

A STUDY ON THE HISTORY AND STATUS OF EDUCATION IN LONGLENG DISTRICT OF NAGALAND

A THESIS SUBMITTED

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF DOCTOR (Ph.D) OF PHILOSOPHY IN EDUCATION

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KOHIMA CAMPUS, MERIEMA
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CERTIFICATE

The thesis entitled “A Study on the History and Status of Education in Longleng District of Nagaland” submitted by Smti. Vangngoi Phom bearing Registration No. 804/2018 (Dated 4th August, 2016) embodies the results of investigation carried out by her under my supervision and guidance.

I further certify that this work has not been submitted for any degree in any University and that the candidate has fulfilled all conditions laid down by University. The thesis is ready for submission and may be placed before the expert for evaluation for award of the Degree of Doctor of Philosophy (Ph.D) in Education.

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DECLARATION

I, Smti. Vangngoi Phom bearing Ph.D. Registration No. 804/2018 dated August 04, 2016 hereby declare that, the subject matter of my thesis entitled “A Study on the History and Status of Education in Longleng District of Nagaland” is the record of original work done by me, and that the contents of this thesis did not form the basis for award of any degree in Nagaland University or any other University/Institute.

This thesis is being submitted to the Nagaland University for the Degree of ‘*Doctor of Philosophy in Education*’.

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DEDICATION

I dedicate this thesis to the Almighty God my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. I also dedicated this thesis to my loving husband, Er. B. Shahkup Phom, and my children Konmei S. Buchem, Gracy S. Buchem and Alem S. Buchem whose love and support, enthusiasm and tolerance enabled me to complete the work.

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ABBREVIATIONS

ADB: Asian Development Bank
AIDS: Acquire Immune deficiency Syndrome
APGO: Association of Phom Graduates and Officers
B.A: Bachelor of Arts
B.Ed: Bachelor of Education
BDO: Block Development Officer
CD: Compact Disc
CPTE: Council on Professional and Technical Education
D.EL.Ed: Diploma in Elementary Education
DIET: District Institute of Education and Training
DMC: Developing Member Countries
DEO: District Education Officers
DVD: Digital Versatile Disc
HSLC: High School Leaving Certificate
HSSLC: Higher Secondary School Leaving Certificate
ICT: Information and Communication Technology
IGNOU: Indira Gandhi National Open University
JNV: Jawaharlal Nehru Vidhyalaya
JRC: Junior Red Cross
MDMS: Mid-Day Meal Scheme
MDGs: Millennium Development Goals
M.Ed: Master of Education
MEI: Minority Education Institution
MSME: Micro Small and Medium Enterprise
NAAC: National Assessment and Accreditation Council
NBSE: Nagaland Board of Secondary Education
NCC: National Cadet Corps
NCR: National Capital Region
NECAP: New England Common Assessment Program
NECAP: New England Common Assessment Program

NEFA: North East Frontier Agency
NET: National Eligibility Test
NGO: Non-Governmental Organisation
NHTA: Naga Hill Tuensang Area
NSS: National Service Scheme
PBCA: Phom Baptist Christian Association
Ph.D: Doctor of Philosophy
PLES: Phom Lempong English School
PSC: Phom Student Conference
PSTE: Pre-Service Education Branch
RMSA: Rashtriya Madhyamik Shiksha Abhiyan
RRC: Reinforced cement Concrete
RTE: Right to Free and Compulsory Education
SSA: Sarva Shiksha Abhiