the areas where the schools were located.
8. A majority of the teachers were satisfied with the present conditions and arrangements regarding job.
9. The drop-outs were engaged in various occupations existing in the surrounding areas. Most of them expressed their willingness to re-enrol in school to continue their education at night, if help was rendered by the government.
10. The largest numbers of truants were from agricultural families. Most truants came from families having income ranging up to Rs. 3000 per annum.
11. The incidence of truancy was higher in the case of larger families.

12. School committees were constituted as per provisions contained in Panchayat Adhiniyam 1962.
13. There was financial provision for the development of education in panchayats and the sarpanchs felt that the panchayat should have complete control over school affairs.

100. NIEPA (1979).

“A study of Administration of Elementary Education in relation to the programme of universalization in West Bengal.”

New Delhi.

The objectives of the study were:

1. To examine the adequacy of the present administrative system of elementary education in relation to the programme of universalization of elementary education.
2. To suggest administration of elementary education in West Bengal for the successful implementation to the UEE programme.
3. To suggest ways and means of coordinating the efforts of the education department with the other developmental agencies in West Bengal for achieving UEE.
4. To suggest a framework for the decentralization of administration of elementary education in West Bengal so that on-the-spot decisions could be taken and full involvement of the community in the programme was ensured.

The major findings of the study were:

1. Teachers, by and large, did not understand the importance of census and were unconcerned about the non-enrolled and dropped-out children of the village.
2. As many as 104 percent boys and 64 percent girls of the age group 6-11 had been provided primary education facilities by 1977-78.
3. The drop-out rate of S.C. boys and girls decreased within three years i.e. 1975 to 1977, in the age group of 6-14, but the drop-out rate of ST boys and girls was higher than that of SC boys and girls.
4. Mid-day meals, free textbooks, free uniforms attendance, scholarships were the major incentives provided to students but as they were provided late their impact on the enrolment and retention of students in schools was not assessed.
5. No efforts were made, at any stage, by any agency either to bring about needed educational change or accept reforms that were indicated by the government.
6. The West Bengal primary education Act 1930, still in vague, provided the formation of attendance committee in the village schools; in many cases this committee was merely in name and did not function satisfactory.
7. Flexibility in the school schedule and holidays to suit the local needs were permitted subject to the prior approval of D.I.S.
8. The Panjayats played no role in education.

9. In five circles covered under the study 3 percent primary schools were single-teacher-schools the state-level teacher-pupil ratio in primary schools was 1:41.
10. As many as 52 percent were untrained; no innovative measure to trained a large number of untrained teachers were under consideration.
11. The inspection of schools was hardly worth its name; being busy with non-academic work, SIS was not able to provide any academic guidance to the teaching community.
12. In the absence of any in-built system of the administrative set-up to assess the non-attainders and drop-outs it was difficult to successfully implement the UEE programme.

106. *Batra, Poonam (1991).*

Did a study to find out “How children think and learn A Sociological study of grades 1 and 2 children in the Betul district of Madhya Pradesh.”

The major findings were:

1. The rural primary schools were housed in building in a poor state without facilities.
2. Poor quality of teaching and learning.
3. Children did not want to attend school because they found it boring, irrelevant and meaningless.
4. Children in the control group reflected a better ability to recount number names.

5. The finding was that it clearly demonstrated that the process of child thinking and learning are universal and yet culture-specific.

2.2 STUDIES DONE IN ABROAD.

1. Welbur, B. Brookover, and Jeffrey M. Schneider (1975).

Conducted a study on "*Academic Environment and Elementary Schools Achievements*".

The major findings were:

- (i). Students reported sense of futility in lower for higher achieving school in all White-Urban, all Black-Urban, and all Rural comparison.
- (ii). Students perception for future evaluation - expectations are more positive for higher achieving schools among all Black and White-Urban pairs, but not for the Rural schools.
- (iii). Teacher present evaluation-expectation are more positive in the higher achieving schools among all the White Urban pairs and all but one of the Black Urban-pairs.
- (iv). The teacher present evaluations-expectation factor is generally more positive in our Rural sample than in Urban schools.
- (v). Job satisfaction appears to have little relationship to achievement, but it does appear to have a relationship to S.E.S. among White and Black-Urban schools.
- (vi). Teachers perception of students' improvability does not appear to differentiate among White schools, but in the Black-Urban comparisons, it is consistently more positive in the higher achieving schools.

2. Weaver, Rusa (1997)

Conducted a survey on innovation propensity of teachers and their acceptance and implementation of their primary schools programmes in Kentucky.

The survey result indicates that these teachers are still positive about the critical attributes, but the attributes are not fully implemented. Recommendations for further study and administrators to help increase implementation are included.

3. Me Daniel Janet Pandorf, (1997).

Conducted a survey on the developing problems solving skills in Primary students.

The major findings were:

- (i). The current pressure to develop National Standards curricula and tests aligns educational goal with which the educational institutions must cope and they threaten.
- (ii). Knowledgeable decisions are required to meet the challenges. These decisions must be grounded in theory and carefully construct enquiry so that the responses to these challenges are ethical, thoughtful and defensible.

4. Toney (1971).

Examined the perceptions of elementary school teachers, supervisors and administrators regarding classroom visitation and concluded that there existed a lack of teacher involvement at the Pre-Planning stage for classroom visitation, that teachers were subjected, and

that teaches wanted more involvement in the formulation of policy and procedures of classroom visitation.

5. Fero Horh Robert, (1997).

Conducted a survey on a comparison of academic achievement of students taught by the Montessori methods and by traditional methods of instruction in the elementary grade.

The result of this study shows that Montessori methods of instruction and the traditional method of instruction provide students with comparable achievement test scores. A longitudinal is recommended to examine the long term effects of achievement of those students taught by the Montessori Method of instruction.

6. Arnold Joy, Judith.E.(1996).

Conducted a study to determine the effects of parental involvement on student' mathematics achievement in grades three, fair and fine".

The major findings were:-

- (i). At the third grade, female played more of the mathematical activities than the males. At the fourth grade, the male played more and the fifth grade, the males played approximately thrice as many mathematical activities as the female.
- (ii). At the third grade, those students who returned log books scored significant higher on the mathematics achievement test scores than those students who did not return log books.
- (iii). Parental involvement does not make a difference with third and fifth grade student's mathematical achievement test scores. There was

however significance with the fourth grade student's mathematical achievement tests scores.

- (iv). There was no significance found at the third and fourth grade with respect of gender, however significance was found at the fifth grade.

7. *Morgan, Deborah Hana (1997).*

Conducted a study on the relationship between multi-age reading programme in the primary grade and growth in reading achievement.

The result indicated that reading achievement of the sample was not significantly different than the expected seven month increase, additionally there were no differences in student gains by gender, race, socio-economic status or extra tutorial treatment.

8. *M C Dainel, Janet Pandrof (1997).*

Conducted a survey on Developing Problems solving skills in Primary Schools.

This study found that the construction of qualitative studies by practicing teachers researching their own classroom is a growing area of enquiry which will facilitate an academic perspective of reality within a primary classroom.

9. *Bookman, Jean, R. (1996).*

Studied the enrolment in an Elementary Magnet school and its relationship to academic achievements and attendance.

The major findings were:

1. There were no significant differences in the achievement or ability scores of magnet and non-magnet school students.
2. Magnet school enrolment appears to have little effect on ability academic achievement, achievement ability comparison scores on attendance.
3. There were no significant differences in the mean ability or academic achievement scores of magnet and non-magnet school students except in verbal ability and mathematics academic achievement.
4. Gifted non-magnet school students scored significantly higher on verbal ability and in total mathematics academic achievement than the matched magnet school over the three years period studied.
5. There were no significant differences in the attendance of magnet and gifted magnet and non-magnet school students.

10. Lloyd L. Pathael, E.D. Fitzpatrick, Ledford. J Bischof

Conducted a comparison of the extent of retention accompanying the use of three teaching-testing procedures:

The major findings were:

- (i) Testing as a part of teaching method contributes to the retention of course material.
- (ii) The discussion of test questions answered on the IBM answer sheets and their correct responses following an examination contributes to greater retention of course material than testing with the SRA Self scorer

without discussion or no testing at all (represented by questions completely new to the student)

- (iii) Testing with the SRA Self-Scorer contributes to greater retention than no testing at all.

11. Doris One Noel (1953)

Research conducted on “*A comparative study of the relationship between the quality of the relationship between the quality of the child’s language usage and the quality and types of language used in the home.*”

The major findings were:

- (i) The language usage which the child in the elementary grades hears his parents use does, to a very large degree, determines the quality of language usage which the child uses.
- (ii) The teacher can, by constant practice on certain types of usage; help the child eliminate some of his errors in these usages.
- (iii) The parents must co-operate with the schools in seeing that the children hear and practice correct English in the home if much improvement is to be made in the quality of language used by their children.
- (iv) When the intelligence quotient factor is held constant, the occupation of the father does materially affect the quality of language used by the child.
- (v) In general the more frequently the parents participate in situations requiring the use of oral expression, the better will be the quality of the child’s language usage.

12. Clarence Phillips (1953)

Research conducted on “*Achievement, Aptitude, ad Background of Liberal Arts and Science Students (General Curriculum) Deficient in High School Mathematics*”.

The major findings were:

- (i) Most of the students are extremely low in mathematical achievement. This even extends into arithmetic. However approximately 10% rank in the upper half of the entire L.A.S. freshmen class.
- (ii) Most of the students are low in all subject matter achievement. Here again we should note that exceptions occur.
- (iii) Most of the students are low in scholastic aptitude. However approximately 15% rank in the upper half of the entering L.A.S. freshmen class.
- (iv) The students do not come from a specific sized community. Instead the range is distributed from rural to cities over a million. The occupation of the father is also distributed from the unskilled to the professional and managerial class.
- (v) There is a low correlation between student's high school record and mathematical achievement.

13. E.W. Dolch Do Leeds:

Research conducted on “*Vocabulary test and Depth of Meaning*”

The major findings were:

- (i) The low correlations between sub-tests indicate that the tests were measuring different learning skills.
- (ii) The low correlations indicate that there is little relationships between the ability to learn and intelligence as measured by intelligence tests.
- (iii) The low correlations between school marks and the ability to learn indicate that factors other than the ability to learn operate to influence school marks.

14. R.R. Ashburn Janice Hill Bradshaw:

Research conducted on “*An experiment in the continuity-type of question*”.

The major findings were:

- (i) None of the existing methods of scoring the continuity-type question are sufficiently accurate to justify basing any part of a student’s grade on such a question.
- (ii) The continuity-type question should be discarded until or unless there be devised a system that will compensate for the chance variations of scores.

15. Mathew W. Ellerbrook (1954)

Research conducted on “*Composition of rural school boards in California*”.

The major findings were:

- (i) That the school trustees included in the represent a narrow range of occupational, income and educational classifications.
- (ii) That the Board members of large and small districts according to average daily attendance, differ as to type of occupation, general level of income and extend of formal education.
- (iii) That there is an increasing representation of women in rural boards of school trustees.
- (iv) That “new population” as defined in the schedule of information has practically no representation on rural board of school trustees.

16. S. K. Pore (1993)

Research conducted on “*The problem of time table*”.

The major findings were:

- (i) 45 periods per week, each duration of 35 minutes are mentioned in the syllabus. The distribution of these 45 periods would normally be 8 period per day from Monday to Friday and 5 periods on Saturday.
- (ii) The subject such as language, Mathematics and English are given prime importance in time-table. These 3 subjects have been placed in the first half at the time-table.

- (iii) Only one type of school time table (i.e.) classroom time table and teachers time table) is prepared.
- (iv) In many private schools teachers get 2 to 3 period 'free' daily while in municipal corporation schools only one (or no period) period remains free for the teachers. The reason behind this is a no. of teachers are less, most of the schools are single teacher schools and secondly teachers have to do much clerical work instead of teaching.
- (v) No guidance is given to school by the Education Officers for the construction of school time table. Even at the time of yearly school inspection the time table is not examined.
- (vi) As regards co curricular activities there is rigidity in schools. Off periods created due to the absence of the regular teachers.

17. *John Daresh and Trevor Male:*

Research conducted on "*Crossing the border into leadership experiences of newly appointed British Head teachers and American Principals*".

The major findings were:

- (i) As with many investigations, the conclusion of this work leaves one with a recognition that much more works needs to be done. What was noted here more than anything else is that those who step into adult leadership roles for the first time face enormous responsibilities? This includes the ability to walk a path that will reduce conflict and problems within a wide range of constituent groups. In addition the leader of a school is responsible for the maintenance of a multimillion dollars (or pound) Physical plant. Above all the head teacher or principal must focus attention squarely on the ability of pupils to learn and

increasingly, be able to demonstrate that they have learned to external reviewers. Providing leadership for schools is a complex activity, regardless of experience levels. But for the head teacher or principal, the charges which now appear can be overwhelming.

- (ii) The British view has traditionally been that there is no preparation for the headship better than on-the-job experience as a head of department, member of senior management, and deputy headship.
- (iii) The route to the principal-ship is one which can only take place through the completion of university courses, academic degrees, and governmental licensure.
- (iv) British head teachers do not feel as if they were prepared totally for their post simply because they had years of experiences in roles similar to but not the same as head teachers.
- (v) American Principals report that academic pre-service training does not prepare them completely for their jobs.

18. *Daine Reay and Stephen J. Ball.*

Research conducted on “*Essential of Female Management*”. (Women’s ways of working in the Education market place?)

The major findings were:

- (i) It appears that female heads are conscripted into competitive ways of operating in the prevailing ethos that encourages schools to view themselves as in competition with each other.
- (ii) Women managers are always drawing on a range of subjectivities, at times as a maternal figure. At times as stereotypically female. But at other times constructing and identity as a powerful person which cuts

across and conflicts with other historically derived aspects of feminine subjectivity.

- (iii) A senior teacher, describing Mrs. Carnegie's reward system of tiger stickers for the senior management team, presents her as a powerful mother figure.
- (iv) Market and institutional imperatives are reshaping both male and female head teachers management styles emphasizing accelerated decision-making and the prioritizing of parental rather than teachers interest. Democratic forms of management are at risk of becoming associated with inefficiency and inertia in the developing market culture if they appear to stand against, and work in opposition to market imperatives.
- (v) Mrs. Anderson's the head teacher of Trump ton, also describes a hard-hitting interventionist style of management.

When I arrived part my analyses were that the school was complacent and it was and that needed shaking and actually having to stand up for yourself is incredibly good for staff and I hit them hard with it that year I have to say and that year everybody worked quite hard. I intervened on every front you can think of and some you couldn't. I ran this school like some sort of demented gnat. Then the following autumn for the open evening I pulled out all the stops with the staff. I really gingered them and by got they worked for that and I think the combination of that and other various odds and sods that we had done during the year was what made the difference And it was I think discipline which I altered substantially. I upped it hugely, uniform than the curriculum and we hammered those things.

- (vi) The fourth female head, Mrs. English is the only one quoted here to openly espouse the label "feminist". In here text she struggles with the

conflict between feminine modes of management and the prevailing new manage realist ethos.

I think LMS has changed how people can manage schools and I think that links directly to the gender thing. I am not saying all women managers have a _____ what I would call a more feminine style of management ____ they don't obviously ____ but it's much more difficult under LMS, and if you are a woman, to be open and consultative and less hierarchical. It is much more difficult than it is used to be. And all those important decision about money and people's jobs and so-on. It's really hard. And it's the kind of thing a lot of women don't want to go into management to deal with.

19. ANN Sherman (2000)

Research conducted on "*The marginalization of Female Leadership in Rural School settings.*"

The major findings were:

Research has identified many barriers to female advancement in the field of educational administration and styles of leadership different from the traditional masculine model have been identified. A difficulty arises not in the identification of difference, but in the recognition, legitimization and implementation of preferred modes of leadership for women in current administrative practices.

20. Diane Reay.

Research conducted on "*Women's ways of working in the Education Market place.*"

The major findings were:

A growing number of feminist accounts assert that gendered identities are in context more fluid and shifting than often depicted in such texts. There are many different femininities and the form they take is powerfully shaped by the roles women undertake, the context within which they perform these roles and the amount of power they have access to. We draw on a small case study of female head teachers to exemplify a number of the problem involved in depicting female management as essentially different from 'male' ways of managing.

21. Lee, Young-Yon (1996).

Conducted a study on using an instructional intervention to reduce off-task problem behavior of elementary school students with academic and behavioral difficulties. The result supported the existence of functional relationship between the presentation of difficult task and occurrence of problem and off-task behavioral disorder. The result also revealed that the use of component skills instruction that increase the accuracy of performances on difficult tasks was effective in reducing escape-motivated problem and off-task behavior.

22. Bryant-Shanklin, Mona Mare (1996).

Research conducted on *“A comparison of high and low achieving fourth grade African-American male children on measure of non-verbal communication.”*

This study shows that a disproportionately large percentage of African-American children perform poorly in academic setting when compare to other American children. This is particularly true to African-American male children and is evidence in all content area but

especially in the area of math's and science. This performance differences manifest in the academic careers of African-American male children.

One possible contributor to the problem of the poor academic performance experience by African-American male children is limited non-verbal understanding. High achieving and low achieving fourth grade African-American male children were

23. John D Mees.

Teachers teaching load in Illinois University School Southern Illinois University

The major findings were:

1. Since several factors seem to vary in the teacher's teaching load, weight are establish in an attempt to equalize such factors as the type of activity, class size and duplicate sections.
2. The average teaching load of teachers in schools with the shortened period varies only slightly with the size of the school.
3. The average teaching load of teachers in school with the lengthened period varies slightly in schools with an enrolment of more than 150 but is somewhat higher in schools with an enrollment below 150.
4. The average teaching load of teachers in schools either the shortened or lengthened periods is greater for men than for women teachers.
5. According to the method for calculating a teaching load as developed in this study approximately 22 percent of the Teachers in schools with a shortened period have loads in excess of the standard as stated in Regulation 10. About 2½ times as many men as women teachers carry

an excess load, studies made prior to this time indicate that men teachers carry heavier teaching loads than women teachers.

6. Approximately one sixth of the teachers in the 157 schools were assigned no activity classified as other activities. This shows a decrease of one sixth in the assignment of no extra curricular as reported by Stocker in 1938.
7. More than one half of the teachers was assigned duties classified as other activities in the three classifications "Clubs" miscellaneous duties and administrative duties.

24. S.C. Panda (1988)

Study of Management of the Secondary Schools of Selected Tribal Districts of Orissa.

The major findings were:

1. From the data it is found that Government should give all possible help to the private schools in order to improve the general atmosphere of the schools. In other words each school should be made an attractive place for the students of the area. Let the number of schools in a particular area be less but those which are existing should be managed properly.
2. The government schools show no deficit as they are fully managed by the government. All the private schools face deficit in finance and in many schools teachers are not paid properly. And this precarious financial position of private schools is due to uncertainty of government grants and partly to their own increasing and continuous incapability to raise fund.

3. The private school buildings are not properly maintained. Schools are not equipped properly as regard to furniture, science apparatus and teaching aids etc.
4. In private schools under survey there are required numbers of teachers but the number of trained teachers is merging and Headmasters of government schools are more experience than that of private schools.
5. The functionless managing committee of government schools should comprise reputed people from various public spheres and should be made functional and active which will give them opportunity to render the invaluable service to the children of the locality. The executive official does not get any time to think over the problem of the school.
6. Teachers in private schools are serving the nation with no satisfactory condition, where their counterpart in government schools enjoys it fully. The teachers should be persuaded not to do private tuition which hinders their classroom teaching.
7. The perception of school management of government schools as perceived by the Headmasters is remarkably higher and the difference is quite significant compared to the prescribed by the Managing Committee.
8. The members of Managing Committee should be more interested for the smooth management of schools than the Headmasters, but the reverse was found.
9. The Managing Committee of private Schools are powerful, but very inactive also. The government schools, however, being under the direct control of the government are not very much affected by these

committees. So they do not pass any problems for the concerned schools.

10. Most of the private schools are located in rural areas and the majority of the people of these areas are illiterate and uneducated.

The above facts show that the management of the government schools is somewhat tolerable, but that of private schools is not satisfactory. For smooth working of the schools, there should be the closest co-operation between the headmasters and members of staff on the one hand and the headmaster and the members of the managing committee including secretary on the other. The headmaster becomes the bridge between the managing committee and the teachers and students as a whole. The members of the committee should be aware of their own responsibilities in school management. They too should realize the importance of education for betterment of the nation which solely depends on the better schooling pattern.

25. M. Punithamba (1990)

A Comparative study of adjustment problems Disadvantaged and non-disadvantaged children in relation to their Academic Achievement.

The major findings were:

The disadvantaged children suffer from strong feeling of inferiority which leads to mal-adjustment and self esteem so that they may feel equal to their middle class peers. The following measures could be disadvantaged children guidance and counseling unit should be started in all the schools particularly in the schools located in rural and backward areas. The emotional problems of the disadvantaged children should be provided according to the individual needs. Sensitivity

training programmes should be organized periodically for solving the emotional problems of the students and thereby developing their personality.

26. *Satish Chand Bhadwal and Manjulla Sood (1991)*

Use of Teaching Skills and the achievement of Rural Under achievers at Primary Stage in Arithmetic.

The major findings were:

As a result of the comparisons of means the following conclusions were made:-

The study thus revealed that the under achievers class V students who are taught the subject of Arithmetic making effective use of teaching skills achieve higher in comparison to those who are taught without the effective use of teaching skills. Further, the two groups of under achievers who are taught without making effective use of teaching skills exhibit equal performance on the final test. The findings are in conformity with the similar studies conducted earlier in this area.

The findings of the study have great educational implications for the classroom teachers and the administrators. It has been observed that few teachers make satisfactory use of the necessary teaching skills while teaching arithmetic at the primary stage. This combined with other factors and to the phenomenon of under-achievement among students in the subject of arithmetic. Arithmetic at elementary stage forms the basis of understanding difficult concepts in the subject in the following classes. It is therefore required that the foundation be made strong by helping the students to achieve higher in the subject. This necessitates the user of necessary teaching skills effectively in the classroom

situation. The programmes may not be up to the mark and need to be re-examined.

27. Dr. S. Subrah Manyam (1985)

Reading Interest of Children in the Age Range of 9 – 14

The major findings were:

Based on the findings of the investigation the following conclusions have been drawn.

1. The students in the age range of 9 – 14 are very much interested to read the novels describing romantic stories and adventurous deeds. They are also interested in reading magazines, news papers, scientific literature and books about the materials of daily use; and they give least importance to the study of classic and poetry in their extensive readings.
2. The interest of boys in reading the novels, stories describing travel and adventurous deeds is significantly high when compared to that of the girls. The interest of girls is superior to boys in reading stories from epics and classical literature.
3. Both boys and girls are significantly interested in reading scientific literature and books relating to the materials of daily use, They don't differ in their interest in reading travel literature and stories relating to adventurous to deeds.
4. Children in the age of 12 – 14 are highly interested in reading novels, books compared to the children in the age range of 9 – 11. Both the age groups are equally interested in reading scientific literature. The interest of students in the age range of 12 – 14 is higher when compared to that of the students in reading classical poetry and stories from epic.

5. The reading interest of children grow according to there age and the students of higher age level read more books, which develop their cognitive skills. The students in the lower age levels read more books which appeal to their aesthetic sense.

28. W. William Walker.

“Elementary School Grade Retention; Avoiding Abuse through Systematic decision making.” North Carolina State University.

The major findings :

The bulk of the literature on Elementary school grade retention suggests that the possibility of noxious consequences is far more likely with retention than promotion. Until definitive research exists to support retention, it seems in-advisable to retain children at all level when factors such as peer relations and academic expectations are not yet clear and there is more time to remediate any potentially negative effects. It seems both likely and unfortunate, however that it be hooves the retention decision maker and those to be aware of the current state of the research with regard to grade retention of course, it seems possible that there will be situations, where retention might be the appropriate alternative, but abuse of retention will be avoided only through the use of procedures and policies which are systematic, consistent, and which reflect research findings.

A summary of the major suggestions to school personnel include the following.

1. Development of good kindergarten screening programs to prevent the necessity of retention.

2. Provide sufficient flexible programming in your schools to offset the need for retention and to account for individual differences, particularly at the kindergarten and first grade level.
3. If retention is unavoidable, do it early or not at all.
4. Collect local data on retained or retainable children and develop local norms using factors identified in the research.
5. View the retention prone child as you would any other exceptional child i.e. provide the same thorough identification, follow-up and due process policies to these children.

29. Pinchas Tamir, Wayne W. Welch and Steven J Rakow.

“The influence of Science class attitudes and Teacher image on student’s outcome”.

The findings of the study were :

1. The findings and the conclusion have important implications. Science Teachers should be pleased to know that what happens in their classrooms does make a difference and that the magnitude of the difference can be large. Hueftle, Rakow and Welch 1983 reported that only 48 percent of the 17 years old held favorable attitudes toward their science classes... only a third of the students thought their classes were interesting and in fact, 82 percent reported bored and 72 percent found their science classes too difficult.
2. Our findings imply that if the classroom is a pleasant place, if students experience success, and if science learning is interesting and meaningful (i.e. not too difficult), the attitudes of students towards science and related issues is likely to become scientifically literate and to have

favorable attitudes towards science and science related issues. They need to provide the appropriate learning conditions and to reward teachers who succeed in providing students with meaningful and attractive learning experience.

30. *Jef C Verhoeven and Lisevan Heddegem*

“Parents’ representative in the New Participatory School Council in Belgium” (Flanders)

The major findings were:

1. The establishment of Councils in schools has created new opportunities for participation in decision making in school policy. Depending on the networks, the level of involvement of the parents is weak or strong.
2. In state schools, parents participate in a Council with real decision making powers, whereas in the two other networks the council only has the right to inform or to advise.
3. The parents’ representatives were not much satisfied with the council in general, though it has to be stressed that parents in councils with real decision making power (State Schools) were more satisfied than the other.
4. The parents also had a slightly stronger average feeling that council make a difference in policy. These feelings most probably contribute to the fact that parent’s representatives in these schools although they do not feel themselves very powerful and want much more power in particular areas of policy, felt themselves less deprived than did parents in other schools. This statement together with the higher deprivation scores of parents in the other networks shows the direction in which the position in council should develop.

5. There is no good system for giving feed back on the decisions of the council to the parents, this might have the opposite effect; only the groups that were already well informed will receive more information involving of lower class parents promotes the democratic character of the policy participation.
6. The parent's representatives are well motivated to do their duty on the council, although this research has also shown that they do not know very much about the regulations governing the council. Moreover, they often to face a rather low appreciation of their competence by the other group of the council.
7. Although the policy areas are very diversified, parents representatives are more interested in some fields than in others. The general organization of the school and educational policy attract their main interest.
8. The legal structure of the councils shows that the establishment of these councils is a good step in the parents of wider participation in school policy by the council limits the impact of the parents' representatives on school policy, especially in grant aided schools.

From a structural point of views, the means to participate exist but are limited for real participation is missing. We can conclude that democratic participation is only possible if both structural and cultural changes are made.

31. O'Connor, Carrie Richele (1996)

Documented a case study on, *"The implementation of a non-graded, multi-age continuous progress primary program."*

The major findings were:

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

32. Siuple, Lawrence Robert (1996)

Did an intensive study on, *"The construction of literary understanding by first and second graders in response to picture story book read aloud."*

The major findings were:-

This descriptive naturalistic study in a literature-rich classroom investigated the literate majority understanding of the first and second grade children as picture story books (traditional literature contemporary realistic fiction and contemporary fantasy) were read aloud to them. Children responses suggested five types of literary understanding,

- (1). Making narrative meaning by close reading and analysis of text and illustrations.
- (2). Intertextual connections.

- (3). Connecting the story of their own lives.
- (4). Temporary aesthetic merging of their lives with the text.

33. Thompson, Kara Patrice (2000).

Did an investigation on, *“Self-esteem, academic achievement and visual perception of abstract stimuli amongst urban elementary school children who participated in the use of board games in developing strategic and visual thinking skills as utilized in the Monte program.”*

The objectives of the study were:-

- (1). To examine the effect of playing strategic board games upon the academic achievement.
- (2). To study the visual perception of abstract stimuli and self esteem of pre-adolescent children.

The major findings were:-

The results of a repeated measure Anova showed that there were significant differences among the group who did and did not play strategic board games on the self esteem scales in the areas of academic achievement, visual perception of abstract stimuli and amongst gender groups. However significant effects were noted amongst grade level in the areas of spelling, arithmetic and visual perception of abstract stimuli. This result indicates that playing board games has a notable's effect upon the academic achievement and visual perceptual skills of children.

34. Teigland, Carolyn J, (2001)

Did a study on, *“The effectiveness of a school designed intensive small group reading program for low performing second grade students in a Maryland elementary school.”*

The findings were:

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

35. Rolant P Chaplin (2001)

“Stress and job satisfaction among primary head teachers”.

The major findings of the study were:

Significant themes that emerge from the present study are:-

1. Autonomy, that is, the feeling of being in control of themselves and their origination, appears central to heads' effective coping.
2. Professional self efficacy is a necessary part of coping professional some of the heads were not completely convinced they were functioning as well as they might, but found it difficult to declare to staff that they were experiencing these thoughts.
3. Colleague is an important, if variable, source of perceived social support. The quality of relationship underpins all management and plays a key role in the stress levels of heads.
4. The availability of resources has a profound effect on heads and their management of the school. The school's priorities for change and improvement for students.
5. While outside organizations and individual could provide resources and support, they can also make additional demands and generate stress for example they positive and negative effects on school of receiving inspection sports (Wilcox and Gray 1995)
6. While recording levels of stress can be helpful, it can also obscure more complex relationships between stress and satisfaction. Heads who reported stressful could differ markedly and their levels and sources of job satisfaction.

36. Johnson, Denise Donna (1996)

Made and analysis of elementary school group members perceptions of levels parental involvement in schools. Study indicates that school group member's perceptions towards the open and participative components of emergent parental involvement were effected by the combination of the variables school racial composition and socio-economic status.

37. Mc Daniel, Janet Pandorf, (1997)

Conducted a survey on the developing problem solving skills in primary students. Results indicate that the current pressure to develop national standards, curricula, and tests aligns educational goals with economic and political interests. Powerful advocacy groups reflect the pressures with which the educational institutions must cope and they threaten to wrest control from the professional educators. Knowledgeable decisions must be grounded in theory and carefully constructed inquiry so that the response to these challenges is ethical, thoughtful, and defensible.

38. Ong. Wendy Sen. (1997)

Studied the effects of multi-age classrooms on reading, Mathematics, and writing achievement of third-grade students. The overall findings of the study revealed that the third grade students in multi-age classes achieved significantly higher scores in reading, Mathematics and writing on the ASAP test than third grade students in single-age classes. The interaction between multi-age classroom and ethnicity and title of students produced a statistically significant effect in the areas of reading and mathematics. Overall positive achievement results are seen for students placed in multi-age classrooms.

39. Ilapavuluri, Subbarao venkata, (1998)

Studied on primary schooling for all: Analysis of expansion and inter-sectoral linkages. Study revealed that the country's extent of economic development; the level of financial resources it commits to education, and the levels of adult literacy in the home and the community. The study also documents the role of primary education in improving the overall quality of life in a nation, even after controlling

for economic development, suggesting that there may be complimentary between policies aimed at promoting educational development and other social and economic goals.

40. Myers, Aleta Michelle, (1998)

Undertook an Investigation of Motivation, Academic Self-concept, Control Over performance, and Instructional Mastery on Academic Achievement: A Look at African American Elementary Students. The findings revealed that there were significant differences between levels of academic self-concept reference, and control over performance on academic achievement. Additionally, when gender was taken into consideration there was a significant difference in levels of motivation on academic achievement the results also revealed that academic self-concept performance and instructional mastery were significant predictors of low and high academic groups with academic self-concept emerging as the best predictor.

41. Parker-Brown, dale Ethel, (1998)

Conducted a study on school improvement team instructional decision-making using the ten-step strategic planning process. An examination of selected urban elementary schools. Study indicates that Reconstruction Eligibility (RE) and non-Reconstruction Eligible (non-RE) School Improvement Teams (SITs) are a major center of instructional decision-making at the school site. RE and non-RE SITs actively use the ten step strategic planning process to develop the School Improvement Plan. RE and non-RE SITs are skills associated with “Strategic Planning” such as surveying, being proactive, and planning long-term when engaged in decision making. Progress on State Performance Index (SPI) shows that one of the four RE schools and one

of the six non-RE schools demonstrated an impressive increase in student achievement.

42. Peavy, Betty Mincey, (1998)

Studied comparing the achievement of elementary grade students using language arts methods incorporating character education. The findings revealed that there was no significant difference in social skills, problem behaviors, and academic competence between fourth grade students who were taught by cultivating character through a New View, a language arts unit incorporating character education, and students using a difference in attendance and methods, in gender and method in social skills problem behaviors and academic competence. The assumption that incorporation character education is best for all students needs further study.

43. Botkin, Dawn Marie, (1999)

Determined the impact of student attendance and other variables or variables on elementary academic achievement as measured by Stratford Achievement Test scores at Grade 2 and 5 in rural, suburban and urban school districts in Missouri. The results indicate that all of the variables listed showed a relationship to student achievement with exception of gender at the second grade level. The socio-economic status of a student emerged as the most significant variable in predicting the variance of SAT scores at the fifth grade level, while ethnicity was more highly correlated to achievement at the second grade level. To a lesser extent, the variable of community environment was also correlated with SAT scores.

44. Townsend, Glenda Mae, (1999)

Conducted an exploratory study of factors that influence parent participation in parent involvement programmes and the scholastic success of their children at an elementary school. This study indicated that parent involvement helped parents to work better with children and to stay informed about their children's school programme increases children's academic achievement.

45. Guindo, Yoby, (1999)

Examined a rural elementary school in an era of change. The findings revealed that it provides informative feedback to the school under study about its transformation progress. It traces the history of the rural elementary school reform at Blair Elementary School. It examines the critical factors affecting teachers' efforts and the out comes in rural schools. The study provides recommendations for educators school reformers and further research.

46. Mehrotra, Nidhi, (1999)

Surveyed primary schooling in rural India. The study pointed out that for primary school-aged children, parental unwillingness to undergo child labour is not the main reason why they are missing from school. Rather, it is the interaction between direct costs, school quality, and health. This combined with the poor quality of rural primary schools make parents doubt the wisdom of investing in children's schooling. Teacher's adequacy and blackboard availability are not crucial.

47. Hancock, Nora Ibanez, (2000)

Studied the effects of a specialized reading programme on student's achievement of second grade at a faster pace than the control group. The experimental group strengthened its mean scores for students in the school.

48. Johnstone, Barbara, (2000)

Observed the effects looping on parent involvement and student attitudes in elementary classrooms. The findings revealed that the parents of primary students in looping classes are more involved with their children's education on six of the seven behaviours addressed in this study's survey. This study believed that looping positively imparted the relationships and involvement and improves student attitudes in primary classroom structure in the intermediate grades for improving parent involvement in school governance and attendance at present education activities.

49. Belot, Frantz, in 1998

Studied on the Malian perspectives on the role of the Republic of Mali.

The study investigated the perspective of three groups of educational stakeholders in Mali, Africa. The groups were:

- (i). Govt. officials
- (ii). Public schools administrations, teachers, students and parents.
- (iii). Village school administrators, teachers, students and parents who had formal education and those who did not.

The findings show that three groups of educational stakeholders surprisingly were more in agreement than disagreement with each other. According to the respondents the purpose of the educational system was to provide an education to all the children of Mali. They believed that in addition to secular knowledge, education should also help develop citizens in the schools. The respondents were convinced that the educational system of Mali would only improve with an increase of teachers' salary and social status and with financial assistance from the Malian govt. and external financial institution.

50. Camacho-Gonzalez, Juan Carlos, in 1999,

Did an Analysis of educational decentralization in Columbia: Case study, the Educational development plan in the municipality of Apartado, 1995-1997 in Columbia.

The study shows the inconsistency of the plan especially in its limitations to present the educational expression of the municipality and to project actions in order to improve the marginal and violent environment. Even so, this analysis presents recommendations to consider the educational public policy and to improve the plan and other plans in municipalities with similar conditions with similar conditions of marginality and violence in Columbia.

51. Zhou, Lan, in 1999,

Studied on the Development and Changes in the Curriculum of English – Major programme in China since 1949.

The study strives to assess the historical developments that have taken place in the curricular changes of China's English – Major

programme during the post – 1949 periods, with the focus being on the changes since the Cultural Revolution.

The findings show that English became the major objectives in course offerings and textbooks.

52. *Powell, Pam, in 1998,*

Studied on the Formal education among the Siberian Yupik Eskimos on Sivuqaq, St. Lawrence Island, Alaska; An ethos – historical study.

Major focus of this study is the effect of formal education in individuals, communities, cultural traditions and values on Siberian Yupik Eskimos of Alaska.

The study shows an overview of the background of education in Alaska from its beginning as a territory to its present status as the 49th States in the United States. Various form of schooling within the State and when and how these forms existed on the Island or had an impact upon its villagers. It discusses the methodology utilized in conducting the research and field works for this study. It also discuss conclusion gleaned over the course of this study and recommends further areas of study.

53. *Isabella, Thoburn, in 1999,*

Did a study on Missionary and Educator: A voice of change. The study focus to impart education in foreign systems.

The study reveals that, in the mid 19th little progress had been made by Indian Social Reformer in improving the lives in women in the country. Isabella Thoburn was unique in her plans to educate girls and

women of different races and caste together. Her insistence at equality within her school's wall was at first a distinct deterrent to that school's growth. However, as student by student the school grew, girls from all caste began to seek admission. The continuing history of the Isabella Thoturn College attests to its durability.

54. Delaney, Joseph Patrick, in 2000,

Studied on Creating the good American: Religion and education in 19th century, Massachusetts.

The findings of the study were :

The study focuses on the growth of Catholic education in Massachusetts during the 19th century and the private inspection bills of 1888 – 89. The interest in education and the place of the catholic schools had taken on increasing importance throughout the century, spurred largely by the growing Catholic immigration that began in the 1840's. Some Catholics, growing dissatisfied with what they saw as the 'Protestant' foundation of the public schools, sought a Catholic alternative. Opposition to catholic schools took in two forms. For some, a primary concern was that catholic schools were inadequate, offering an education inferior to that provided by public schools. For others, the debate was an opportunity to voice resentment against the rapidly growing Catholic population in the State. Catholics, joined by influential protestant and a number of educators, formed an alliance that successfully argued against the more extreme measures that had been offered.

55. Galther, Milton, in 2000,

Studied on the progress, Civilization and American Educational historiography.

The study was to revise such a perception by providing the most comprehensive coverage yet attempted of the earlier period.

The findings revealed that rather than condemning the entire pre 1960 tradition a priority seeks to understand as a manifestation of the society and culture whence it sprung. The study also uncovers a rich and conflicted pre-1960 educational historiography broadly conceived and fully embedded in mainstream historiography. Its institutional setting promoted an early penchant towards social science technique and its subject matter led to a powerful body of early work by African American and women scholars.

56. Hui, Philip Kwok – Fai, in 1998,

Did a study on Comparative historical analysis of higher education development in Macau and Hong Kong: State Intervention, Portuguese and British Imperialism and Colonialism.

The study focus how the colonial states intervene higher education development and use as a means for imperialism and colonialism as evidenced by Macau and Hong Kong.

The study reveals that Portuguese made great efforts in building up a higher education system to maintain Macanese interests, to perpetuate National pride, and to assure national interests. Hong Kong University was established to foster trade with China. These Colonial States have established differently but partially effective state apparatus to intervene

higher education system in order to re-enforce Colonial rule and to pursue their Imperial purposes.

57. Wigginton, Karen Worrelt, in 1996,

Studied the role of higher education and economic development. An assessment of the economic development activities of higher educational institutions in the Commonwealth of Virginia.

The findings were over a ten years period (1984-1994). Their institution level of efforts towards economic development activities increased as well as the activities in which they are engaged. Respondent also indicated external factors did influence their institutions decisions to engage in some economic development activities. Differences were also identified between public and private institutions.

58. Jones, Betty Jean, in 1997.

Studied on – *“A critical interpretation of higher Education governing policy in South Africa mediating the legacy of the past in the present for a new future”*.

The research shows that there is little change in Higher Education since 1993. Students, who historically were discounted and denied, want change now, at any cost including violence. Autonomous university/ councils, the decision-makers in Higher Education, have retained their authority resisting change.

59. Cobb, Barbara Bush (2001)

Conducted a study on *“The effect of multiple achievements of fourth-grade elementary school students.”*

In preparation for the project, a multisided case study was conducted to examine the effect of multiple intelligence theories (MIT) used in teaching strategies on the reading achievement of fourth grade students in four Miami-Dade County elementary public schools.

The primary method of data collection was pre-conference interview of school site administrators and in-depth interview of samples. The data confirmed that,

1. High development reading texts and activities that incorporates MIT strategies in all lesson.
2. Low reading score school lacked either developmental reading text that incorporates MIT or a sufficient number of teachers who implemented these strategies in the classroom.
3. Some teachers were not aware of the MIT strategies to prove that MIT was a significant teaching strategies, a doctoral project was created by the writer to improve reading and associated behavioral skill in 12 low scoring fourth grade students.

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

60. Gordy, Donna R (2002)

Did a study to evaluate an investigation of the effect of the early literacy in Arkansas (ELLA) initiative on first grade student's achievements scores."

The purpose of this study was to evaluate the ELLA initiative and effect of ELLA on reading achievement of first grade students in Arkansas. An investigation of the impact of ELLA in improving reading and literacy performance, expanding teacher training and the level of implementation of the ELLA initiative considered.

The primary research design that was used in this study was repeated measures ANOVA designs. More specifically, a one between one within repeated measures ANOVA designs to examine the relationship between the independent variable as they relate to the specific research hypothesis.

The result from the ELLA initiative study indicates that strategies supported by ELLA were limited in their effectiveness in increasing the student's text reading level. Result indicates that no desirable effect exists between students receiving instruction from teachers who were ELLA trained and teacher that had not been trained.

61. Kathleen Wagner

"Management System Design for a Learner Centered School."

The major finding were :

This research was inductive and it is important therefore to make some observations about the results of this study against the backdrop of the existing literature.

1. First, it was found that learner centered schools appear to exhibit a particular set of characteristics distinct from traditional schools which seemingly can be validated. This finding is consistent with the literature which repeatedly describes the processes which appears to separate the two. These processes are in the areas of what many enlightened writers such as Banathy, Dimmock, Fullan, Kohn, Schrenko, Urbanski, and Rallis to name just a few, have suggested is the core technology of the school; teaching and learning. These processes, as succinctly summarized by Urbanski (1995, 283, 284) involve active engagement in a mixed age and ability setting; doing in a contextualized real-to-life format where students learn to use their minds well at their own individual pace without grading.
2. Students assume greater responsibility for their learning, which centers on development of critical thinking skills through active rather than passive learning.
3. The teaching process is significantly impacted such that the role of teacher is one of guiding, supporting, and facilitating learning as opposed of lecturing, and success is defined as student learner.
4. This particular qualitative research study further found that these distinguishing characteristics define in the teaching and learning processes require support from vision, values and organizational arrangements that are squarely trained on the learner and cognitive development.
5. This finding is also consistent with the contemporary learner centered literature which contends that the core technology of teaching and learning drives and defines the management system and the particular relationship of its interdependent elements.

6. In contrast to the progressive learner centered literature, the more classic literature in both general education management and business management appears in one sense to be importantly challenged by the findings of this study. While the core management system element identified-vision, values, and process frequently surface in the current general education and business literature, what is different here is the ordering and linkages of the elements.
7. The findings of this qualitative study also challenge traditional approaches to formal organization planning and organization development in favour of the more fluid organizational learning paradigm characterized by high involvement and participation in constant inquiry action and testing.

Finally it would be interesting to consider if the factors defined as critical in the management decision support system in this study consistently surface in similar studies. Are some elements more critical than others depending on the situation? For instance, is there a difference between start-up situations, such as in this study, and renewal or school reform situations? etc.

62. *Sonia Blandford and Linda Squire*

“An Evaluation of Teacher Training Agency Headmaster Leadership and Management Programme (HEADLAMP)”

The major findings of the study were :

1. The study found that respondents valued the opportunity to participate in HEADLAMP. All recognized the importance of professional development in relation to school leadership. The range and quality of opportunities accessed by respondents were varied. From need analysis

by professional organizations HEI and LEAs, to induction and management courses, LEAs were recognized as the most accessible providers of all three elements.

2. Of the respondents who had experienced a greater diversity of provision, mentors, LEAs, HEI and professional associations were cited as providing relevant and valuable guidance and training only one headteacher suggested that HEI accreditation would be an advantage.
3. The study has also shown that the principles of the Headteacher management and leadership programme are welcomed among practitioners and advisers the essential difficulty has been in the management of the process.
4. The major problem was HEADLAMP's two year time-scale. There is a need to allow new heads more time to consider and plan training that relates their own skills to the circumstances of their schools. The needs of a new head look vastly different towards the end of the first year in post.
5. Heads may need up to two terms before they can engage in the sort of needs analysis that provides a consultant with enough information to suggest the most helpful programme.
6. Programme quality is crucial, and the issues of quality assurance and quality control emerged as concerns for a number of respondents.
7. Head teachers also need to be given a clear idea of where the HEADLAMP tasks and abilities sit in relation to national standards for school leadership.

63. Clive Harber and Bernard Trafford.

A case study of pupil participation, *“Democratic Management and School Effectiveness in two Countries.”*

The major findings were:

For a long time school democratization has tended to be associated with more radical writing on education. Increasingly this concern with the pupils in their own working lives is becoming more mainstream. Part of the context for this has been the near globalization of democracy as a political model. But another very factor has stemmed from the findings of the school effective one. The head teachers in the two schools concerned reached a similar conclusion more out of necessity of addressing a particular problem than from a reading of the academic literature, but the results is the same. How long before standard texts on educational management and administration contain chapters on managing the democratic school?

64. Pam Poppleton, Baris S. Gershunsky and Robert T. Pullin.

“Changes in Administrative Control and Teacher Satisfaction in England and USSR.”

The major findings were:

1. Table 1 displays responses by English and Soviet Teachers to the eight questionnaire items relating to quality of life, drawn together by factor analysis into three dimensions designated overall job satisfaction, work centrality, and job-related stress. The figure in each case represents the percentage of teachers responding positively to the question “How much is this condition present in your work?”

2. Table 1 shows that the general attitudes toward teaching were very similar overall job satisfaction was high, with two-thirds of teachers in each country claiming to enjoy teaching as a occupation and slightly more than half responding that they thought that it lived up to their original expectation. However, 56 percent in the USSR said they would enter teaching again, compared with only 36 percent in England. These figures were reversed when the teachers were asked if they were satisfied with their present job.
3. Around a third of the teachers in each country were having doubts about continuing in teaching for reasons that may become clearer when perceptions about specific aspects of work are examined.
4. A contributory factor was undoubtedly low morale among English teachers at the time of survey due to recent industrial unrest and the abolition of the teachers' bargaining rights that sides topped the fail attempts of the local authorities to find a solution to the salary dispute. This was the government's first clear shot in the war for centralized control.

65. Jonathan Jansen

"The state and curriculum in the transition to socialism, The Zimbabwean Experience."

The major findings were:

1. In sum, this research finds support for two of the three principles of transitional education proposed by Carnoy and Samoff. The primacy of politics in the transition has specifically been outlined. And finally, the nature of the conflict as one of reproduction versus democratization has

been criticized as simplistic, struggles over the meaning and content of socialism in the transition cannot be ignored.

2. The overall explanatory power of transition state theory remains valid. Clearly the state unsuccessful effort at curriculum change was not simply a case of resource availability, a paralyzing dependency on the colonial or neocolonial curriculum, a failure of cultural adaptation, or a delusory legitimating exercise.
3. A far more cautious and qualified assessment is replacing the celebration of the socialist vision of what education and curriculum in Zimbabwe should be.

According to Education Minister Fay Chung, “It remains to be seen whether Zimbabwe will be able to make use of its invaluable post-independence experiences in education to make further strides towards socialist transformation or whether innovations will remain as minor deviations.”

66. Michael D. Beek (1977)

The effect of item response changes on scores on an Elementary Reading Achievement Test.”

The major findings were:

Within the limitations of the methodology used for this study, the results clearly indicate that when elementary students changed their initial response to multiple-choice test items, these findings are in agreement with similar studies conducted primarily with college-age and older students and, generally, non-standardized tests. Significantly different patterns of response changes were found for the two tests used. No significant sex differences were apparent.

Student tended to do better when changing responses to easy items than to difficult items. Further, answers to difficult items were change more often than to easy items. Although high and low achievers did not differ significantly in the number of changes they made, high achievers made somewhat more successful changes than did low scorers.

67. Douglas K. Smith:

“Teacher styles of classroom Management” Georgie State University.

The major findings were:

1. The research findings reported in this study demonstrate that teachers respond to boys and girls’ behaviours differently. The patterns of socialization are remarkably similar to parental patterns of socialization as reported by Sears, Maccoby and Levin and other researchers.
2. Sensitizing techniques are more frequently directed to boys than to girls by parental socialization agents as well as by the teachers in the present study. Additional research is needed to clarify a number of issues raised by these findings. Is the teacher’s style of socialization a result of teacher training a result of exposure to parental models, or a result of the interaction of the two? Can teacher training programs produce a change in the teacher’s style of socialization? What are the effects of the two socialization styles on student achievement and student self-concept? Do these styles of socialization affect male and female students differentially? Does a particular style or socialization enhance identification with the teacher?
3. The present study has shown that inductive techniques, with their emphasis on acceptance of the student and student responsibility in a situation, are more frequently employed in response to academic

activities. Sensitizing techniques, with their emphases on the behavioral situation and the external risk of punishment, are more frequently utilized in response to aggressive and dependence behaviours. Furthermore, the “typical” classroom teacher employs inductive techniques more frequently with girls than with boys.

The study has also demonstrated the complexity of teacher-student interaction. The results of the classroom management questionnaire and classroom observation demonstrate that the classroom teacher utilizes both praise and criticism in responding to student behaviours. The important features, however, is not how much praise or criticism is used, but under what conditions (type of students behaviour) it is employed and to whom (male or female student) it is directed.

68. Judith Kleinfeld:

“The Relative Importance of teachers and parents in the formation of Negro and White Students Academic Self-Concept.”

University of Alaska.

The major findings were:

1. For white students, as in the Brook over studies, the parents’ perceived evaluation showed a somewhat stronger relationship to the students’ academic self concept than the teachers’ perceived evaluation.
2. For Negro students in contrast, the teachers’ perceived evaluation was more strongly related to the student’s academic self-concept. The difference in the strength of the relationship between parents and teachers’ perceived evaluation and student’s academic self-concept reached significance for the Negro in the formation of the student’s concept of his academic potential.

3. There is increasing evidence that teachers can improve their students' academic self-concepts through such methods as making positive comments to them and creating an atmosphere of security in the classroom.

Training teachers to improve students' estimates of their academic potential may be an especially effective strategy for increasing the academic self-concept and school achievement of Negro students.

69. K. Anuradha V. V. Bharathi.

“Effective of T.V. viewing on Elementary school children's Academic Achievement.”

The major findings were:

The following conclusions were drawn from the study.

1. A trend of negative association was observed between children's academic achievement and their amount of TV watching; children's academic achievements increased significantly with a decrease in their TV viewing.
2. Watching only selected programmes improved children's academic achievement significantly rather than watching all programme or random watching.
3. In families where all family members were able to watch TV together daily. Children's academic achievement was more than those who were watching weekly once.
4. Children who were watching more programmes than their parents scored less marks than those who watched less than their parents.

5. Children differed significantly in their academic achievement depending on the member of the family who interacted more while watching TV.

The results of present study imply that certain TV viewing behaviours like viewing only selective programmes. Viewing TV programmes with parents and interaction of father or mother while watching TV improved children's academic achievement. Parents' education programmes in this aspect may be very helpful.

2.3. CONCLUSION.

The organization of the related literature involves recording the essential reference materials and arranging it according to the proposed outline of the study. Review of related literature in this chapter shows the study of the status of Elementary Education in Nagaland. The main objective is to find out the nature, establishment, infrastructure, achievement and organizational structure of Elementary education in Nagaland.

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CHAPTER - 3

RESEARCH METHODOLOGY AND PROCEDURE

3.1. INTRODUCTION :

Methodology is a scientific study of research to the problems and to solve it with proper methodology. A good research depends upon the methods and procedures adopted by the investigators without which one cannot attain the desired goal of research. An effectiveness of any study depends on the well organized method and procedures applied in study. Descriptive method of study will be involved for the study and will be descriptive in nature. The survey method involves a clearly defined problem, definite objectives, imaginative planning, careful analyses and interpretation of the data gathered, logical and skillful reporting of the findings.

The nature of the present study is descriptive and survey type. This kind of investigation is concerned with conditions or relationship that exists. Practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. Accordingly, the relevant data were collected both from the primary and secondary sources with the help of questionnaire-cum-interview schedule and by referring office records from the governmental agencies respectively. The collected data were mostly analyzed in tabular forms, interpreted and discussed descriptively.

The method of research to be used by the investigator in the present study is mentioned under the following sections.

- (i) Population.
- (ii) Selection of the sample.
- (iii) Preparation of the tools.
- (iv) Procedure of data collection.
- (v) Statistical technique.
- (vi) Data analyses.

3.2. POPULATION OF THE STUDY.

The population of the present study consists of all the elementary education (i.e. pre-primary to class VIII both government and private schools in the whole state of Nagaland.

3.3. SAMPLE OF THE STUDY

The representation proportion of the population is called sample, sampling procedure provides generalization on the basis of relatively small proportion of the population.

Random representative sampling technique will be adopted to select the Elementary schools from both government and private schools.

All the district will be covered while selecting the sample and schools will be represent in each district covering government and

private schools (i.e. minimum 2 nos. each both from the government and private schools.)

The total numbers of 66 schools selected for the sample in this study, 41 were government elementary schools and 25 private elementary schools. All the 66 head teachers or headmasters were selected for the sample and also 123 teachers from government schools and 75 teachers from private schools were represented for the sample of the present study.

Table Indicating The Number of Surveyed School of both Government And Private

Table : 3-1

Total Number of Survey Schools in District –Wise

SL/N O	Name of District	No. of Govt. Institution	No. of Private Institution	Total number of Institution
1	Kohima	3	2	5
2	Dimapur	4	4	8
3	Mokokchung	10	3	13
4	Mon	4	2	6
5	Peren	2	2	4
6	Wokha	3	2	5
7	Longleng	2	2	4
8	Tuensang	4	2	6
9	Zunheboto	4	2	6
10	Phek	2	2	4
11	Kiphire	3	2	5
	TOTAL	41	25	66

Table : 3-2

Total Number of Teachers Respondents in District – Wise

Sl. No	District	Govt. School No. of Teachers				Private School No. of Teachers				Total
		H/T, T/L, HM	Science Teacher	Math Teacher	Arts Teacher	H/T, T/L, HM	Science Teacher	Math Teacher	Arts Teacher	
1	Kohima	3	3	3	3	2	2	2	2	20
2	Dimapur	4	4	4	4	4	4	4	4	32
3	Mokokchung	10	10	10	10	3	3	3	3	52
4	Mon	4	4	4	4	2	2	2	2	24
5	Peren	2	2	2	2	2	2	2	2	16
6	Wokha	3	3	3	3	2	2	2	2	20
7	Longling	2	2	2	2	2	2	2	2	16
8	Tuensang	4	4	4	4	2	2	2	2	24
9	Zunheboto	4	4	4	4	2	2	2	2	24
10	Phek	2	2	2	2	2	2	2	2	16
11	Kiphire	3	3	3	3	2	2	2	2	20
12	Total	41	41	41	41	25	25	25	25	264

3.4. TOOLS OF THE STUDY.

The major objective of the present study is "*A Study of the Status of Elementary Education in Nagaland*". To fulfill the objectives of the study, the following tools were developed by the researcher.

- (i) Questionnaire: - There were two sets of questionnaire:
 - (a) Questionnaire for the head of the schools.
 - (b) Questionnaire for the Elementary Schools teachers.
- (ii) Personal observation, interview were conducted at various place within the state.
- (iii) An interview schedule for teacher-in-charge, teacher and students.
- (iv) Documentary technique: - Investigator will review published research and writings; published literature like journal, popular magazines, and periodical related books will also be review and consulted.

3.5. PROCEDURE FOR DATA COLLECTION.

Data were collected through the following means.

- (i) By administering questionnaires to: -
 - (a) Teacher-In-Charge or Headmaster
 - (b) Teachers.

- (ii) Interview schedule.
- (iii) Personal observation.

Data were also collected by survey of office records, library books and other research literature.

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CHAPTER 4

ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION:

This chapter proposed to analysis and interprets the data and results that have been obtained consequent to application of the research questionnaire. The collections of data were calculated and were converted into percentage. Analyses were done through interpretation. Analyzed data were presented in tabular form. The result will be discussed under different sub-headings.

SECTION A: Response from Head Teacher/Teacher-incharge
/Headmaster/ Principal.

SECTION B: Response from Teachers.

4.2. SECTION A: RESPONSE FROM THE HEAD TEACHER/ TEACHER INCHARGE /HEADMASTER /PRINCIPAL.

4.2.1. Background of Head Teacher or Principal

Table no : 4-1

SL/ NO	Nature Of institution	No. of institution	No. of respondent. (H/M, T/I, H.T, Principal)	Sex		Caste/ Tribe				Age group			
				M	F	ST	G	O.B.C	SC	Below 30	31 - 40	41 - 50	51 & above
1.	Govt. School	41	41	27	14	35	4	0	2	0	10	16	15
2.	Private School	25	25	19	6	13	9	3	0	3	11	7	4
3.	Total	66	66	46	20	48	13	3	2	3	21	23	19

Note: -

<i>M</i>	-	<i>Male</i>
<i>F</i>	-	<i>Female</i>
<i>ST</i>	-	<i>Schedule Tribe,</i>
<i>O.B.C</i>	-	<i>Other Backward Caste,</i>
<i>SC</i>	-	<i>Schedule Caste,</i>
<i>H/M</i>	-	<i>Head Master,</i>
<i>H/T</i>	-	<i>Head Teacher,</i>
<i>T/I</i>	-	<i>Teacher In charge.</i>

From the table, it is seen that out of 41 Head Teachers/Teacher in-charges/Headmasters in Government schools, 65.85% were male and 34.15% female. In Private Schools 76% were male and only 24% were female out of 25 Headmasters/Principals. In Government Schools, 85.36% of Head Teachers were from Schedule Tribe, 9.76% were General and 4.88% were Schedule Caste, there was no Backward Caste in Government Schools. 52% of Headmasters of Private Schools were schedule Tribes, 36% were general and 12% were of Backward Caste, but no Schedule Caste was found.

The table revealed that 24.39% of the Government School Head Teachers were in the age group of 31-40, 39.02% were in the age group of 41-50, 36.59% were in the age group of 51 years and above. No Head Teachers in the Government Schools were found in the age group below 30 years. 12% of Private Head Teachers/Principals were found in the age group below 30 years, 44% were in the age group of 31-40 years and 28% were in the age group of 41-50 and 16% were in the age group of 50 years and above.

Male Headmasters/Principals were found in both the Government and Private Schools more in percentage than female. This shows that men are more efficient in school administration and management than women.

It was found that the Headmasters/Principals in the Government and Private Schools were more from the Schedule Tribe in percentage than the other tribes or caste like General, other backward caste, and Schedule caste.

Comparing the Government and Private Schools on the age group of the Headmasters/Principals, the Headmasters/Principals of the Government Schools were found more in number in the age group of 41-50 and 50 years and above. It was also revealed that the Headmasters/ Principals of Government Schools were having more experience than that of Private Schools. Majority of Private Schools have their Headmasters/Principals in their early age.

4.2.2. Academic Qualification and Professional Trainings of Head Teachers or Principal and their Working Experience

Table : 4-2

SL/ No	Nature of Institution	No. of institution	No of Respondent (H.M, T.I, H.T, Principal)	Educational Qualification			Total no. of trained	Total no. of untrained	Experience in Administration		
				U/G	G	P/G			Below 10yrs	11 - 20 yrs	Above 21yrs
1.	Govt. School	41	41	14	25	2	25	16	25	11	5
2.	Private School	25	25	2	19	4	12	13	18	5	2
3.	Total	66	66	16	44	6	37	29	43	16	7

Note:-

H/M - *Head Master,*

H/T - *Head Teacher,*

T/I - *Teacher In charge.*

U/G - *Under Graduate*

G - *Graduate*

P/G. - *Post Graduate*

The table indicates that 34.15% of the Headmasters/Head teachers of Government Schools were under Graduate, 60.98% Graduate, 4.88% were Post Graduate, whereas 8% of the Private Schools Headmasters/Principals were Under Graduate, 76% were Graduate, and 16% were Post Graduate.

It was found that 60.98% of Government School Headmasters/Head teachers were trained and only 39.02% were untrained whereas, 48% of the Private School Headmasters were trained and 52% were untrained.

The table furnishes that 60.98% of the Government School Headmasters were experienced in administration for up to 10 years, 26.83% were experienced for 11-20 years and the remaining 12.19% were experienced for

more than 20 years. Meanwhile 72% of Private School Headmasters/Principals was experienced in administration for less than 10 years, 20% for 11-20 years, and only 8% were experienced for more than 20 years.

From the analysis it can be clearly interpreted that the Private School Headmasters were more qualified academically than the Government School Headmasters. However, in the field of professional training, the Government School Headmasters were more trained.

It was also found that the Government School Headmasters have more experience in administration than the Private School Headmasters. Most of the Government School Headmasters were serving for more than 10 years. Whereas majority of the Private School Headmasters were serving for less than 10 years in administration.

As for the educational qualifications of the Headmasters or Principals, Private Schools have more numbers of graduate and post-graduate Headmasters or Principals. However, the more number of trained Headmaster or Principals were found in government schools than the private schools.

4.2.3. Position of Teaching Staff and Their Educational Qualification.

Table no: 4-3

SL/ No	Nature of Institution	No of schools	No. of Respondent (H.M, H.T, T.I, Principal)	No. of teachers			Educational Qualification of teachers				
				M	F	Total	U. M	M.C	PU	G	P.G
1.	Govt.	41	41	241	305	546	35	105	113	254	39
2.	Private	25	25	176	211	387	0	15	95	241	36
3.	Total	66	66	417	516	933	35	120	208	495	75

Note: -M - Male
F - Female
UM - Under Matriculation
MC - Matriculate
PU - pre University (12th)
G - Graduate
P.G - Post Graduate

The position of teaching staff and their educational qualification of both the Government and the Private Schools are shown in the table. It is indicated that 44.14% of the Government School teachers were male and 55.86% were female. In Private School, 45.48% of the teachers were male and 54.52% were female.

It also revealed that 6.41% of Government School teachers were Under Matriculate in their educational qualification. 19.23% were Matriculate, 20.70% were Under Graduate, 46.52% Graduate, and 7.14% Post Graduate. In Private School, 3.88% of teachers were Matriculate, 24.55% were Under Graduate, 62.27% Graduate, 9.30% were Post Graduate and not a single Under Matriculate teacher was found.

On comparing the Government and the Private schools on the position of Teaching Staff and their educational qualification, the percentage shown in the table revealed that the Under Matriculate teachers and Matriculate teachers were serving more in percentage at Government Schools than the Private Schools. Under Graduate, Graduate, and Post Graduate Teachers were serving more in Private Schools than in Government Schools.

Table No: 4-4

SL/ No	Nature of Institution	No. of schools	No. of Respondent (H.M, H.T, T.I, Principal)	No. of trained teachers					Total no. of untrained
				B. Ed	I.S.T.E/ C.P.T.E	P.S.T.E	J.T.T.I	Total	
1.	Govt.	41	41	54	27	4	49	134	412
2.	Private	25	25	36	0	8	0	44	343
3.	Total	66	66	90	27	12	49	178	755

Note:

B.Ed = Bachelor of Education,

I.S.T.E = In- service Teacher Education,

C.P.T.E = Certificate of Primary Teacher Education,

P.S.T.E = Pre Service Teacher Education,

J.T.T.I = Junior Teacher Training Institute.

The professionally trained and untrained teachers of both the government and private school teachers are shown in the table above. 9.89% of the Government School teachers were having B.Ed (Bachelor of Education), 4.95% ISTE (In-Service Teacher Education)/CPTE (Certificate of Primary Teacher Education), 0.73% PSTE (Pre-Service Teacher Education), and 8.97%

JTTI (Junior Teacher Training Institute). In Private Schools, 9.30% of teachers were having B.Ed, 2.07% PSTE trained, and no ISTE, CPTE, JTTE trained teacher was found.

The table shows that out of 546 teachers in 41 Government schools 24.54 % were professionally trained teachers and 75.46% were untrained teachers. Out of 387 teachers from 25 Private Schools, 11.37% were professionally trained teachers and 88.63% were untrained teachers.

From the analysis of the table, it can be interpreted that the number of female teacher are more in percentage than the male teacher in both the Government and Private Schools by 11.72% and 9.04% respectively.

On comparing the government and the private schools on professional training the percentage shown in the table revealed that the Government School teachers are more professionally trained than the Private School Teachers in all areas like B.Ed, ISTE/CPTE, PSTE and JTTI.

4.2.4. Students Enrolment

Table No: 4-5

SL/ No	Nature of institution	No. of School	Enrolment of students from class A to class 8					Students enrolment of each School (in average)				
			2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
1.	Govt.	41	12,407	13,166	13,914	14,534	14,600	302	321	339	354	356
2.	Private	25	10,350	10,446	10,541	11,296	11,971	414	417	421	451	478
3.	Total	66	22,757	23,612	24,455	25,830	26,571	716	738	760	805	834

The table indicates the enrolment of the students from class A to Class 8 for a period of 5 years consecutively since 2005 to 2009. However, in the surveyed schools of both Government and Private it was found that in most of

the Private Schools classes were found running from Pre-Primary to Class 8 or 10, but the Government schools have classes running from Pre-Primary to Class 5, some schools from Class 6 to 8 and only few of the schools were found having classes from Pre-Primary to Class 8.

The table shows the enrolment of the students in average for both the Government and Private Schools. We can see from the table that the students' enrolment in both the Government and the Private Schools are increasing continuously since 2005 to 2009 each year. It is seen that the Private Schools have more students than the Government Schools, though the Government provide more facilities to the students of the Government Schools than the Students of the Private Schools like issuing free Text Books, Uniforms, Mid-Day meals etc.

4.2.5. School Infrastructural Development:

A. The status of school building.

Table no: 4-6

SL/No	Nature of Institution	No. of Institution	Status of School buildings.			
			Pucca	Katcha	Thatch	Partly Pucca
1.	<i>Govt. Schools</i>	41	14	3	0	24
2.	<i>Private Schools</i>	25	12	2	0	11
3.	<i>Total</i>	66	26	5	0	25

The table shows that the status of the school building for both the Government and the Private Schools. It is indicated that 34.15 % of Government schools and 48% of Private Schools have Pucca School Building, 7.32% of Government Schools and 8% of Private Schools have Katcha School Buildings, neither Government nor Private Schools have Thatch School Building, it was also found that 58.53% of Government Schools and 44% of Private Schools have partly Pucca Building.

On comparative study of the infrastructural development of Government and Private Schools, it can be clearly interpreted from the analysis that the Private Schools have more Pucca Buildings and the Government Schools have more partly Pucca Buildings.

B. The location of school building and material equipment.

Table no: 4-7

SL/ No	Nature of Institution	No. of Institution	Convenient location of School for Teaching/ learning process		Sufficient and Adequate classroom		School have enough furniture	
			Yes	No	Yes	No	Yes	No
1.	<i>Govt. School</i>	41	38	3	38	3	37	4
2.	<i>Private School</i>	25	24	1	25	0	25	0
3.	<i>Total</i>	66	62	4	63	3	62	4

The table indicates the location of school building and material equipments of the schools like sufficient and adequate classroom and furnitures of both the Government and the Private Schools. The location of the School building is one of the most important factors to achieve the Teaching and Learning Process of informal education of the children. Out of 41 Government Schools 92.68% of the school buildings are located in convenient site for the teaching learning process and 7.32% school building are located in

inconvenient place whereas 96% of private school buildings are located in convenient place for teaching learning process and only 4% of Private Schools are located in inconvenient place.

It is also seen that 92.68% of Government Schools have sufficient and adequate classrooms and only 7.32% have not, 90.24% of Government Schools have enough furnitures in schools and only 9.76% have not, whereas 100% of Private School have sufficient and adequate classrooms with enough furniture.

From the analysis, it can be clearly interpreted that the Private Schools have infrastructural facilities like the location of school building, sufficient and adequate classrooms and furnitures than the Government schools.

4.2.6. Facilities available in the School

Table no: 4-8

SL/No	Nature of Institution	No. of Institution	Teachers Common Room		Toilets		Students Common Room		Library		Drinking Water supply		Proper Electrification		Playground	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. School	41	40	1	40	1	0	41	1	40	17	24	17	24	12	29
2.	Private School	25	25	0	23	2	4	21	9	16	21	4	25	0	16	9
3.	Total	66	65	1	63	3	4	62	10	56	38	28	42	24	28	38

The table indicates the facilities available in the school. Out of 41 Government schools 40 schools have teacher's common room and only one school does not have Teacher's common room, whereas all 25 surveyed Private Schools have their Teacher's common room i.e. 100% of Private school have Teachers common room.

It is also furnished in the table that 2% of Government schools and 8% of Private schools have no toilet facilities in the school. 16% of Private schools have maintained a separate room for students' Common room, whereas Common room for students is not maintained in all Government schools. Libraries play a very important part in promoting the progress of knowledge. However, only 2.44% of Government schools and 36% of Private schools have maintained libraries in the school, the rest 97.56% of Government Schools and 64% of Private schools have no libraries in the schools.

The table indicates that 41.46% of Government schools have the Drinking water supply and proper Electrification facilities and 58.54% have no such facilities. On the other hand, 84% of Private Schools have Drinking water facilities and 100% of Private schools have proper Electrification facilities and only 16% of Private schools have no Drinking water facilities.

The Playground is a place where a child can learn a lot of education besides the bookish knowledge like Discipline, Game spirit and different Games and Sports etc. 29.27% of Government Schools have Playgrounds but 70.73% of Government School does not have Playgrounds. 64% of Private Schools have Playgrounds and 36% does not have Playgrounds.

On comparing between the Government Schools and the Private Schools on the facilities available in the school, the percentage shown in the table revealed that only Restroom are maintained better in the Government Schools than the Private Schools. On the other hand, all the remaining facilities like Teacher's common room, Student's common room, Library, Drinking water supply, proper electrification and Playgrounds are maintained better in Private Schools than in the Government School.

Comparing the Government and the Private school basing on the percentage shown in the table, we find that only Toilet facilities are maintained better in Government Schools than in Private Schools.

4.2.7. School Management

Table no: 4-9

SL/ No	Nature of institution	No. of Institution	Nature of Management					School have Management Board		Received Grant-in- aid from Govt..	
			Govt.	Local Body	Both Local and Govt.	Private	Deficit	Yes	No	Yes	No
1.	Govt. Schools	41	41	0	0	0	0	41	0	41	0
2.	Private School	25	0	2	0	23	0	24	1	7	18
3.	Total	66	41	2	0	23	0	65	1	48	18

The table indicates that out of 25 Private Schools 8% are managed by the local body and the remaining 92% of the School are managed by the Proprietor, whereas all Government Schools are managed by the Government (i.e. 100% of the Schools). However, according to the implementation of communitization of elementary school education in Nagaland, all government elementary schools are managed by both the government and local body like, the Village Education Board/ Ward Education Board and Common Education Board who manage, direct, control and supervise day-to-day activities of the schools.

It is also depicted in the table that 100% of Government School have School Management Board and received the grand-in-aid from the Government and 96% of the Private Schools have School Management Board, but only 28% have received grand-in-aid from the government. Only 4% of the Private

Schools have Management board and 72% does not received grand-in-aid from the government.

On comparing the Government and the Private Schools, the table furnishes that almost all Government Schools are managed by the Government and the School Management Board are well set up after the implementation of communitisation of Public institution and Service Act 2002(Act no 2) on the 15th of April 2002

4.2.8: Student's Attendance

Table no: 4-10

SL/ No	Nature of Institution	No. of Institution	Students Regular in Class		Position of Students Attendance					Follow non Detention Policy	
			Yes	No	Very Good	Good	Average	Poor	Very Poor	Yes	No
1.	Govt. Schools	41	40	1	11	25	5	0	0	8	33
2.	Private Schools	25	25	0	10	13	2	0	0	7	18
3.	Total	66	65	1	21	38	7	0	0	15	51

The table indicates that there is cent-percent regular attendance of students in Private Schools, whereas only 98% of students' regular attendances are found in Government School. It is also found that 27% of Government School and 40% of Private Schools have very good attendance, 60.97% of Government School and 52% of Private School have good attendance, and 12% of Government School and 8% of Private School have average attendance. Neither government nor private school students have poor or very poor

attendance. This shows that there is satisfactory attendance in both types of schools.

From the table it is also seen that 80.49% Government and 72% Private Schools have followed the non-detention policy, and only 19.51% Government and 28% Private Schools does not follow the non-detention policy.

This indicates that majority of the Government and Private Schools follow the non-detention policy as per the Government directive to achieve the goals of Free and compulsory Elementary Education i.e. up to class 8.

4.2.9: Relationship between Head Teacher and Teachers

Table no: 4-11

SL/No	Nature of Institution	No. of Institution	Good Relationship		Meeting Held With Teachers		Number of Meetings held				Teachers Co-operation Found Satisfactory	
			Yes	No	Yes	No	Weekly	Monthly	Half-yearly	Yearly	Yes	No
1.	Govt. Schools	41	41	0	41	0	0	36	4	1	40	1
2.	Private Schools	25	25	0	25	0	0	22	3	0	25	0
3.	Total	66	66	0	66	0	0	58	7	1	65	1

The table shows that 100% of Head Teachers or Headmasters of both the Government and Private Schools have good relationship with teachers, it is found that cent percent of both the Government and Private school Headmasters or Principals have conducted meeting with Teachers.

It also reveals that 97.80% of Government Schools and 88% of Private School Head Teachers or Principals held meetings with Teachers every month. 9.96% of Government Schools and 12% of Private Schools held half-yearly meetings with Teachers and only 2.22% of Government Schools held meeting with Teachers once in a year.

It is seen that 97.56% of the Government School Head Teachers were satisfied with the teacher's co-operation and only 2.44% were not satisfied where as cent percent of the Private Schools Headmasters or Principals were satisfied with the Teacher's co-operation.

From the description of the table it is found that the relationship between the Head Teacher and the Teachers in Private Schools were much better than in the Government Schools.

4.2.10: Relationship between Head Teacher and Community

Table no: 4-12

SL/No	Nature of Institution	No. of Institution	Invite Parents and Leaders of Community in School functions		Problem Faced in Dealing with Community		Community Participation Found Satisfactory		Invite Special guest in School		Parents And Community Support for Teaching Effectively	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	36	5	8	33	31	10	28	13	31	10
2.	Private Schools	25	21	4	5	20	18	7	22	3	20	5
3.	Total	66	57	9	13	53	49	17	50	16	51	15

The table indicates that 87.80% of Government Schools and 84% of Private Schools have invited parents of the students and leaders of the community to their school functions like Teacher's Day, Parent's Day, Annual Games and sports Day etc. and only 12.20% Government Schools and 16%

Private Schools does not invite the Parents of the students and leaders of the community to their School function.

It is also found that 19.5% of the Government Schools and 20% of the Private School Teachers face problem in dealing with the Community. It is also seen that 75.29% of Government Schools and 72% Private Schools are satisfied with the community participation and only 24.39% Government Schools and 28% Private Schools found the community participation unsatisfactory. It is also seen that 68.29% of the Government Schools and 88% of the Private Schools have invited special Guest to their School functions and only 31.71% of Government Schools and 12% Private Schools does not invite any Special guest to their functions. 75.61% of the Government Schools and 60% of the Private Schools are supported by all community and parents to perform their teaching effectively and 24.39% of the Government Schools and 20% of the Private Schools Teachers were not supported by the community for effective teaching performance.

This shows that the relationship between the Head Teachers of the Government Schools and the community is more cordial than the Private Schools.

4.2.11: Relationship between Teachers and Students

Table no: 4-13

Sl/No	Nature of institution	No. of Institution	Teachers and Student's Relationship				Student's Co-operation in School Activities		Student's are Helpful to teachers and Schools	
			V.G	G	A.V	P	Yes	No	Yes	No
1.	Govt. Schools	41	12	28	0	1	41	0	41	0
2.	Private School	25	13	12	0	0	25	0	25	0
3.	Total	66	25	40	0	1	61	0	61	0

Note : V G = Very Good

G = Good

A.V = Average

P = Poor

The Table shows that there is very good relationship between Teachers and Students in 29.27% of Government Schools and 52% of the Private Schools. 68.23% of Government Schools and 48% of Private Schools have good relationship. No Private Schools have average and poor Teacher-Student relationship; only 2.44% of Government Schools have poor relationship.

It also indicates that cent percent (100%) of both the Government Schools and the Private School students have cordial co-operation in the school activities and helpful to teachers and Schools.

From the description of the table, it is found that the relationship between the teachers and the students in Private Schools are better than the Government schools.

4.2.12: School Supervision/ Inspection

Table no: 4-14

SL/No	Nature of Institution	No. of Institution	Schools Inspected by DIS/SIS		No. of Inspections in a Year				Inspectors Supervise Classroom		Action Taken to Irregular Teachers					Inspector attended the meeting	
			Yes	No	Once	Twice	Thrice	Never	Yes	No	Deduct Pay	Explanations	Suspension	Termination	Transfer	Yes	No
1.	Govt. Schools	41	38	3	4	10	10	17	30	11	29	12	0	0	0	30	11
2.	Private Schools	25	7	18	3	2	2	18	0	25	0	2	0	0	0	4	21
3.	Total	66	45	21	7	12	12	35	30	36	29	14	0	0	0	34	32

From the table, it is seen that 92.68% of Government Schools and 28% Private Schools are inspected by the Deputy Inspector of Schools (DIS) and Sub-Inspector of Schools (SIS) and 7.32% of Government Schools and 72% of Private Schools were not inspected by the said Inspecting Officials.

It also indicates that 9.76% Government Schools and 12% Private Schools are inspected by the said inspecting officials once in a year. 24.39% Government Schools and 8% Private Schools are inspected twice and thrice in a year respectively. 41.46% Government schools and 72% of Private Schools are never inspected by any inspecting Officers through out the year. Cent percent (100%) of Private Schools have not conducted supervision of classroom during the time of inspection whereas 73.17% of Government Schools were conducted classroom supervision during inspection and only 26.83% were not conducted classroom supervision.

Around 70.25% of teachers in Government Schools deduct their salaries for errant teacher, and 29.27% were served explanation for irregular teachers whereas, in Private Schools only 8% of teachers were served

explanation for irregular teachers. There is no suspension, termination and transfer of teachers for their irregularities in both the Government and Private Schools.

The Inspecting officials like Deputy Inspector of school (DIS) and Sub-Inspector of School (SIS) have attended meetings in 73.17% of Government Schools and 16% of Private Schools. 26.83% of Government Schools and 84% of Private Schools have been neglected by the Inspecting Official.

On comparing the Government Schools and Private Schools on the School Inspection and Supervision done by the Inspecting Official like DIS and SIS, it is found that they give more attention to the Government Schools than the Private Schools because the Department of School Education of the Government of Nagaland passed an ACT "The Nagaland Communitisation of Elementary Educational Institution and Services rule 2002", under this ACT all Government Primary and Middle Schools are Communitised, and the Inspecting authority must inspect the Schools time to time, to conduct inspection and supervision of classroom, to attend the VEC/WEC/CEC meeting and impose No work no pay to errant teachers, though we can see that the Government policies are not fully implemented in all the Government Schools.

The Inspecting Officials have inspected some Private Schools and attended some meetings, though the schools are under the direct control of the School Managing Board or Proprietors.

To fulfill the Government Policy, the inspecting Official needs to improve their inspection and participation to the Education Board meeting.

4.2.13: Curriculum/ Syllabus

Table no: 4-15

SL/No	Nature of Institution	No. of Institution	Curriculum Relevant up to Date		Curriculum needed to revise		Present Educational Program Relevant to Student's		Satisfy the Contents of text Books		Curriculum relevant to Naga Society		Syllabus too vast to be Completed in one Academic Year		Completed the Course in One Academic Year	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	37	4	15	26	39	2	39	2	36	5	10	31	36	5
2.	Private Schools	25	25	0	4	21	25	0	21	4	23	2	9	16	23	2
3.	Total	66	62	4	19	47	64	2	60	6	59	7	19	47	59	7

The table indicates that 90.24% of the Government Schools and cent percent of the Private Schools Head Teacher/Principal found the existing curriculum relevant for the students and up to date. 9.76% of the Government School Head Teacher/Principal found the Curriculum not relevant. 36.59% of Government Schools and 16% of the Private School Head Teachers/Principals found that the curriculum needs to be revised where as 63.41% of the Government Schools and 84% of the Private Schools Head Teachers/Principals/Headmasters found that the present Educational Programme is relevant and significant to the Students needs. Only 4.88% of the Government School teachers found the present educational programme not relevant to the students needs.

It is also indicated that 95.12% of the Government Schools and 84% of the Private School Headmasters found the contents of the text books satisfactory. 4.88% of the Government Schools and 16% of the Private School Headmasters are not satisfied by the content of the Text Book.

87.80% of the Government School and 92% of the Private School Headmasters found the curriculum relevant to Naga Society and only 12.20% of the Government Schools and 8% of the Private School Headmasters found the curriculum not relevant to Naga Society.

It is also seen that 24.39% of the Government School and 36% of the Private School Headmasters found the present curriculum/syllabus too vast to be completed in one academic year. 75.61% of Government Schools and 64% of Private School Headmasters found the curriculum/syllabus having the right volume to be completed in one academic year. The table also indicates that 87.80% of Government Schools and 92% of Private School Headmasters found that the syllabus can be completed in one academic year and 12.20% of Government Schools and 8% of Private School Headmasters found that the syllabus can not be completed in one academic year.

From the analysis, it can be interpreted that the existing curriculum is suitable for the Naga Society and relevant to Students, and in implementing the curriculum, the schools are not facing any problem which shows the school's effectiveness in running the School and its Classes.

It is also found that the existing curriculum is more suitable for Private Schools than the Government Schools. However, the existing curriculum for Private Schools is different from Government Schools up to class 7 and from class 8 to class 12; the curriculum is same for both the Government and Private Schools. The Nagaland Board of School Education (NBSE) and State Council of Education Research Training (SCERT) framed the curriculum and conduct the Board Examination for both the Government and Private Schools.

4.2.14: Medium of Instruction and Lesson Planning

Table no: 4-16

SL/No	Nature of Institution	No. of Institution	Medium of Instruction in Classroom			Successfully Implemented English as a Medium of Instruction		Major Steps Taken For Implementation of English Medium		Prepare lesson Plan		Class Test Conducted			
			Mother Tongue	English	Nagamese	Yes	No	Yes	No	Yes	No	Weekly	Monthly	End Of Every lesson	Specific Date
1.	Govt. Schools	41	0	41	0	32	9	35	6	40	1	16	20	4	1
2.	Private Schools	25	0	25	0	24	1	22	3	25	0	9	15	1	0
3.	Total	66	0	66	0	56	10	57	9	65	1	25	35	5	1

The table indicates that cent percent of both the Government and the Private Schools introduced English as the medium of instruction in classroom. It was also found that 78.05% of Government Schools and 96% of Private Schools have successfully implemented English as the medium of instruction and only 21.95% of Government Schools and 4% of the Private Schools could not do the same.

It is also furnished in the table that 85.39% of the Government Schools and 88% of the Private Schools have taken up some major steps to implement English as the medium of instruction, whereas 14.63% of the Government Schools and 12% of the Private Schools have not taken up any steps to implement English as the medium of instruction. 97.56% of the Government School teachers have prepared the lesson plan and only 2.44% of the Government School teachers have not prepared lesson plan, whereas cent percent of the Private Schools have prepared the lesson plan.

It is also found that 39.02% of the Government Schools and 36% of the Private schools conducted class test weekly, 49.78% of the Government Schools and 60% of the Private Schools conduct class test monthly, 9.76% of the Government Schools and 4% of the Private Schools conduct class test after the end of every lesson. 2.44% of the Government Schools conduct class test in a specific date whereas no Private School do the same.

Comparing the Government Schools and the Private Schools on the Academic achievement of students, it is found that the Private Schools performed better than the Government Schools on implementing the English language as the medium of instruction, on taking major steps to implement English as the medium of instruction and on preparing lesson plan. Hence the Government of Nagaland, Department of School Education Nagaland Kohima introduced to implement the English language as the medium of instruction to all Government Schools vide order NO. ED/COMMT/NDO/7/2007-08 Dated Kohima the 24th January 08 “All the Government School to use English as a medium of instruction in the classroom teaching from Pre-Primary onwards”. But the Government Schools still could not successfully implement English as the medium of instruction in all of their Schools.

4.2.15: Assessment of Student’s Academic Achievement

Table no: 4-17

Sl/No	Nature of Institution	No. of Institution	Assign Home Work Daily		Check Home Work Daily		Check Students Note Book Daily		Receive TLM Grants		Consult Parents for Student’s Improvement		Provides Extra Classes For Students	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	38	3	40	1	40	1	39	2	41	0	27	14
2.	Private Schools	25	21	4	25	0	23	2	3	22	25	0	21	4
3.	Total	66	59	7	65	1	63	3	42	24	66	0	48	18

The Table shows that 92.68% of the Government Schools and 84% of the Private School Headmasters/Head Teachers or Principals assigned homework to students daily and 7.32% of the Government Schools and 16% of the Private Schools Headmasters/Head Teachers, and Principals does not. It is also indicated that 97.56% of the Government School Head teachers have checked the homework daily and 2.44% does not do the same, whereas cent percent of the Private School Principals checked the students' homework daily. 97.56% of the Government Schools and 92% of the Private School Headmasters checked the notebook of the students daily whereas 2.44% of the Government Schools and 12% of the Private Schools Headmasters does not.

It is also revealed that 95.12% of the Government Schools and 12% of the Private Schools have received the Teaching Learning Material (TLM) grant for Teachers of their respective Schools and 4.88% of the Government Schools and 88% of the Private Schools did not receive the TLM grant. Cent percent of both the Government and Private School Headmasters have consulted parents of the students for improvement of their students. 65.85% of the Government Schools and 84% of the Private School Headmasters have provided extra classes to the students in their Schools beyond their normal class routine. 34.15% of the Government Schools and 16% of the Private School Headmasters does not do the same for the benefit of the students.

From the analysis, it can be interpreted that the Government School Teachers assign the students homework and checked them daily, and checked the students note book daily more than the Private Schools Teachers.

It is also revealed that only 4.88% of the Government Schools and 88% of the Private School Headmasters have not received the TLM grant for Teachers of their Schools. It shows that the Government School Teachers are getting more benefit or receiving school-grant than the Private Schools Teachers for the preparation of Teaching Learning Material.

It is also found that cent percent of both the Government and Private School Headmasters have consulted the parents of the students for the improvement of their children. It shows that both the Government and the Private School Headmasters are sincere and dedicated in their jobs.

The extra classes is important, especially for the below average students, though the Private schools provide more extra classes for the students than the Government Schools.

Table no: 4-18

SL/No	Nature of Institution	No. of Institution	Private Tuition Allowed in School		Teachers Attended in Orientation Course		Supported the Evaluation System to Assess Students		Supported Private tuition in Urban Areas		Student's Active Participation in Classroom		Satisfied by the present Assessment Process	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	14	27	35	6	37	4	31	10	39	2	41	0
2.	Private Schools	25	22	3	22	3	25	0	12	13	25	0	25	0
3.	Total	66	36	30	57	9	62	4	43	23	64	2	66	0

As depicted in the table 34.15% of the Government and 88% of the Private Schools allowed Private tuition in their institution. 65.85% of the Government and 12% of the Private Schools does not allow private tuition in School. 85.37% of the Government and 88% of Private School Headmasters attended the orientation and Refresher Course conducted by NCERT or SCERT, and only 19.63% of the Government and 12% of the Private Schools Headmasters does not attend in such courses.

It is also indicated that 90.24% of the Government School Head Teachers supports the Evaluation System to assist students and 9.76% does not do so. Cent percent of the Private School Headmasters supports the evaluation system to assess the students' academic achievement. 75.61% of the

Government and 48% of the Private School Headmasters supports private tuition in urban areas, 24.39% of the Government and 52% of the Private School Headmasters does not support private tuition in urban areas.

The Table also depicts that 95.12% of the Government School students participate actively in classroom teaching and learning process and 4.88% does not participated. Cent percent of the Private School students participate actively in classroom teaching Learning Process. It is also indicated in the table that cent percent of both the Government and Private School Headmasters are satisfied with the Assessment Process for the students in the Elementary level.

From the analysis, it can be clearly interpreted that majority of the Private Schools allowed private tuition in their respective schools, though the majority of the Private School Headmasters does not support private tuition in urban areas. Majority of the Government Schools does not allow private tuitions in their schools, though majority of the Government School Headmasters supports private tuitions in urban areas.

It is also revealed that the Headmasters of the Private Schools are more in number in attending Orientation Programme and Refresher Course conducted by NCERT or SCERT than the Government School Headmasters.

The Private School Headmasters supports the Evaluation System to asses' students' academic achievement more than the Government School Headmasters. Moreover, the Private School Students are more active in participating in classroom Teaching Learning Process than the Government School Students.

It can be seen that the Headmasters of both the Government and Private Schools are satisfied with the Assessment Process for the students in the Elementary level.

4.2.16: Methodology of Teaching

Table no: 4-19

SL/No	Nature of institution	No. of Institution	Method of Teaching				Using sufficient teaching aids		Schools provide teaching aids	
			Lecture	Lecture Cum-Demonstration	Dictation of notes	others	Yes	No	Yes	No
1.	Govt. Schools	41	0	36	5	0	36	5	33	8
2.	Private School	25	1	22	2	0	18	7	16	9
3.	Total	66	1	58	7	0	54	12	49	17

As depicted in the table, all teachers of the Government Schools does not apply the lecture method of teaching in classroom teaching whereas 4% of the Private School Teachers applies the lecture method of teaching. 87.80% of the Government School and 88% of the Private School teachers applies lecture cum-demonstration method of teaching. 12.20% of the Government and 8% of the Private School Teachers dictate while giving notes to the students in classroom.

It also appears that 87.80% of the Government and 72% of the Private School uses sufficient teaching aids in classroom Teaching Learning Process, and only 12.20% of the Government and 28% of the Private Schools does not use the same. 80.49% of the Government and 64% of the Private Schools provides Teaching aids to the teachers, 19.51% of the Government and 36% of the Private Schools does not provide the same.

Comparatively, it appears that majority of the teachers of both the Government and the Private Schools apply lecture cum-demonstration method of teaching in classroom Teaching Learning Process. From the description of

the table, it is also found that the Government Schools provides more teaching aids to the Teachers than the Private Schools. It is therefore found that the Government School Teachers uses more teaching aids than the Private School Teachers. Moreover, the Government of Nagaland provides Rs. 500 to all Teachers of Government Schools up to class 8 (Elementary School) to purchase the teaching aids material under the Scheme of Sarva Shiksha Abhiyan (S.S.A) since 2002.

Table no: 4-20

SL/No	Nature of Institution	No. of Institution	Modern teaching aids are effective		Brought innovation in elementary education		Need to change the methodology of teaching		Usage of T.L.M is effective	
			Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	41	0	18	23	34	7	40	1
2.	Private Schools	25	24	1	8	17	16	9	23	2
3.	Total	66	65	1	26	40	50	16	63	3

The table furnishes that cent percent of Government and 96% of Private School Headmasters think that modern teaching aids are effective in teaching learning process, and only 4% of Private School Headmasters does not think the same. It also appears that 43.90% of the Government and 32% of the Private School Headmasters have brought innovation in the area of Elementary School Education Programme whereas 56.10% of Government and 68% of the Private School Headmasters does not do the same.

The table shows that 82.93% of Government and 64% of the Private School Headmasters thinks that the methodology of teaching needs to change for more effective learning of students whereas 17.07% of Government and

36% of Private School Headmasters does not think that the methodology of teaching needs to change.

It also furnishes that 97.56% of the Government and 92% of the Private School Headmasters thinks that the development and the usage of the teaching learning material during classroom teaching is effective whereas 2.44% of the Government and 8% of the Private School Headmasters thinks otherwise.

On comparing the Government Schools and the Private Schools, it is found that the Government School Teachers are more active in participating in bringing innovation in the area of elementary education programme and in supporting the modern Teaching aids in teaching learning process than the Private School Teachers.

It is also found that more Government School Headmasters have suggested changing the methodology of teaching for more effective learning and supported the development and usage of teaching learning materials during teaching learning process than the Private School Headmasters.

4.2.17: Vocational Education

Table no: 4-21

SL/ No	Nature of Institution	No. of Institution	Offer vocational course in schools		Organized co-curricular activities	
			Yes	No	Yes	No
1.	Govt. Schools	41	17	24	28	13
2.	Private Schools	25	13	12	24	1
3.	Total	66	30	36	52	14

The table shows that 41.46% of the Government and 52% of the Private Schools offer vocational courses in school whereas 58.54% of Government and 48% of Private Schools does not offer vocational courses in schools. It is also indicated that 68.29% of Government and 96% of Private Schools organize co-curricular activities like Dramatics, Debates and Discussions, Drawing and Painting competitions, Singing competition, Gardening etc. whereas 31.71% of Government and 4% of Private Schools does not organize any such activities.

From the analysis it can be seen that the Private Schools have more focus to impart vocational education to the students and implementation of vocational courses in schools than the Government Schools.

4.2.18: Games and Sports

Table no: 4-22

SL/ No	Nature of Institution	No. of Institution	Separate P.E. Teachers		Held Annual Sports		Separate period for P.E. class	
			Yes	No	Yes	No	Yes	No
1.	Govt.. Schools	41	18	23	40	1	14	27
2.	Private Schools	25	6	19	24	1	13	12
3.	Total	66	24	42	64	2	27	39

From the table it can be seen that 43.90% of the Government and 24% of the Private Schools have separate/qualified teacher for physical education, whereas 56.10% of Government and 76% of Private Schools does not have separate physical education teacher. 97.56% of the Government and 96% of the Private Schools have conducted annual sports week, whereas 2.44% of the Government and 4% of the Private Schools does not conduct Annual Sports week. It is also indicated that 34.15% of the Government and 52% of the Private Schools offers separate period for PE class, 65.85% of the Government

and 48% of the Private Schools does not offer separate PET class in their Schools.

On comparing the Government Schools and the Private Schools on the PE classes, PE teachers are found more in number in Government Schools than in Private Schools. However, almost all schools of both the Government and the Private schools conduct annual sports week in school except one school each from both the Government and the Private Schools out of 41 and 25 surveyed Schools respectively.

4.2.19: Moral Education

Table no: 4-23

SL/No	Nature of Institution	No. of Institution	Regular conduct of Morning Assembly		Organized Seminar Workshop etc.		Separate Scripture teacher		A separate period for Scripture	
			Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	36	5	31	10	5	36	6	35
2.	Private Schools	25	25	0	24	1	21	4	24	1
3.	Total	66	61	5	55	11	26	40	30	36

The table indicates that out of 41 Government Schools only 87.80% conducts Morning Assembly regularly and the remaining 12.20% does not conduct the morning assembly, whereas, all 25 Private Schools conducts morning assembly regularly, i.e. 100% of Private Schools.

It also revealed that 75.61% of Government Schools and 96% of Private Schools organize Seminars, Workshop, Debates, Essay writing etc, in school for the development of moral education of the students, whereas 24.39% of Government Schools and 4% of Private Schools does not organize the same in the school.

The table furnishes that, 84% of Private Schools have separate Scripture teacher and only 16% schools have no Scripture teacher, however, 96% have maintained a separate period for moral education for the students, where as only 12% of Government Schools have separate Scripture teacher, also 15% of government schools have maintained separate period for moral education in daily class routine.

However, in Government Schools no Scripture teachers were appointed by the government, though out of 41 government schools, 5 schools have a separate Scripture teacher in their respective school and 6 schools have maintained separate period for moral education. It was found that the Scripture teachers were appointed by the VEC/WEC/CEC. (Village Education Committee/Ward Education Committee/Common Education Committee) and their salary were borne by the education Board itself.

When the Government Schools and Private Schools are compared on the impartation of moral education, the table identifies that the Private Schools have more emphasize in the field of moral education than the Government School, like regular conduct of Morning Assembly, organization of different social activities such as Seminars, Workshops, Debates, Essay writing etc.

4.3. SECTION B: RESPONSE FROM THE TEACHERS

4.3.1: Background of Teachers

Table no: 4-24

Sl/No	Nature of Institution	No. of Surveyed School	No of Respondent (Teachers)	Sex		Age group				Working experience			
				M	F	Below 30 yrs.	31-40 Yrs.	41-50 Yrs.	10 & Above Yrs.	Below 10 yrs.	11-20 Yrs.	21-30 Yrs.	31 & Above
1.	Govt. School	41	123	57	66	40	46	29	8	81	25	17	0
2.	Private School	25	75	43	32	34	30	8	3	57	16	1	1
3.	Total	66	198	100	98	74	86	39	11	138	43	28	1

From the table it is indicated that out of 123 Teachers from 41 Government Schools, 46.34% were male and 53.66% were female and in Private Schools out of 75 Teachers from 25 Schools 57.33% were males and 42.67% were females. In Government Schools 32.52% of Teachers were below the age of 30 years, 37.40% were between the age of 31 to 40 years, 23.58% were between the age of 41 to 50 years and 6.50% were above the age of 50 years. In Private Schools 45.33% of Teachers were below the age of 30 years, 40% were between the age of 31 to 40 years, 10.67% were between the age of 41 to 50 years and 4% were above 50 years of age.

It is also indicated that the working experience of teachers in Government Schools below 10 years of service were 65.85%, between 11 to 20 years were 20.33% and between 21 to 30 years were 13.82% . In Private Schools 76% of teachers were below 10 years of working experience, 21.34% of teachers were between 11 to 20 years of service, 13.82% were between 21 to 30 years experience, and 1.33% had length of service above 31 years.

On comparing between the Government and the Private Schools in terms of gender, male teachers were more than the females in Private School, but in Government Schools, female teachers were more than the males. The highest numbers of teachers were found in the age group between 31 to 40 years in Government Schools but in Private Schools the highest numbers of teachers were below the age of 30 years. Maximum number of teachers in both the Government and the Private Schools were below the age of 40 years.

From the description of the table, it was also found that the highest number of teachers in both the Government and the Private Schools in working experience were found below 10 years of service. Only few teachers of both the Government and the Private Schools were found to have working experience of more than 21 years which shows that maximum numbers of teachers of both the Government and the Private Schools were below the age of 40 years and their working experiences were below 20 years.

4.3.2: Academic Qualification and Professional Training (Respondent)

Table no: 4-25

SL/ No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Academic Qualification					No. of trained Teachers					Total No. of untrained	Total No. of Teachers
				U.M	M	P.U	G	P.G	B. Ed	C.P.T.E	P.S.T.E	J.T.T.I	Total		
1.	Govt. School	41	123	3	10	21	72	17	25	3	7	10	45	78	123
2.	Private School	25	75	0	0	15	45	15	11	4	1	1	17	58	75
3.	Total	66	198	3	10	36	117	32	36	7	8	11	62	136	198

Note:

UM - *Under Matriculate*

M - *Matriculate,*

P.U - *Pre University,*

B.Ed - *Bachelor of Education,*

C.P.T.E - *Certificate of Primary Teacher Education,*

P.S.T.E - *Pre-Service Teacher Education,*

J.T.T.I - *Junior Teacher Training Institute.*

The table furnishes the academic qualification and professional training of the respondents from both the government and private schools. 2.44% of the government school teachers were Under Matriculate and 8.13% were Matriculate. In Private Schools there were no Under Matriculate or Matriculate teachers in 75 respondents from 25 Schools. 17.07% of Government School and 20% of Private School teachers were found to be Pre-University or 10+2 qualified. 58.54% of the Government School and 60% of the Private School teachers were found to be Graduate and 13.82% of Government Schools and 20% of Private School teachers were found to be Post Graduate.

The table also reveals that 25.56% of Government School and 64.71% of the Private School teachers were professionally trained with B.Ed (Bachelor of Education) degree holder, 6.66% of Government Schools and 23.53% of Private School teachers were C.P.T.E trained (Certificate of Primary Teacher Education). 15.56% of Government School and 5.88% of Private School teachers were J.T.T.I trained (Junior Teacher Training Institute).

From the description of the table, it is found that the Under Matriculate and Matriculate teachers were still found in Government Schools which is the

root of failure for educational development as well as academic achievement of the students.

The Private School teachers were found to be more qualified in academic qualification than the Government School teachers. Moreover the Private School teachers were found to be more professionally trained in B.Ed and C.P.T.E than the Government School teachers, but P.S.T.E and J.T.T.I trained teachers were found more in Government Schools than the Private School Teachers. When we look into the overall abstract of the trained and the untrained teachers of both the Government and the Private School teachers, we find that the untrained teachers were more than the trained teachers.

4.3.3: Teaching Professions and Nature of Appointment

Table no: 4-26

SL/No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Teaching provision			Teaching is the First Choice of Career		Community & Parents Support for effective Teaching		Nature of appointment		
				Like Teaching By Profession	Didn't Get any other Job	Felt as easiest job	Yes	No	Yes	No	Through Interview	Without Interview	Others
1.	Govt. School	41	123	101	16	6	99	24	94	29	64	54	5
2.	Private School	25	75	59	11	5	45	30	63	12	49	26	0
3.	Total	66	198	160	27	11	144	54	157	41	113	80	5

As depicted by the table 82.11% of Government School teachers and 78.67% of the Private School teachers like teaching by profession. 13.01% of Government School teachers and 14.67% of Private School teachers have joined in the teaching profession because they did not have any other job, the remaining 4.88% of the Government School teachers and 6.66% of the Private School teachers were in the teaching profession because they feel that teaching

is the easiest job. 80.49% of the Government School teachers and 60% of the Private School teachers choose teaching as their first choice of profession, 19.51% of Government School and 40% of Private School teachers did not choose teaching as their first choice of profession.

The table also indicates that 76.42% of the Government School teachers and 84% of the Private School teachers have got support from all the community and the parents to perform their job effectively, but 23.58% of the Government School teachers and 16% of the Private School teachers does not have support from the same. 52.03% of the Government School teachers and 65.33% of the Private School teachers were appointed through interview, 43.90% of the Government School teachers and 34.67% of the Private School teachers were appointed without any interview, and 4.07% of the Government School teachers were appointed on other reasons such as on compassionate ground but in Private School no teachers were appointed with such reason.

From the analysis it can be clearly interpreted that majority of the teachers from both the Government School and the Private Schools like teaching as a profession, only few of the teachers joined teaching out of compulsion, and some of the teachers came into teaching as they felt it to be the easiest profession. On comparing the Government and the Private School teachers, we found that more Government School teachers like teaching by profession than the Private School teachers, on the other hand more Private School teachers are in the teaching profession out of compulsion and felt teaching to be the easiest job than the Government School teachers. The Private School teachers are supported more than the Government School teachers by the community and the parents to perform their duty effectively. Majority of the teachers from both the Government School and the Private School teachers were appointed through interview, however, on comparing them we find that

the Private Schools appointed more teachers through interview than the Government Schools.

4.3.4. Education Related to Socio-Economic

Table no - 27

SL/ No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Needs to improve the present education system		Face difficulties in adjustment with the new trends of economic changes through education	
				Yes	No	Yes	No
1.	Govt. School	41	123	90	33	19	104
2.	Private School	25	75	59	16	10	65
3.	Total	66	198	149	49	29	169

The table reveals that 73.17% of Government and 78.67% of Private School teachers like to improve the present system of education, but 26.83% of the Government and 21.33% of the Private School teachers does not like to change the present system of education. It appears that 15.45% of the Government and 13.33% of the Private School teachers' faces difficulties in adjusting with the new Trend of socio-economic brought about through education whereas 84.55% of the Government and 86.67% of the Private School teachers does not face any problem with the same.

On comparing the Government School and the Private School, it can be clearly interpreted that more number of the Private School teachers would like to improve the present education system than the Government School teachers. Though more number of Private School teachers does not face any difficulty in adjusting with the new trend of socio-economic changes through Education.

4.3.5: Education Related to Socio-Cultural Life

Table: 4-28

SL/ No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Need to change the present system of social life		Formal education brought social change	
				Yes	No	Yes	No
1.	Govt. School	41	123	83	40	112	11
2.	Private School	25	75	52	23	64	11
3.	Total	66	198	135	63	176	22

The table reveals that 67.48% of the Government and 69.33% of the Private School teachers would like to change the present system of social and cultural life of the society, but 32.52% of Government and 30.67% of Private School teachers does not like to do the same.

It also appears that 91.06% of the Government and 85.33% of the Private School teachers support the introduction of the formal education system that brought about many social changes where as 8.94% of the Government and 14.67% of the Private School teachers does not support the same.

On comparing the Government and Private School teachers, more number of Private School teachers would like to change the present system of social and cultural life of the society than the Government School teachers, but more number of Government School teachers support that many social, cultural and economic changes was brought after the introduction of the formal education system.

4.3.6: Relationship between Head Teachers and Teachers

Table : 4-29

SL/ No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Good relationship between Teachers & H.M. or H.T.		Teachers facing problems in dealing with Head Teachers	
				Yes	No	Yes	No
1.	Govt. School	41	123	122	1	7	116
2.	Private School	25	75	74	1	3	72
3.	Total	66	198	196	2	10	188

As depicted in the table, 99.19% of the Government and 98.67% of the Private School teachers have good relation with the Head Teacher or Principal, but 0.81% of the Government and 1.33% of the Private School teachers does not have good relation with the Head Teacher or Principal. It is also seen that 94.31% of the Government and 96% of the Private School Teachers does not have any problem in dealing with the Head Teacher or Principal. However 5.69% of the Government and 4% of the Private School teachers face problems in dealing with the Head Teacher or Principal.

From the description of the table, it is found that almost all the teachers of both the Government and the Private School have good relationship with the Head Teacher or Principal except one from each respondent of the surveyed school of both the Government and the Private Schools, out of 123 Government Schools and 75 Private School Teachers. Moreover, majority of the teachers of both the Government Schools and the Private Schools does not face any problem with the Head Teacher or Principal.

4.3.7: Relationship between Teachers & Student's

Table: 4-30

SL/ No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Relationship between teachers and students				Students co- operation in school activities		Students are helpful to teachers & school	
				Very Good	Good	Avg.	Poor	Yes	No	Yes	No
1.	Govt. School	41	123	36	77	10	0	120	3	120	3
2.	Private School	25	75	22	45	8	0	72	3	72	3
3.	Total	66	198	58	122	18	0	192	6	192	6

The table shows that the relationship between the teachers and the student's co-operation in School activities and students initiative to help the teachers and school. 29.27% of the Government and 29.33% of the Private School teachers and their students have very good relationship, 62.60% of the Government and 60% of the Private School teachers and students have good relationship, 8.13% of the Government School and 10.67% of the Private School teachers and Students have average relationship. No poor relationship was found between the teachers and the Students in both the Government and the Private Schools.

The table also furnishes that around 97.56% of the Government school students and 96% of the Private School students are co-operative with their teachers in their school activities, whereas 2.44% of the Government and 4% of the Private School students does not co-operate with their teachers in their School activities. 97.56% of the Government and 96% of the Private School students are helpful to their teachers but 2.44% of the Government and 4% of the Private School students are not helpful to their teachers.

From the analysis it can be seen that the relationship between the Students and Teachers of both the Government and the Private School students

are almost the same except a little difference in percentage. Majority of the students of both the Government and the Private Schools have good relationship between the students and the teachers, the students are co-operative and helpful to the teachers and the School.

4.3.8: Work Load of Teachers

Table: 4-31

SL/No	Nature of Institution	No. of surveyed schools	No. of respondents	Workload of teachers			Period allotted per day					
				Heavy	moderate	light	Subjects			Hours		
							1-2	3-4	5 & above	Up to 1 hrs	1-2 hrs	2 hrs & above
1.	Govt. Schools	41	123	19	95	9	30	69	24	0	30	93
2.	Private Schools	25	75	16	53	6	3	21	51	0	3	72
3.	Total	66	198	35	148	15	33	90	75	0	33	165

The table indicates that 15.45% of the Government and 21.33% of the Private School teachers finds the workload heavy, 77.24% of the Government and 70.67% of the Private School teachers finds the workload to be moderate and only 7.31% of the Government and 8% of the Private School teachers finds the workload to be light. The table also reveals that 24.39% of the Government and 4% of Private School teachers were allotted one to two subjects or period per day, 56.10% of the Government School and 28% of the Private School teachers were allotted 3 to 4 subjects or periods per day and 19.51% of the Government Schools and 68% of the Private School teachers were allotted more than 5 subjects or periods per day. Moreover, 24.39% of the Government and 4% of the Private School teachers were taking classes for 1 to 2 hours per day, 75.61% of the Government and 96% of the Private School teachers were

taking classes for more than 2 hours per day and only a single teacher from both the Government and the Private School takes class for 1 hour per day.

On comparing the Government School and the Private School teachers, it is found that majority of the teachers have moderate workload. However, majority of the Private School teachers were taking 5 and above classes per day, whereas the Government School teachers takes only 3 to 4 classes per day.

From the analysis it can be clearly interpreted that the Private School teachers have more workload or takes more classes or subjects per day than the Government School teachers though the salary of the Government School teachers are much higher than the Private School teachers.

Table: 4-32

SL/No	Nature of Institution	No. of surveyed schools	No. of respondents	Period allotted per week					
				Subjects			Hours		
				1-10	11-20	21 & above	Up to 5 hrs	6-10 hrs	11 hrs & above
1.	Govt. Schools	41	123	30	69	24	0	30	93
2.	Private Schools	25	75	3	21	51	0	3	72
3.	Total	66	198	33	90	75	0	33	165

As depicted by the table 24.39% Government and 4% Private school teachers were allotted 1 to 10 subjects per week, 56.10% Government and 28% Private teachers were allotted 11 to 20 subjects per week and 19.51% Government and 68% Private school teachers have been taking 21 and above

subjects per week. Table also reveals that 24.39% Government and 4% Private school teachers were taking classes for about 6 to 10 hours per week and 75.61% Government and 96% Private school teachers taking classes for about 11 hours and above.

From the analysis it can be seen that the work load of Private school teachers were more than the Government school teacher.

4.3.9: Curriculum/ Syllabus

Table No: 4-33

SL/No	Nature of Institution	No. of surveyed schools	No of Respondents (teachers)	Syllabus is relevant up to date		Syllabus Needs to be revised		Present educational program relevant to students needs		Satisfied the content of text books	
				Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	123	103	20	37	86	111	12	133	10
2.	Private Schools	25	75	64	11	24	51	64	11	65	10
3.	Total	66	198	167	31	61	137	175	23	178	20

The table furnishes the curriculum/syllabus of Elementary Education in Nagaland. About 83.74% of the Government and 85.33% of the Private School teachers feels that the existing curriculum or syllabus is relevant and up to date, but 16.26% of the Government and 14.67% of the Private School teachers does not feel that the existing curriculum/syllabus is relevant or up to date. 30.08% of the Government and 32% of the Private School teachers feels that the current curriculum/syllabus urgently requires for revision, whereas 69.92% of the Government and 68% of the Private School teachers does not feel that the current curriculum/syllabus is required for revision.

The table also depicts that 90.24% of the Government and 85.33% of the Private School teachers think that the present education program is relevant and significant to the needs of the students, whereas 9.76% of the Government and 14.67% of the Private School teachers does not think that the present education program is relevant and significant to the need of the students. 91.87% of the Government and 86.67% of the Private School teachers are satisfied with the content of the text books, but 8.13% of the Government and 13.33% of the Private School teachers are not satisfied with the contents of the text books.

From the analysis of the table, it is found that majority of the teachers of both the Government and the Private Schools felt that the present syllabus, educational program and curriculum of the text books are relevant, up to date and are satisfied with it.

Table No.: 4-34

SL/No	Nature of Institution	No. of surveyed schools	No of Respondents (teachers)	Courses is heavy to be completed in calendar year		Courses can be completed in calendar year		Curriculum relevant to Naga Society	
				Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	123	104	19	38	85	104	19
2.	Private Schools	25	75	61	14	23	52	61	14
3.	Total	66	198	165	33	61	137	165	33

Table reveals that 84.55% Government and 81.33% Private school teachers found the curriculum / syllabus too heavy to be completed in one academic calendar year, whereas 15.45% Government and 8.67% Private school teachers stated that the course of study can be completed in one year academic year.

It is also found that 30.89% Government and 30.67% Private school teachers can complete the curriculum within the academic calendar year,

whereas 69.11% Government and 81.33% Private school teachers cannot complete the prescribed course within the academic calendar year.

That table reveals that 84.55% Government and 30.67% Private school teachers stated that the present curriculum is relevant to Naga society, whereas 15.45% Government and 18.67% Private school teachers found that the present curriculum is not relevant to Naga Society.

From the analysis of the comparative study of Government and Private school teachers regarding the curriculum, it can be clearly interpreted that more number of Governments school teachers than Private school teachers stated that the curriculum being too heavy to be completed within one academic calendar year. And it is also found that more number of Government school teachers than the Private school teachers supported that the present curriculum being relevant to Naga society.

4.3.10: Medium of Instructions and Lesson Planning.

Table: 4-35

SL/No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Medium of instruction			Medium of English successfully implemented		Major steps taken for implementation of English		Lesson planning is an effective teaching	
				Mother Tongue	English	Nagamese	Yes	No	Yes	No	Yes	No
1.	Govt. School	41	123	21	84	18	89	34	87	36	115	8
2.	Private School	25	75	2	72	1	64	11	60	15	70	5
3.	Total	66	198	23	156	19	153	45	147	51	185	13

As depicted by the table 17.08% Government and 2.67% Private school teachers used mother tongue as the medium of instruction in classroom. 68.29% Government and 96% Private school teachers used English and 14.63% Government and 1.33% Private school teachers used Nagamese as the medium of instruction in classroom.

Table also revealed that 72.36% Government and 85.33% Private school teachers thought that medium of instruction is successfully implemented in their respective school whereas 27.64% Government and 14.67% Private school teachers cannot implement English as the medium of instruction in the classroom teaching learning process.

It is also indicated in the table that 70.73% Government and 80% Private school teachers have taken up some major steps for implementation of the English as medium of instruction whereas 29.27% Government and 80% Private school teachers have not taken up any steps for the same. 95.50% Government and 93.33% Private school teachers agreed that the lesson planning is a must for effective teaching, whereas 6.50% Government and 6.67% Private school teachers does not support the lesson planning for effective teaching and learning process.

From the analysis, it can be clearly indicated that the academic achievement of Private schools are better than the Government schools in all areas like, implementation of the English as medium of instruction, major steps taken for successfully implementation of the English medium in all schools and supporting of the lesson planning. Though the Government of Nagaland, Department of School Education served the notification vide order NO.ED/COMMT/NDO/7/2007-08 dated Kohima the 24th January 2008 that, “All the Government Schools to use English as medium of instruction in the classroom teaching from the Pre-Primary Level,” the Government schools

cannot successfully implement the English medium of instruction in the classroom teaching.

4.3.11: Assessment of Student's Academic Achievement.

Table: 4-36

SL/No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Class test conducted				Assign homework daily		Check homework regularly	
				Weekly	Monthly	End of every Lesson	Specific date	Yes	No	Yes	No
1.	Govt. School	41	123	36	52	29	6	79	44	115	8
2.	Private School	25	75	36	20	15	4	44	31	70	5
3.	Total	66	198	72	72	44	10	123	75	185	13

The table shows the conduct of class tests, assigned home work and checking of the homework regularly. It is indicated that 29.26% Government and 48% Private school teachers have conducted class test weekly, 42.28% Government and 26.69% Private school teachers have conducted class test monthly, 23.58% Government and 20% Private school teachers have conducted class test after the end of every lesson and 4.88% Government and 5.33% Private school teachers have conducted class test in a specific date.

It is also indicated that 64.23% Government and 58.67% Private school teachers have assigned home work to students daily whereas 35.77% of government and 41.33% of private school teachers have not done the same.

It also reveals that 93.50% Government and 93.33% Private school teachers have checked the homework regularly whereas 6.50% Government and 6.67% Private school teachers have not done the same.

From the description of the table we can see that Government school teachers have conducted more number of class tests monthly, whereas the Private school teachers have conducted weekly class test.

However, only few teachers of both the Government and Private school teachers have conducted the class test in a specific date. From the analysis, in comparison between the Government and Private school teachers on assigned home work to students daily and checking regularly, it is the Government school teachers who have assigned the students homework daily and checked their home work regularly more.

Table: 4-37

SL/No	Nature of Institution	No. of surveyed schools	No of Respondents (teachers)	Check the student's note book		Receive TLM grant		Consult parents for Student's improvement		Provides extra classes for Student's		Attend in orientation Course		Evaluation system assists student's totally	
				Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	123	112	11	103	20	107	16	62	61	46	77	89	34
2.	Private Schools	25	75	68	7	21	54	65	10	54	21	33	42	66	9
3.	Total	66	198	180	18	124	74	172	26	116	82	79	119	155	43

As depicted by the table 91.06% Government and 90.67% Private school teachers have checked the students' notebook whereas 8.94% Government and 9.09% Private school teachers does not checked the students' notebook. 83.74% Government and 28% Private school teachers have received

the TLM grant, whereas 16.26% Government and 72% Private school teachers have not received the TLM grant from either Government or proprietor/ school management authority.

Table also furnishes that 86.99% Government and 86.67% Private school teachers have consulted parents for improvement of their students whereas 13.01% Government and 13.33% Private school teachers have not done the same.

It also appears that 50.41% Government and 72% Private school teachers have provided extra classes for the poor or below average students, whereas 49.59% Government and 28% Private school teachers does not provide any extra classes for the poor students.

From the table we can see that 37.40% Government and 44% Private school teachers have attended orientation or refresher courses whereas 62.60% Government and 56% Private school teachers have not attended any orientation or refresher course.

It is also indicated that 72.36% Government and 56% Private school teachers feel that the evaluation system in school assessed the students in totally, whereas 27.64% Government and 12% Private school does not support that the evaluation system can assess to students totally.

From the analysis, it can be interpreted that majority teachers of both from Government and the Private schools have checked the students' notebook except only few teachers. Regarding the TLM (Teaching Learning Material) grant, the Government of Nagaland, Department of School Education, under the Scheme of SSA granted Rs. 500 each to all Government Elementary school teachers, though some of the Government school teachers have not received the TLM grant. It is due to like new appointees or transferred only after the grants were provided to schools. Whereas the Private school teachers have not

received the TLM grant from the Government, some teachers have received such grants from the school Managing Board or proprietor. However, majority of Private school teachers did not received the same.

The table also projects that majority of both the Government and Private school teachers have consulted parents for students' improvement. It is also seen that more number of Private school teachers provides extra classes for students, attend in orientation or refresher course, and supported that evaluation system assists students' academic achievement than the Government school teachers.

Table: 4-38

SL/No	Nature of Institution	No. of surveyed schools	No of Respondents (teachers)	Needs to implement continuous Evaluation		Students actively participates in Class room		Satisfied by the assessment process of students		Support private tuition	
				Yes	No	Yes	No	Yes	No	Yes	No
1.	Govt. Schools	41	123	119	4	121	2	111	12	120	3
2.	Private Schools	25	75	63	12	66	9	69	6	62	13
3.	Total	66	198	182	16	187	11	180	18	182	16

The table furnishes the implementation of continuous and comprehensive evaluation, students' participation in classroom teaching and learning process, students' assessment and private tuition. 96.75% Government and 84% Private school teachers think that it is necessary to implement the continuous and comprehensive evaluation during the teaching learning process, whereas 3.25% Government and 16% Private school teachers does not support the same.

It also reveals that 98.37% Government and 88% Private school students actively participate in classroom teaching and learning process, whereas 1.63% Government and 12% Private school teachers does not participate as the same.

It also indicates that 90.24% Government and 92% Private school teachers are satisfied with the assessment process for the students in the elementary level whereas 9.76% Government and 8% Private school teachers are not so.

Table shows that 97.56% Government and 82.67% Private school teachers have supported private tuition particularly in urban areas whereas 2.44% Government and 17.33% Private school teachers does not support.

From the analysis, it can be clearly interpreted that the more number of Government School teachers than the Private school teachers have supported that it is necessary to implement continuous and comprehensive evaluation during the teaching learning process.

The table also project that the students of Government schools are more active in participation in classroom teaching and learning than the Private school students.

Majority of both the Government and Private school teachers have supported the private tuition particularly in urban areas and are also satisfied with the present assessment process for the students in the Elementary level.

4.3.11: Methodology of Teaching

Table: 4-39

SL/No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Method of Teaching			
				Lecture	Lecture cum demonstration	Dictation of notes	others
1.	Govt. School	41	123	12	86	25	0
2.	Private School	25	75	8	55	12	0
3.	Total	66	198	22	141	37	0

Table shows the method of teaching in classroom. 9.76% Government and 10.67% Private school teachers have applied the lecture method of teaching in classroom. 69.92% Government and 73.33% Private teachers have applied lecture cum demonstration method of teaching in classroom. 20.32% Government and 16% Private school teachers applied dictation of notes while giving notes in the classroom, and no teachers from both Government and Private school have applied any other method.

Table also reveals that 82.93% Government and 64% Private school teachers have used sufficient teaching and learning materials while teaching in the classroom, whereas 17.07% Government and 36% Private school teachers does not used sufficient teaching and learning materials.

It is also indicated that 78.36% Government and 69.33% Private school teachers have received the teaching and learning materials from their respective school whereas 21.14% Government and 30.67% Private school teachers did not received the same.

Table also depicts that 93.50% Government and 92% Private school teachers have supported the modern teaching process, whereas 6.50% Government and 8% Private school teachers are not satisfied with the use of modern teaching and learning materials.

From the analysis it can be interpreted that majority of teachers from both the Government and Private schools have applied the lecture-cum-demonstration method of teaching in classroom.

It is also projected that majority of the teachers from both the Government and Private school used sufficient teaching and learning materials while teaching in classroom and supported that the modern teachings are effective in teaching-learning process.

Table: 4-40

SL/No	Nature of Institution	No. of Surveyed schools	No of Respondent (teachers)	Use sufficient T.L.M		School Provides T.L.M		Modern technologies are effective for teaching learning	
				Yes	No	Yes	No	Yes	No
1.	Govt. School	41	123	102	21	97	26	115	8
2.	Private School	25	75	48	27	52	23	69	6
3.	Total	66	198	150	48	149	49	184	14

Table indicates the teacher's initiative in bringing innovation in the area of elementary School Education Programme and the need to change the method of teaching for effective learning and usage of teaching and learning process. 5.69% Government and 20% Private school teachers have taken initiative to bring innovation in the area of Elementary School Education Programme,

whereas 94.31% Government and 80% Private school teachers does not take part in such innovation programme.

It appears that 79.67% of Government and 85.33% Private school teachers have supported to change the methodology of teaching for more effective learning whereas 20.33% Government and 14.67% Private school teachers does not support to change the methodology of teaching.

As depicted in the table 89.93% Government school teachers think that the development and usage of teaching-learning materials is effective and only 10.57% does not agreed, whereas cent percent of Private school teachers have supported that the development and usage of teaching-learning materials is effective.

From the table we can analyze that majority of teachers from both Government and Private schools have not taken any initiative to bring innovation in the area of elementary education.

It is also depicted that majority of both Government and Private school teachers support to change the methodology of teaching for more effective learning.

It is also clearly shown that more number of teachers from Private schools than from Government schools supported that the development and usage of teaching-learning materials is effective in teaching and learning process.

CHAPTER -5

SUMMARY OF FINDINGS, SUGGESTIONS FOR IMPROVEMENT AND FOR FURTHER RESEARCH, CONCLUSION.

5.1. SUMMARY OF FINDINGS:

Findings are presented into four categories basing on the analysis and interpretation of the result.

1. *Findings from Head Teachers/Headmaster*
2. *Findings from Teachers*
3. *Findings through Interviews and Personal Observations*
4. *Findings through Comparative study of Government and Private Schools.*

5.1.1. Findings from the Head Teacher /Headmaster/ principal of both the government and private schools.

1. Background of Head Teacher/Headmaster.

- a. Out of 41 Head Teachers from 41 Government Schools, 65.85% were male and 34.15% were female and in Private Schools out of 25 Head master from 25 Schools 76% were males and 24% were females.
- b. In Government Schools, 85.36% of Head Teachers were Schedule Tribe, 9.76% were General and 4.88% were Schedule Caste, whereas 52% of Headmasters of Private Schools were schedule Tribes, 36% were General and 12% were of Backward Caste.

- c. The majority of Head teachers or Headmasters in Government schools were in the age group of 41-50, whereas in Private schools the age group was 31-40 years.
- d. The majority of Head teachers or Headmasters in both the Government and Private schools were below 10 years working experience in administration and only few were in 11 to 20 years and above 20 years of working experience in administration.

2. Academic qualifications and professional training of Head Teachers or Headmasters and their work experience.

- a. 34.15% of the Headmasters/Head teachers of Government Schools were under Graduate, 60.98% Graduate, 4.88% were Post Graduate, whereas 8% of the Private School Headmasters/Principals were Under Graduate, 76% were Graduate, and 16% were Post Graduate.
- b. 60.98% of Government School Headmasters/Head teachers were trained and only 39.02% were untrained whereas, 48% of the Private School Headmasters were trained and 52% were untrained.
- c. The majority of Head teachers or Headmasters in both the Government and Private schools were below 10 years working experience in administration and only few were in 11 to 20 years and above 20 years of working experience in administration.

3. Position of Teaching Staff and their educational qualification.

- a. Out of 66 surveyed schools 44.14% of Government and 45.48% of Private school teachers were found male and 55.86% Government and 54.52% Private school teachers were female.
- b. 41% of Government School teachers were Under Matriculate in their educational qualification. 19.23% were Matriculate, 20.70% were Under Graduate, 46.52% Graduate, and 7.14% Post Graduate. In Private School, 3.88% of teachers were Matriculate, 24.55% were Under Graduate, 62.27% Graduate, 9.30% were Post Graduate and not a single Under Matriculate teacher was found.
- c. It also revealed that in professional training of teachers of Government schools, out of 546 teachers from 41 schools 75.46% were found untrained and only 24.54 % were found professional trained.
- d. In Private Schools, out of 387 teachers from 25 surveyed schools, 88.63% were found untrained and only 11.37% were found professionally trained.
- e. The table also reveals that 25.56% of Government School and 64.71% of the Private School teachers were professionally trained B.Ed (Bachelor of Education) degree holders.
- f. 6.66% of Government Schools and 23.53% of Private School teachers were found C.P.T.E trained (Certificate of Primary Teacher Education).
- g. 15.56% of Government School and 5.88% of Private School teachers were found J.T.T.I trained. (Junior Teacher Training Institute).
- h. The table shows that out of 546 teachers in 41 Government schools 24.54% were professionally trained teachers and 75.46% were untrained

teachers. Out of 387 teachers from 25 Private Schools, 11.37% were professionally trained teachers and 88.63% were untrained teachers.

4. Students Enrolment.

- a. It was found that the student's enrolment from class A to class 8 in both the Private and Government schools were increasing continuously every year consecutively.
- b. It is also seen that the enrolment of Private Schools are more than the Government Schools, though the Government provides more facilities to the Students of the Government Schools than the Private Schools like issuing of free Text Books, Uniforms, Mid-Day meals etc.

5. School Infrastructural Development.

- a. 34.15 % of Government schools and 48% of Private Schools have Pucca School Building, 7.32% of Government Schools and 8% of Private Schools have Katcha School Buildings.
- b. 58.53% of Government Schools and 44% of Private Schools have partly Pucca Building.
- c. 92.68% of Government Schools have sufficient and adequate classrooms and only 7.32% have not, 90.24% of Government Schools have enough furniture in schools and only 9.76% have not, whereas 100% of Private Schools have sufficient and adequate classrooms with enough furniture.
- d. 92.68% of Government and 96% of Private schools are located in convenient site of school building and only 7.32% of Government and 4% of Private school building were located in inconvenient place.

6. Facilities available in the school

- a. It is also furnished in the table that 2% of Government schools and 8% of Private schools have no toilet facilities in the school.
- b. 97.56% of Government schools and 64% of Private schools have no libraries in the schools.
- c. It is also found that 58.54% of Government schools have no Drinking water supply and proper Electrification facilities in the school.
- d. Out of 25 Private Schools 16% have no drinking water facilities.
- e. 70.73% of Government Schools and 36% of Private schools does not have Playgrounds.

7. School Management.

- a. Out of 25 Private Schools 8% are managed by the local body and the remaining 92% are managed by the Proprietor.
- b. All Government Schools are managed by the Government (i.e. 100% of the Schools). However, according to the implementation of communitization of elementary school education in Nagaland, all Government elementary schools are managed by both the Government and local body like, the Village Education Board/ Ward Education Board and Common Education Board to manage direct control and supervise day-to-day activities of the schools.
- c. It is also depicted that 100% of Government Schools have School Management Board and receive grand-in-aid from the Government.
- d. 72% Private Schools have not received grand-in-aid from the government.

8. Student's Attendance

- a. Students' attendances were found satisfactory in both the Government and Private Schools.
- b. 80.49% Government and 72% Private schools have followed the non-detention policy.

9. Relationship between Head Teacher and Teachers.

- a. 100% of Head Teachers or Headmasters of both the Government and Private Schools have good relationship with teachers.
- b. It also reveals that 97.80% of Government Schools and 88% of Private School Head Teachers or Principals held meetings with Teachers every month. 9.96% of Government Schools and 12% of Private Schools held half-yearly meetings with Teachers and only 2.22% of Government Schools held meeting with Teachers once in a year.
- c. It is seen that 97.56% of the Government School Head Teachers were satisfied with the teacher's co-operation and only 2.44% were not satisfied where as cent percent of the Private Schools Headmasters or Principals were satisfied with the Teacher's co-operation.

10. Relationship between Head Teachers and Community.

- a. 87.80% of Government Schools and 84% of Private Schools have invited parents of the students and leaders of the community to their school functions like Teacher's Day, Parent's Day, Annual Games and sports Day etc.
- b. It is also found that 19.5% of the Government Schools and 20% of the Private School teachers face problem in dealing with the Community.

- c. 24.39% Government Schools and 28% Private Schools found the community participation unsatisfactory.
- d. 24.39% of the Government Schools and 20% of the Private School Teachers were not supported by the community for effective teaching performance.

11. Relationship between Teachers and Students.

- a. The table shows that 29.27% of Government Schools and 52% of the Private Schools have very good relationship between Teachers and Students.
- b. 68.23% of Government Schools and 48% of Private Schools have good relationship.
- c. No Private Schools have average and poor Teacher-Student relationship, whereas 2.44% of Government Schools have poor relationship.

12. School Supervision/ Inspection.

- a. It is seen that 7.32% of Government Schools and 72% of Private Schools were not inspected by any Inspecting Officials like the Sub-Divisional Education Officer (SDEO), Junior Education Officer (JEO) and Sub-Inspector of Schools (SIS).
- b. It also indicated that 9.76% Government Schools and 12% Private Schools were inspected by the said Inspecting officials only once in a year.
- c. 41.46% Government schools and 72% of Private Schools are never inspected by any Inspecting Officers through out the year.

13. Curriculum.

- a. 90.24% of the Government Schools and cent percent of the Private School Head Teachers/Principals found the existing curriculum relevant for the students and up to date.
- b. It is also seen that 24.39% of the Government School and 36% of the Private School Headmasters found the present curriculum/syllabus too vast to be completed in one academic year.

14. Medium of Instruction and Lesson Planning.

- a. It was found that 78.05% Government and 96% Private School Head Teachers or Headmasters have successfully implemented English as the medium of instruction, whereas only 21.95% of Government School and 4% of the Private Schools could not do the same.
- b. It is also found that 97.56% Government School Head teachers or Headmasters have prepared the lesson plan and only 2.44% did not prepared the lesson plan, whereas cent percent of the Private School Headmasters have prepared the lesson plan.
- c. It is also furnished in the table that 85.39% of the Government Schools and 88% of the Private Schools have taken up some major steps to implement English as the medium of instruction.

15. Assessment of Students Academic Achievement.

- b. It was also found that only 9.76% Government Schools Head teachers and 4% of the Private Schools Headmasters conducted class test after the end of every lesson.
- b. It is also revealed that 95.12% Government and 12% Private Schools have received the Teaching Learning Material (TLM) grant for Teachers

from their respective Schools and 4.88% Government Schools and 88% Private Schools did not receive the TLM grant.

- c. It is also indicated that 90.24% of the Government School Head Teachers supported the present Evaluation System to assist students and only 9.76% did not, whereas the cent percent of the Private School Headmasters supports the evaluation System to assess the students' academic achievement.
- d. 34.15% of Government and 88% of Private school Head Teachers supported the Private tuition for the students.

16. Methodology of Teaching.

- a. 87.80% of the Government School and 88% of the Private School teachers applies lecture cum-demonstration method of teaching.
- b. It also appears that 87.80% of the Government and 72% of the Private School uses sufficient teaching aids in classroom Teaching Learning Process, and only 12.20% of the Government and 28% of the Private Schools does not use the same
- c. The table furnishes that cent percent of Government and 96% of Private School Headmasters think that modern teaching aids are effective in teaching learning process.
- d. It also appears that 43.90% of the Government and 32% of the Private School Headmasters have brought innovation in the area of Elementary School Education Programme.
- e. The table shows that 82.93% of Government and 64% of the Private School Headmasters thinks that the methodology of teaching needs to change for more effective learning of students.

- f. It also furnishes that 97.56% of the Government and 92% of the Private School Headmasters think that the development and the usage of the teaching learning material during classroom teaching is effective.

17. Vocational Education

- a. The table shows that 41.46% of the Government and 52% of the Private Schools offer vocational courses in school.
- b. It is also indicated that 68.29% of Government and 96% of Private Schools organize co-curricular activities like Dramatics, Debates and Discussions, Drawing and Painting competitions, Singing competition, Gardening etc.

18. Games and Sports

- a. From the table it can be seen that 43.90% of the Government and 24% of the Private Schools have separate/qualified teacher for physical education.
- b. 97.56% of the Government and 96% of the Private Schools have conducted annual sports week, whereas 2.44% of the Government and 4% of the Private Schools does not conduct Annual Sports week.
- c. 34.15% of the Government and 52% of the Private Schools offer separate period for PET class, 65.85% of the Government and 48% of the Private Schools does not offer separate PET class in their Schools.

19. Moral Education

- a. The table indicates that out of 41 Government Schools 12.20% did not conduct Morning Assembly regularly, whereas, all 25 Private Schools conducted morning assembly regularly, i.e. 100% of Private Schools.
- b. It also reveals that 75.61% of Government Schools and 96% of Private Schools have organized Seminars, Workshop, Debates, Essay writing

etc, in their respective school for the development of moral education of the students, whereas 24.39% of Government Schools and 4% of Private Schools did not organized the same in the school.

- c. 84% of Private schools have separate Scripture teacher and 16% schools have no Scripture teacher, where as only 12% of Government Schools have separate Scripture teacher, but 88% have not.

5.1.2. Findings from Teachers.

1. Background of Teachers.

- a. Out of 123 Teachers from 41 surveyed Government Schools, 46.34% are male and 53.66% are female and in Private Schools out of 75 Teachers from 25 surveyed Schools 57.33% are males and 42.67% are females.
- b. It is also indicated that the working experience of teachers in Government Schools below 10 years of service are 65.85% and 34.15% are above 11 years of working experience
- c. In Private Schools 76% of teachers are below 10 years of working experience and 24% of teachers are above 11 years of working experience.
- d. The Government school teachers were found more in number at the age group between 31 to 40 years. Whereas the Private school teachers were more in number below 30 years of age.

2. Academic qualification and their professional training.

- a. It also appears that out of 123 respondents 2.44% of Government school teachers were found Under Matriculate, 8.13% Matriculate, 17.07% Pre-University or 10+2 qualified, 58.54% Graduate and 13.82% were found Post Graduate.
- b. In Private Schools out of 75 respondents 20% of teachers were found Pre-University or 10+2 qualified, 60% Graduate, 20% Post Graduate and there was no Under Matriculate or Matriculate teachers.
3. Out of 123 respondents (teachers) from Government schools 36.59% were found untrained, whereas in Private school out of 75 teachers 22.67% were found untrained.
4. The majority of teachers (respondents) from both the Government and Private schools were found professionally trained in B.Ed, PSTE, and CPTE etc.

3. Teaching profession and nature of appointment.

- a. It is also found that 82.11% of Government School and 78.67% of the Private School teachers like teaching by profession.
- b. 13.01% of Government School and 14.67% of Private School teachers have joined in the teaching profession due to unavailability of any other job.
- c. 4.88% of the Government School and 6.66% of the Private School teachers are in the teaching profession, because they feel that teaching is the easiest job.
- d. 80.49% of the Government School teachers and 60% of the Private School teachers choose teaching as their first choice of profession.

- e. 52.03% of the Government School and 65.33% of the Private School teachers were appointed through interview, 43.90% of the Government School and 34.67% of the Private School teachers were appointed without any interview.
- f. 4.07% of the Government School teachers were appointed on other reasons such as on compassionate ground, but in Private School no teachers are appointed with such reason.

4. Education Related to Socio-Economic.

- a. 73.17% of Government and 78.67% of Private School teachers like to improve the present system of education, whereas, 26.83% of the Government and 21.33% of the Private School teachers does not like to change the present system of education.
- b. It appears that 15.45% of the Government and 13.33% of the Private School teachers' faces difficulties in adjusting with the new Trend of socio-economic brought about through education whereas 84.55% of the Government and 86.67% of the Private School teachers does not face any problem with the same.

5. Education Related to Socio-Cultural life.

- a. It appears that 67.48% of the Government and 69.33% of the Private School teachers would like to change the present system of social and cultural life of the society.
- b. It also appears that 91.06% of the Government and 85.33% of the Private School teachers support the introduction of the formal education system that brought about many social changes.

6. Relationship between Head Teachers and Teachers.

- a. As depicted in the table, 99.19% of the Government and 98.67% of the Private School teachers have good relationship with the Head Teacher or Principal.
- b. It is also seen that 94.31% of the Government and 96% of the Private School Teachers were not facing any problem in dealing with the Head Teacher or Principal.

7. Relationship between Teachers & Students.

- a. Majority of the students of both the Government and the Private Schools have good relationship between the students and teachers.
- b. The table also furnishes that the Students of 97.56% Government and 96% of Private Schools are co-operative with their teachers in all activities of their school.
- c. 97.56% of the Government and 96% of the Private School students are helpful to their teachers.

8. Work load of Teachers.

- a. The table indicates that 15.45% of the Government and 21.33% of the Private School teachers finds the workload heavy.
- b. 77.24% Government and 70.67% Private School teachers finds the workload to be moderate and only 7.31% Government and 8% Private School teachers found the workload to be light.
- c. 19.51% of Government and 68% of Private school teachers were allotted more than 5 subjects/ periods per day.

9. Curriculum/Syllabus.

- a. It was found that 83.74% of Government and 85.33% of Private School teachers felt that the existing curriculum or syllabus is relevant for the students.
- b. Table reveals that 84.55% Government and 81.33% Private school teachers found the curriculum / syllabus too heavy to be completed in one academic calendar year.

10. Medium of Instruction and Lesson Planning.

- a. 17.08% Government and 2.67% Private school teachers used mother tongue as the medium of instruction in classroom.
- b. 68.29% Government and 96% Private school teachers used English as the medium of instruction in classroom.
- c. 14.63% Government and 1.33% Private school teachers used Nagamese as the medium of instruction in classroom.
- d. 95.50% Government and 93.33% Private school teachers agreed that the lesson planning is important for effective teaching.

11. Assessment of Students Academic Achievement.

- a. It is indicated that 29.26% Government and 48% Private school teachers have conducted class test weekly.
- b. 42.28% Government and 26.69% Private school teachers have conducted class test monthly.
- c. 23.58% Government and 20% Private school teachers have conducted class test after the end of every lesson.
- d. 4.88% Government and 5.33% Private school teachers have conducted class test in a specific date.

- e. 86.99% Government and 86.67% Private school teachers have consulted parents for improvement of their students.
- f. It is also found that 50.41% Government and 72% Private school teachers have provided extra classes for the poor or below average students.
- g. 37.40% Government and 44% Private school teachers have attended orientation or refresher courses, whereas 62.60% Government and 56% Private school teachers did not attended any orientation or refresher course.
- h. It is also indicates that 90.24% Government and 92% Private school teachers are satisfied with the assessment process for the students in the elementary level.
- i. Table shows that 97.56% Government and 82.67% Private school teachers supports private tuition particularly in urban areas.

12. Methodology of Teaching.

- a. 9.76% Government and 10.67% Private school teachers have applied the lecture method of teaching in classroom.
- b. 69.92% Government and 73.33% Private teachers have applied lecture cum demonstration method of teaching in classroom.
- c. 20.32% Government and 16% Private school teachers applied dictation of notes while giving notes in the classroom.
- d. It also reveals that 82.93% Government and 64% Private school teachers used sufficient teaching and learning materials while teaching in the classroom.

- e. It appears that 78.36% Government and 69.33% Private school teachers received the teaching and learning materials from their respective school, whereas 21.14% Government and 30.67% Private school teachers did not received the same.
- f. 93.50% Government and 92% Private school teachers supported the use of modern teaching and learning materials.

5.1.3. Findings through interview and Personal observation.

- a. Shortage of requisite number of the subject teachers.
- b. Transfer of teachers along with post causes the shortage of teachers in the school.
- c. Most of the teachers did not reside at their place of posting.
- d. The location of the school was not planned with respect to student's residence and congeniality of surroundings.
- e. Most of the schools were found inadequate of teaching staff, lack of properly qualified and trained teachers.
- f. Parental illiteracy was one of the major factors which stood in the way of education in the State, especially in rural areas parents had no time to attend to their wards and watch their progress.
- g. Low level of learning among elementary school children in Nagaland can be partly attributed to poor and inadequate facilities in school.
- h. Most of the trained teachers did not apply their training methodology in class teaching.
- i. Most of the government school teachers were dissatisfied with their job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys and election duty etc.

- j. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to the administration, inspection, supervision and management was inadequate.
- k. Most of the students are extremely low in mathematical achievement.
- l. No guidance is given to school by the Education Officers for the construction of school time table. Even at the time of yearly school inspection the time table is not examine.

5.1.3. Findings through Comparative study of Government and Private Schools.

- a. It was found that the Private School Headmasters were academically more qualified than the Government School Headmasters. However, in the field of professional training, the Government School Headmasters were trained more than the Private school Headmasters.
- b. On comparing the Government and the Private schools on The Position of Teaching Staff and their educational qualification, the percentage shown in the table reveals that the Under Matriculate teachers and Matriculate teachers were serving more in percentage at Government Schools than the Private Schools. Under Graduate, Graduate, and Post Graduate Teachers were serving more in Private Schools than the Government Schools. 9.89% were B.Ed trained teachers 4.95% were ISTE (In-Service Teacher Education) trained, 0.73% were PSTE (Pre-Service Teacher Education) trained, and 8.97% were JTTI (Junior Teacher Training Institute) trained teachers.
- c. On comparing the Government and the Private schools on professional training the percentage shown in the table reveals that the Government School teachers were more in percentage than the Private School teachers in professional training like B.Ed, ISTE/CPTE, PSTE and JTTI.

- d. It is also seen that the Private Schools have more Students than the Government Schools, though the Government provide more facilities to the Students of the Government Schools than the Students of the Private Schools like issuing of free Text Books, Uniforms, Mid-Day meals etc.
- e. From the analysis, it can be clearly interpreted that the Private Schools have better infrastructural facilities like the location of school building, sufficient and adequate classrooms and furniture than the Government schools.
- f. On comparing between the Government Schools and the Private Schools on the facilities available in the school, the percentage shown in the table reveals that only Restroom was maintained better in the Government Schools than the Private Schools. On the other hand, all the remaining facilities like Teacher's common room, Student's common room, Library, Drinking water supply, proper electrification and Playgrounds were maintained better in Private Schools than in the Government Schools.
- g. On comparing the school management, the Government schools are managed better than the Private Schools that almost all Government Schools are managed by the Government and the School Management Board was well set up after the implementation of communidisation of Public institution and Service Act 2002 (Act no 2) on the 15th of April 2002.
- h. From the description revealed the relationship between the Head Teacher and the Teachers in Private Schools was much better relationship than the Government Schools.
- i. The relationship between the Head Teachers of the Government Schools and the community is found more cordial than the Private Schools.

- j. On comparing the Government Schools and Private Schools on the School Inspection and Supervision done by the Inspecting Official like DIS and SIS, it is found that they give more attention to the Government Schools than the Private Schools.
- k. The Private School Students are more actively participating in classroom Teaching Learning Process than the Government School Students.
- l. It is found that the Private Schools performed better than the Government Schools on implementing the English language as the medium of instruction in classroom teaching.
- m. It can be seen that the Private Schools have more focus to impart vocational education to the students and implemented the vocational courses in Schools better than the Government Schools.
- n. The table identifies that the Private Schools have more emphasized in the field of moral education than the Government Schools, like regular conduct of Morning Assembly, organized different social activities such as Seminars, Workshops, debates, Essay writing etc.
- o. The Private School teachers are more qualified in academic qualification than the Government School teachers. Moreover, the Private School teachers are found more in number in professionally training like B.Ed and CPTE than the Government School teachers, but P.S.T.E and J.T.T.I trained teachers are found more in Government Schools than the Private Schools.

5.2. SUGGESTIONS FOR IMPROVEMENT OF ELEMENTARY EDUCATION IN NAGALAND.

1. Required number of teachers to be posted to all the deficit teachers' schools through suitable redeployment.
2. Stringent rule/law be enforced to check irregular/erring teachers and Head Teachers and stern action be taken as deemed fit.
3. An Academic Cell be establish in the Directorate of School Education to monitor/supervise and evaluate the performance of the students of government schools in the public exams such as ESLC, HSLC etc and adoption of some remedial measures for its academic achievement.
4. Primary education must focus upon the all round development of the child (body, mind, spirit).
5. The school curriculum should be framed giving prior importance to human values and basing on their own context-folklore, soil, climate and people etc.
6. Theoretical education/exam-oriented education should be discouraged and more emphasis be given to the practical side.
7. More enthusiasm should be generated for co-curricular activities, and provision of resources for co-curricular activities should be provided.
8. Especially in Government schools the teacher's recruitment policy is formulated in order to recruit dedicated and efficient teachers committed towards quality education. Only qualified teachers must be employed for elementary schools.
9. Head Teacher should be appointed the most senior teacher who acquaint educationally and professionally qualified.

10. The Head Teacher must be a capable/dedicated and having a leadership quality and good relationship with the community.
11. The subjects like; Moral Science, Computer should be included in syllabus for Government schools.
12. Plan and organized educational Seminar and workshops for the teaching staff and Principals/Headmasters/Head Teachers.
13. To improve the students' enrolment at Government schools especially in rural areas teachers should visit the house of non-enrolled children.
14. In order to have cent percent enrolment in the primary schools, Text-books, uniforms and Mid-day meals should be provided free of cost to children belonging to poor economic background.
15. Seminars on the importance of education should be organized in rural areas with special with special emphasis on female education, especially for illiterate parents.
16. Adhering to a proper time-table for daily teaching, giving class work and home work regularly and revising the lesson before beginning the new lesson are factors which have significant influence on learner's achievement.
17. The teachers should apply the classroom interaction method, planning of teaching activities and internal monitoring of the schools are very important factors influencing school quality.
18. Teacher should conduct periodical tests of the students, home work and class work are generally regular features in the school and teachers are expected to maintain proper records of student's progress.
19. Better infrastructural facilities should be provided to elementary schools played an important role in improving the teaching-learning

environment and consequently learner achievement levels and overall school quality.

20. Local boys and girls should be encouraged to avail of National Talent Search Scholarships in sports and suitable candidates should be sponsored for higher level diploma at the National Institute of Sports.
21. For smooth working of the schools, there should be the closest co-operation between the Head master and member of staff, on the other hand, the headmaster and the member of managing committees including Chairman, as the headmaster becomes the bridge between the managing committee and the teachers and students as a whole.
22. The Education Committees should be aware of their own responsibilities in school management. They should realize the importance of education better of the nation which solely depends on the better schooling pattern.
23. Community and parents should be the manifold in supporting the school management for regular attendance.
24. Parents and community should be made aware of the effective role that they can play through their co-operation and contribution (financial, opinion, moral support) with and towards the primary schools to improve its standard.
25. Head teachers or Headmaster should see that the school parents association is made more effective so as to improve the performance of the children.
26. Teachers training should be made compulsory for all primary school teachers.
27. Pre-service and In-service training of teachers should be made available in the training institute.

28. Teachers should give regular class work and home assignments to the students.
29. Free and compulsory coaching and remedial class should be conducted in all major subjects.
30. Regular parents/teacher meeting should be held.
31. Community participation in work education programmed to be involved like Art and Culture, handicrafts etc.
32. The parents should ensure that every child is enrolled in the school.
33. Both Government and Private School should be inspected and supervised by the Inspecting Officials like District Education Officer, Sub-Divisional Education Officer, Junior Education Officers, and Sub-Inspector of Schools etc.
34. Teacher's salary should be given on time and necessary facilities should be provided. As for the Private school teachers, their plight of poor pay-scale should be taken into genuine consideration, because the comfort of the teachers will motivate them further to improve in their professional efficiency.

5.3 CONCLUSION:

It may therefore be concluded that Head teachers/Headmasters in many Elementary schools need to be more qualified especially in the Government schools, not just undergraduate or matriculate, but rather post graduate and graduate. However, majority of Head-teachers and teachers in Government schools were found trained, whereas majority of Head teachers and teachers of Private schools were found untrained.

The location of school and its environment found to be conducive in most of the schools except some few Government schools. The present study has revealed that Libraries, Drinking water supply and

proper electrification was not being provided properly in the Government schools as compared to Private schools.

There was not much of interest in appointing physical teachers which usually is a necessity, so as to bring awareness in the physical fitness of the student's. Most of the Private schools appointed the physical teachers, but in case of Government schools it was not given much importance.

84% of Private schools appointed Scripture teacher for their respective school to impart moral education to the student's and cent percent of Private schools conducted the Morning Assemble regularly, whereas, in Government schools only 12% has separate scripture teachers.

The present study revealed that the community leaders took keen interest in the functioning of the school and it benefited a lot for the progress of the school. Parents and teachers meeting were conducted as it was essential for the effective functioning of the elementary schools. The elementary teachers should be given proper professional training which is of great significance in successfully discharging their duties and responsibilities to them.

Most of the schools of both Government and Private schools conducted seminars, workshop, Debates and Essay writing etc. for the development of the moral education of the students.

The relationship between the Head teachers/Headmasters and teachers of both the Government and Private schools were found satisfactory. Majority teacher of both Government and Private schools applied lecture-cum demonstration method of teaching in classroom.

The study came to the conclusion that in the field of infrastructural development of school building as well as the academic

achievement of the student's of Government elementary schools found rapid improvement after the introduction of Communitization of elementary education in Nagaland since 2002. whereas the Private school, the infrastructural development, facilities availability like Library, Supply of drinking water, proper electrification etc. were found much better than the Government schools, though many schools were managed by the Proprietors. However, number of Elementary schools of both the Government and Private schools are not sufficient to meet the demands of the State in order to adjust with the rapid expansion of education in Nagaland, the present situation to be improved in a better and effective.

5.4. Suggestions for further Research.

The following are the suggested area for further researches.

- a. A separate and comprehensive research can be undertaken relating to the problem and causes of primary education.
- b. A research study relating to the poor achievement of primary education.
- c. Research to be taken on the importance given by the school Inspectors and the Education Department in regard to the primary education.
- d. To do a study on having a common syllabus for both the Government and Private primary school for better achievement of knowledge and performance.

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ANNEXURE I

QUESTIONNAIRES FOR HEAD TEACHER/HEADMASTER/PRINCIPLE

1. Background of the Head Teacher/Headmaster :

- a. Name of the teacher :
- b. Name of the school :
- c. Year of Establishment :
- d. Govt. / Private School :
- e. Sex Male / Female (please tick) :
- f. SC / ST / OBC / General :
- g. Age :

2. Academic Qualification and Professional training of Head Teacher/Headmaster and their working experience.

- a. Educational Qualification :
- b. Trained / Untrained :
- d. Regular / Adhoc / Contract :
- e. Working experience :
 - a. Teaching..... years. :
 - b. Administration..... years. :

3. Position of teaching staff and their educational Qualification.

- 1. Please furnish the following information:-

Sl. No	Name of the teachers	Sex	Educational qualification	Trained / Untrained	Name of the course if trained	Nature of appointment	Length of service

4. Student's Enrolment

Sl. No	Year	Classes										
		A	B	1	2	3	4	5	6	7	8	Total
1	2005											
2	2006											
3	2007											
4	2008											
5	2009											

5. School Infrastructural Development:

- What is the status of your school?
 - Pucca []
 - Kacha []
 - Thatched []
 - Partly pucca []
- Is the location of your school convenient for teaching learning process?
 - Yes
 - No
- Do you have adequate classroom, in your school?
 - Yes
 - No
- Does your school have enough furniture?
 - Yes
 - No
- Are you satisfied with the existing infrastructure of your institution?
 - Yes
 - No

6. School Infrastructural Development:

- Do you have the following facilities in the school?
 - Teachers common room []
 - Toilets []
 - Students common room []
 - Library []
 - Drinking water supply []
 - Proper electricity []
 - Playground []

7. School Management

- What is the nature of management of your school?
 - Govt. []

- (b). Local Body []
- (c). Both the govt. and local body []
- (d). Library []
- (f). Deficit []
2. Do you have management board in your school?
- (a) Yes (b) No
3. If yes, please mention the structure of the management board
-
-
4. What is the annual budget of your school?
-
-
5. Do your school get any grant-in-aid from Govt. or any financial support from other?
- (a) Yes (b) No.
6. Please specify:
- (a). Donation received
-
- (b). Public contribution
-
- (c). Govt. aids
-
- (d). Others
-
7. If fund allotted by the Govt. /Management authority is sufficient to meet the requirements of the school?
- (a) Yes (b) No
- 8. Students Attendance**
- a. Are the students regular in school?
- (1) Yes (2) No
- b. If yes, what is the attendance position?
- (a). Very good []
- (b). Good []
- (c). Average []
- (d). Poor []
- (e). Very poor []
- c. If attendance is very poor in your school, what are the remedial measures you suggest to improve it, please elaborate.
-
-
- d. Do you follow non – detention policy?
- (a) Yes (b) No

9. Relationship between Head teacher and teacher

- a. Do you have a good relationship with the teachers?
(1) Yes (2) No
If No, what are the reasons?
(1). Irregular []
(2). Unpunctual []
(3). Junior []
(4). Personal Problems []
- b. Do you convene meeting with teachers?
(1) Yes
(2) No
Is Yes, how frequent?
(1). Weekly []
(2). Monthly []
(3). Half Yearly []
(4). Yearly []
- c. Are you satisfied with the teachers' co-operation you as their head teacher?
(1) Yes
(2) No
- d. What are the major problems faced by you as the head of an institution?
.....
.....

10. Relationship between Head Teacher and Community.

- a. Do you invite parents and leaders of the community in your school functions like Teachers Day, Parents Day, Annual Games and Sports Day etc?
(1) Yes (2) No
- b. Do you face any problems in dealing with the community?
(1). Yes (2). No
If yes, give reasons
.....
.....
- c. Do you think that the Community Participation is satisfactory?
(1) Yes (2) No
- d. Do you invite special guest in your school?
(1) Yes (2) No
- e. Do you observe any problems relating to the educational needs of the community?
(1) Yes (2) No

If yes what are the problems specially face by the people your observation.

.....

f. Do you get support from all the community and parents to perform your teaching job effectively?

(1) Yes (2) No

g. Do you get satisfactory co-operation form the parents / community / society etc?

(1) Yes (2) No

11. Relationship between Head teacher and students

a. How is the relationship between Head Teacher and students?

(1). Very good []

(2). Good []

(3). Average []

(4). Poor []

b. Are students co-operative in school activities?

(1) Yes (2) No

c. Are students helpful to teachers and schools?

(1) Yes (2) No

12. School Supervision / Inspection

a. Do the DIS / SIS visit your school?

(1) Yes (2) No

If yes, what is the outcome of their inspection? (Please mention)

.....

b. How many times in a year do the inspectors visit the school?

(1). Once []

(2). Twice []

(3). Thrice []

(4). Any other []

Specify

.....

c. Does the inspector supervise classroom teaching during their visit?

(1) Yes (2) No

d. Do they give back to the teachers after observation of class?

(1) Yes (2) No

e. What corrective measures does the inspector take for the irregular teachers?

(1). Deduct pay []

(2). Explanation []

(3). Suspension []

- (4). Termination []
 (5). Transfer []
 f. Do the inspectors attend any community meeting relating to educational issues?
 (1) Yes (2) No

13. Curriculum / Syllabus

1. Is the existing curriculum / syllabus relevant up to date?
 (1) Yes (2) No
2. Does the curriculum urgently need to be revised?
 (1) Yes (2) No
3. Do you think that the present educational programme is relevant and significant to the students needs?
 (1) Yes (2) No
4. According to you what the courses to be included and deleted from the present educational curriculum?
 Specify

5. Are you satisfied with the contents of textbook?
 (1) Yes (2) No
6. If No, please point out the book and contents not acceptable

<u>Name of book</u>	<u>for Class</u>	<u>Page no</u>	<u>Defects and reasons</u>
.....
.....
7. Suggestions on improving of textbook.

8. Suggest modification if necessary

9. List addition if needed

10. Is the curriculum relevant to Naga Society?
 (1) Yes (2) No
11. Do you find the course of study too heavy to be completed in one academic calendar?
 (1) Yes (2) No
12. Can you complete the prescribed curriculum within the academic calendar?
 (1) Yes (2) No

14. Medium of Instruction and Lesson Planning.

1. What is the medium of classroom instruction in you school?
 - (i). Mother tongue []
 - (ii). English []
 - (iii). Nagamese []
2. Do you think that the implementation of English as the medium of instruction is successfully implementing in your school?
 - (1) Yes (2) No
3. Have you taken up any major steps to implement English as medium of instruction?
 - (1) Yes (2) No
4. Do you agree, lesson planning is a must for effective teaching?
 - (1) Yes (2) No

15. Assessment of student's Academic achievement.

5. How often do you conduct class test?
 - (1). Weekly []
 - (2). Monthly []
 - (3). End of every lesson []
 - (4). Specific date []
6. Do teachers assign homework daily in your school?
 - (1) Yes (2) No
7. Do teacher check homework regularly in your school?
 - (1) Yes (2) No
8. Do teacher check notebook of each students in your school?
 - (1) Yes (2) No
9. Do you receive grant of teachers for TLM?
 - (1) Yes (2) No
10. Do you consult parents for improvement of your students?
 - (1) Yes (2) No
11. Do you provide extra classes to the students?
 - (1) Yes (2) No
12. Is private tuition allowed in your school?
 - (1) Yes (2) No
13. Have you ever attended orientation / refresher course?
 - (1) Yes (2) No
14. Do you feel that the evaluation system in your school assess the students in totally?
 - (1) Yes (2) No
15. Do you think that it is necessary to implement continuous and comprehensive evaluation during the teaching learning process?
 - (1) Yes (2) No
16. Do students actively participate in classroom teaching and learning?
 - (1) Yes (2) No

17. Are you satisfied with the assessment process for the students in the elementary level of your school?
 (1) Yes (2) No
 If No, please offer some suggestions

18. Most of the Nagas fail in Mathematics subject.
 What are the hindrance of learning mathematics; give some reasons.

19. Suggest means for improvement

20. Private tuition particularly in urban areas is common; do you support this?
 (1) Yes (2) No
 If No, what do you suggest to remedy and avoid this?

16. **Methodology of Teaching**

1. What method of teaching, do you apply in classroom teaching?
 (1). Lecture []
 (2). Lecture cum demonstrator []
 (3). Dictation of notes []
 (4). Any other (please mention)

2. Do teachers of your school make use of sufficient of teaching aids?
 (1) Yes (2) No
3. Do you provide such aid from your school?
 (1) Yes (2) No
4. Do you think that modern teaching aids are effective in teaching – learning process?
 (1) Yes (2) No.
5. Have you brought any innovation in the area of elementary school education programme in your school?
 (1) Yes (2) No
6. If yes in what was? (Please mention).

7. Do you think the methodology of teaching be change for more effective learning?

(1) Yes (2) No

8. Do you think that the development and usage of TLM during teaching – learning process is effective?

(1) Yes (2) No

17. Vocational Education

1. Do you offer any vocational course in you school?

(1) Yes (2) No

If yes, please mention the type of vocational course offered ?

.....
.....

2. What are the co-curricular activities that are being organized in you institution?

.....
.....

3. Do you organize the co-curricular activities like Fine Art Competition, painting etc?

(1) Yes (2) No

18. Games and Sports

1. Do you have a separate / qualified teacher for physical education?

(1) Yes (2) No

2. Does your school have Annual Sports?

(1) Yes (2) No

If yes, for which games do you have facility in you school?
Please state

.....
.....

3. Do you maintain any separate period for physical education?

(1) Yes (2) No

4. Please offer your suggestions for the improvement of games and sports in the elementary education

.....
.....

19. Moral Education

1. Is morning assembly conducted in your school regularly?

(1) Yes (2) No

2. If yes, is it compulsory for all the teachers to attend?

(1) Yes (2) No

3. Do the school organize seminar, workshop, debate, essay writing etc.
(1) Yes (2) No
4. Is there any scripture teacher in your school?
(1) Yes (2) No
5. Do you maintain any separate period for moral education?
(1) Yes (2) No
6. Mention any activities the school takes up to promote and encourage moral education (e.g. Camps, retreats etc)
.....
.....

20. Related to Socio – Cultural life

1. Kindly enumerate some changes in social, moral, and religious values due to introduction of formal education among Nagas.

(1). Before introduction of Education
.....
.....
- (2). After introduction of education
.....
.....
- (3). Mention some new values which have been added as a result of education
.....
.....
4. In you opinion, what were the main social problems in the community before introduction of formal education?
.....
.....
5. Would you like to change the present system of social life?
(1) Yes (2) No
If Yes, what types of changes would your prefer?
.....
.....
6. Did introduction of formal education bring any social change?
(1) Yes (2) No
If yes, what is the improvement in social life?
.....
.....

If No, enumerate a few ill effects

.....
.....

21. Suggestions:

Please share your view and offer some suggestion for overall development of the status of elementary education in Nagaland.

.....
.....

ANNEXURE II

QUESTIONNAIRES FOR TEACHERS

1. Background of Head Teacher/Principal:

- a. Name :
- b. Sex :
- c. Age :
- d. Educational Qualification :
- f. Tribe / Caste :
- g. Trained / Untrained :
- h. Nature of appointment :
- i. (Adhoc/Regular/Contract) :
- j. Teaching experience (years) :
- k. Classes you are teaching :
- l. Subject you are teaching :

2. In-Service Teachers Training

1. Have you attended any in-service training programme?
(1) Yes (2) No
2. If Yes, Kindly list them

Sl. No	Name of the Course	Duration	Organized by

3. Did you face any problems during such course?
(1) Yes (2) No
4. If yes, please specify
.....
.....
5. Were you provided accommodation by the organizers?
(1) Yes (2) No
6. Were you provided DA/TA?
(1) Yes (2) No
7. Give your suggestion on the following points for improvement of in-service training programmes:
(a) Duration:-
1 Year
2 Month
3 Weeks
4 Days

(b) Location:-

1. Institution
2. Centre.....
3. Any other

(c) General Orientation:-

i. Particular subject

.....

ii. Any other suggestion

.....

.....

3. Teaching Profession.

1. Did you join teaching profession because you :

(a) Like teaching

(1) Yes. (2) No.

(b) Did not get any other job

(1) Yes. (2) No.

(c) Felt teaching is the easiest job

(1) Yes. (2) No.

2. Was teaching your first choice of career?

(1) Yes. (2) No.

3. Are you interested in teaching?

(1) Yes (2) No

4. Did you get support from all the community and parents to perform your teaching job effectively?

(1) Yes (2) No

5. Nature of your appointment:

a. Appointed through interview.

(1) Yes (2) No

b. Direct appointment without interview.

(1) Yes (2) No

c. Any other (please mention)

.....

.....

4. Education related to Socio-Economics

a. Would you like to improve the present system of education?

(1) Yes (2) No

b. If yes, suggest some measures for improvement.

.....

.....

- c. Did you face any difficulty in adjustment with the new trends of socio-economic changes brought about through education?
(1) Yes (2) No
- d. If yes, mention some
.....
.....
- e. In your opinion what is the attitude of people towards modernization?
.....
.....
- f. How do educations influence socio-economic life of a community?
.....
.....

5. Education related to socio-cultural life.

1. Kindly enumerate some changes in social, moral, and religious values due introduction of formal education among Nagas:
(a). Reform introduction of Education
.....
.....
(b). After introduction of education.
.....
.....
2. Mention some new values, which have been added as a result of education.
.....
.....
3. Name some changes brought about in your society through the introduction of education.
.....
.....
4. In your opinion, what were the main social problems in the community before introduction of formal education?
.....
.....
5. Would you like to change the present system of social life?
(1) Yes (2) No
If yes, what types of changes would you prefer?
.....
.....

6. Did introduction of formal education bring about any social change?

(1) Yes (2) No

If yes, what is the improvement in social like?

.....
.....

If No, enumerate a few ill effects.

.....
.....

6. Relationship between Head Teacher and Teachers.

1. Do you have good relationship with the Head Teacher?

(1) Yes (2) No

2. If No, give the reasons:-

.....
.....

3. Do you face any problems in dealing with you Head Teacher?

(1) Yes (2) No

4. If Yes, please give the reasons:-

.....
.....

7. Relationship between teachers and students.

1. How is relationship between teachers and students?

(1). Very good []

(2). Good []

(3). Average []

(4). Poor []

2. Are students co-operative in school activities?

(1) Yes (2) No

3. Are students helpful to teachers and schools?

(1) Yes (2) No

8. Work load of Teachers:

1. How do you find work load?

(a) Heavy []

(b) Moderate []

(c) Light []

2. Kindly mention the periods that you are allotted

i. Per day..... Subjects Hours..... Minutes

ii. Per week..... Subjects Hours..... Minutes

9. Curriculum / Syllabus

1. Is the existing curriculum / syllabus relevant up to date?
(1) Yes (2) No
2. Does the curriculum urgently required to be revised?
(1) Yes (2) No
3. Do you think that the present educational programme is relevant and significant to the students needs?
(1) Yes (2) No
4. According to you what are the courses to be included and deleted from the present educational curriculum?
Specify:-

.....
.....

5. Are you satisfied with the contents of textbook?
(1) Yes (2) No
6. If No, please point out the book and the contents not acceptable.

<u>Name of book</u>	<u>for class</u>	<u>Page no</u>	<u>Defects & reasons</u>
.....
.....

.....
.....

7. Suggestions on improvement of textbook:

.....
.....

8. Suggest modification if necessary:

.....
.....

9. List addition if needed:

.....
.....

10. Is the curriculum relevant to Naga Society?

(1) Yes (2) No

11. Do you find the course of study too heavy to be completed in one academic calendar?

(1) Yes (2) No

12. Can you complete the prescribe curriculum within the academic calendar?

(1) Yes (2) No

10. Medium of Instruction and Lesson Planning.

1. What is the medium of classroom instruction?

(1). Mother tongue []

(2). English []

(3). Nagamese []

2. Do you think that the implementation of English as the medium of instruction is successfully implemented in you school?
(1). Yes (2). No
3. Have you taken any major steps to implement English as medium of instruction?
(1). Yes (2). No
4. Do you agree, lesson planning is a must for effective teaching?
(1). Yes (2). No

11. Assessment of student's Academic achievement.

5. How often do you conduct class test?
(1). Weekly []
(2). Monthly []
(3). End of every lesson []
(4). Specific date []
6. Do you assign homework daily?
(1) Yes (2) No
7. Do you check homework regularly?
(1) Yes (2) No
8. Do you check the notebook of every student?
(1) Yes (2) No
9. Do you receive grant of teachers from TLM?
(1) Yes (2) No
10. Do you consult parents for improvement of your students?
(1) Yes (2) No
11. Do you provide extra classes to the students?
(1) Yes (2) No
12. Is private tuition allowed in your school?
(1) Yes (2) No
13. Have you ever attended orientation / refresher course?
(1) Yes (2) No
14. Do you feel that evaluation system in you school assess the students in totally?
(1) Yes (2) No
If No, please suggest
.....
.....
15. Do you think that it is necessary to implement continuous and comprehensive evaluation during the teaching learning process?
(1) Yes (2) No
16. Do students actively participate in classroom teaching and learning?
(1) Yes (2) No
17. Are you satisfied with the assessment process for the students in the elementary level of your school?

(1) Yes (2) No

If No, please offer some suggestion

.....
.....

18. Most of the Nagas fail in mathematics subject
What are the hindrances of learning mathematics?
Give some reasons :

.....
.....

19. Suggest means for improvement:

.....
.....

20. Private tuition particularly in urban areas is common; do you support this?

(1) Yes (2) No

If No, what do you suggest to remedy and avoid this:

.....
.....

11. Methodology of Teaching

1. What method of teaching, do you apply in classroom teaching?

(1). Lecture	[]
(2). Lecture cum demonstrator	[]
(3). Dictation of notes	[]
(4). Any other (please mention)	

.....
.....

2. Do you make use of sufficient teaching aids?

(1) Yes (2) No

3. If yes, do you get such aids from your school?

(1) Yes (2) No

4. Do you think that modern teaching aids are effective in teaching-learning?

(1) Yes (2) No

5. Have you brought out any innovation in the area of elementary school education programme?

(1) Yes (2) No

6. If Yes, in what way? (Please mention)

.....
.....

7. Do you think the methodology of teaching be change for more effective learning?

(1) Yes (2) No

8. Do you think the development and usage of TLM during teaching- learning process are effective?

(1) Yes (2) No

12. Suggestions:

Please share your view and offer some suggestions for overall development of the status of elementary education in Nagaland.

.....
.....

**TABLE INDICATING THE NUMBER OF SURVEYED
SCHOOLS OF BOTH GOVERNMENT AND PRIVATE**

Table - i

TOTAL NUMBER OF SURVEYED SCHOOLS IN DISTRICT –WISE

SL/NO	Name of District	No. of Govt. Institution	No. of Private Institution	Total number of Institution
1	Kohima	3	2	5
2	Dimapur	4	4	8
3	Mokokchung	10	3	13
4	Mon	4	2	6
5	Peren	2	2	4
6	Wokha	3	2	5
7	Longleng	2	2	4
8	Tuensang	4	2	6
9	Zunheboto	4	2	6
10	Phek	2	2	4
11	Kiphire	3	2	5
	TOTAL	41	25	66

NUMBER OF SURVEYED SCHOOLS AND NUMBER OF SAMPLES USED FOR THE STUDY

Table - ii

1. GOVERNMENT SCHOOLS

SL. NO	Name of the Institution	District	No. of Teachers				TOTAL
			H/T,T/I H/M, Prin	Math's Teacher	Science Teacher	Arts Teacher	
1	G.M.S. P.W.D. Colony Kohima.	Kohima	1	1	1	1	4
2	G.M.S. Chandmari, Kohima	Kohima	1	1	1	1	4
3	G.P.S. Chandmari, kohima	Kohima	1	1	1	1	4
4	G.M.S. Lingrijan, Dimapur	Dimapur	1	1	1	1	4
5	G.P.S. Duncan (Lotha) Dimapur	Dimapur	1	1	1	1	4
6	G.M.S. Sarpura kashiram, Dimapur	Dimapur	1	1	1	1	4
7	Govt. Town	Dimapur	1	1	1	1	4

	Primary School, Half Nagarjan, Dimapur						
8	G.M.S. Sumi, Mokokchung	Mokokchung	1	1	1	1	4
9	G.P.S. Senkalemba, Mokokchung	Mokokchung	1	1	1	1	4
10	G.M.S. Town, Mokokchung	Mokokchung	1	1	1	1	4
11	G.M.S. Teacher's Colony, Mkg.	Mokokchung	1	1	1	1	4
12	G.P.S. Kichutip, Mokokchung	Mokokchung	1	1	1	1	4
13	G.M.S. Medical Colony, Mokokchung	Mokokchung	1	1	1	1	4
14	G.M.S. Yimyu, Mokokchung	Mokokchung	1	1	1	1	4
15	G.M.S. Sungkumen, Mokokchung	Mokokchung	1	1	1	1	4

16	G.M.S. Longkhum	Mokokchung	1	1	1	1	4
17	G.M.S. Mokokchung Village	Mokokchung	1	1	1	1	4
18	G.P.S. Mon Town 'A'	Mon	1	1	1	1	4
19	G.P.S. Mon Town 'B'	Mon	1	1	1	1	4
20	G.P.S. Mon Town 'C'	Mon	1	1	1	1	4
21	G.H.S.S. Mon	Mon	1	1	1	1	4
22	G.H.S.S. Jaluki	Peren	1	1	1	1	4
23	G.P.S. Peren Town	Peren	1	1	1	1	4
24	G.P.S. Wokha 'A'	Wokha	1	1	1	1	4
25	G.P.S. Phiro 'A' wokha	Wokha	1	1	1	1	4
26	G.P.S. Longsa	Wokha	1	1	1	1	4
27	G.H.S. Longleng	Longleng	1	1	1	1	4
28	G.P.S Block Colony, Longeng	Longleng	1	1	1	1	4

29	G.P.S. D.C. Hill, Tuensang	Tuensang	1	1	1	1	4
30	G.M.S. Hakushang, Tsg.	Tuensang	1	1	1	1	4
31	G.M.S. Tuensang Village	Tuensang	1	1	1	1	4
32	G.M.S. Chaba, Tuensang	Tuensang	1	1	1	1	4
33	G.M.S. Emoloto Zunheboto	Zunheboto	1	1	1	1	4
34	G.M.S. Project, Zunheboto	Zunheboto	1	1	1	1	4
35	G.M.S. Tsutoho	Zunheboto	1	1	1	1	4
36	G.H.S.S. Zunheboto	Zunheboto	1	1	1	1	4
37	G.P.S. Kikruma	Phek	1	1	1	1	4
38	G.M.S. Pfutsero	Phek	1	1	1	1	4
39	G.M.S. Sungrep, kiphire	Kiphire	1	1	1	1	4

40	G.P.S. Langkok	Kiphire	1	1	1	1	4
41	G.P.S. Longtonger	Kiphire	1	1	1	1	4
	TOTAL		41	41	41	41	164

1. Out of 546 teachers from 41 Government schools only 123 teachers were chosen.
2. 41 Head teachers or Teacher In-charge were chosen from the same surveyed schools.

2. PRIVATE SCHOOLS

Table - iii

SL/NO	Name of the Institution	District	NO. of Teachers					Total
			H/T, T/I	H/M, PR	Science Teacher	Maths Teacher	Arts Teacher	
1	Public School Dzuvuru Kohima	Kohima	1		1	1	1	4
2	Grace School, Kohima	Kohima	1		1	1	1	4
3	Holy Cross Higher Secondary School, Dimapur	Dimapur	1		1	1	1	4

4	Vidhya Bhavan School, Dimapur	Dimapur	1	1	1	1	4
5	New Horizon School, Dimapur	Dimapur	1	1	1	1	4
6	Christina Memorial School, Dimapur	Dimapur	1	1	1	1	4
7	Children School, MKG.	Mokokchung	1	1	1	1	4
8	Cannan Christian Higher Secondary School Mkg.	Mokokchung	1	1	1	1	4
9	John Douglas School, Mokokchung	Mokokchung	1	1	1	1	4
10	Edith Douglas School, Mon	Mon	1	1	1	1	4
11	Holy Cross School, Mon.	Mon	1	1	1	1	4
12	Chwang School Pamzuiram Peren	Peren	1	1	1	1	4
13	N.T. Baptist Middle school, Jaluki.	Peren	1	1	1	1	4
14	Libemo Memorial School, Wokha.	Wokha	1	1	1	1	4
15	S.M. Baptist High School, Wokha	Wokha	1	1	1	1	4
16	Christian School, Yaongyimchen, Longleng.	Longleng	1	1	1	1	4

17	Zion school Yachem Longleng.	Longleng	1	1	1	1	4
18	Baptist Thangyim School, Tuensang	Tuensang	1	1	1	1	4
19	Akum Imlong School, Tuensang.	Tuensang	1	1	1	1	4
20	Immanuel School Zunheboto	Zunheboto	1	1	1	1	4
21	Merry Hill School, Zunheboto	Zunheboto	1	1	1	1	4
22	St. Perter's Kikruma	Phek	1	1	1	1	4
23	Union Christian School, Pfutsero	Phek	1	1	1	1	4
24	Saramati View Modern School, Kiphire	Kiphire	1	1	1	1	4
25	Elbeth School,Kiphire	Kiphire	1	1	1	1	4
	TOTAL		25	25	25	25	100

1. *Out of 385 teachers from 25 private schools only 75 teachers were chosen.*
2. *25 Head master or Principals were chosen from the same surveyed schools.*

TABLE SHOWING THE SURVEYED SCHOOLS FOR THE PRESENT STUDY

Table - iv

SL/no	Name of Schools	Districts	Nature of the Institution
1	G.M.S. P.W.D. Colony Kohima	Kohima	Government
2	G.M.S. Chandmari, Kohima	Kohima	Government
3	G.P.S. Chandmari, Kohima	Kohima	Government
4	G.M.S. Lingrijan, Dimapur	Dimapur	Government
5	G.P.S. Duncan (Lotha), Dimapur	Dimapur	Government
6	G.M.S. Sarpura Kashiram, Dimapur	Dimapur	Government
7	Govt. Town Primary School, Half Nagarjan, Dimapur	Dimapur	Government
8	G.M.S. Sumi, Mokokchung	Mokokchung	Government
9	G.P.S. Senkalemba, Mokokchung	Mokokchung	Government
10	G.M.S. Town, Mokokchung	Mokokchung	Government
11	G.M.S. Teacher's Colony, Mokokchung	Mokokchung	Government
12	G.P.S. Kichutip, Mokokchung	Mokokchung	Government
13	G.M.S. Medical Colony, Mokokchung	Mokokchung	Government
14	G.M.S. Yimyu, Mokokchung	Mokokchung	Government

15	G.M.S. Sungkumen, Mokokchung	Mokokchung	Government
16	G.M.S. Longkhum	Mokokchung	Government
17	G.M.S. Mokokchung Village	Mokokchung	Government
18	G.P.S. Mon Town ‘A’	Mon	Government
19	G.P.S. Mon Town ‘B’	Mon	Government
20	G.P.S. Mon Town ‘C’	Mon	Government
21	G.H.S.S. Mon	Mon	Government
22	G.H.S.S. Jaluki	Peren	Government
23	G.P.S. Pren Town	Peren	Government
24	G.P.S. Wokha ‘A’	Wokha	Government
25	G.P.S. Phiro ‘A’ Wokha	Wokha	Government
26	G.P.S. Longsa	Wokha	Government
27	G.H.S. Longleng	Longleng	Government
28	G.P.S. Block Colony, Longeng	Longleng	Government
29	G.P.S. D.C. Hill, Tuensang	Tuensang	Government
30	G.M.S. Hakushang, Tuensang	Tuensang	Government
31	G.M.S. Tuensang Village	Tuensang	Government
32	G.M.S. Chaba, Tuensang	Tuensang	Government
33	G.M.S. Emoloto Zunheboto	Zunheboto	Government
34	G.M.S. Project, Zunheboto	Zunheboto	Government
35	G.M.S. Tsutoho	Zunheboto	Government
36	G.H.S.S. Zunheboto	Zunheboto	Government

37	G.P.S. Kikruma	Phek	Government
38	G.M.S. Pfutsero	Phek	Government
39	G.M.S. Sungrep, Kiphire	Kiphire	Government
40	G.P.S. Langkok	Kiphire	Government
41	G.P.S. Longtonger	Kiphire	Government
42	Public School Dzuvuru Kohima	Kohima	Private
43	Grace School, Kohima	Kohima	Private
44	Holy Cross Higher Secondary School, Dimapur	Dimapur	Private
45	Vidhya Bhavan School, Dimapur	Dimapur	Private
46	New Horizon School, Dimapur	Dimapur	Private
47	Christina Memorial School, Dimapur	Dimapur	Private
48	Children School, Mokokchung	Mokokchung	Private
49	Cannan Christian Higher Secondary School, MKG	Mokokchung	Private
50	John Douglas School, Mokokchung	Mokokchung	Private
51	Edith Douglas School, Mon	Mon	Private
52	Holy Cross School, Mon	Mon	Private
53	Chwang School, Samzuiram	Peren	Private
54	N.T Baptist Middle School, Jaluki	Peren	Private
55	Libemo Memorial School, Wokha	Wokha	Private
56	S.M. Baptist High School, Wokha	Wokha	Private

57	Christian School, Yaongyimchen	Longleng	Private
58	Zion School, Yachem	Longleng	Private
59	Baptist Thangyim School, Tuensang	Tuensang	Private
60	Akum Imlong School, Tuensang.	Tuensang	Private
61	Immanual School, Zunheboto	Zunheboto	Private
62	Merry Hill School, Zunheboto	Zunheboto	Private
63	St. Perter's, Kikruma	Phek	Private
64	Union Christian School, Pfutsero	Phek	Private
65	Saramati View Modern School, Kiphire	Kiphire	Private
66	Elbeth School, Kiphire	Kiphire	Private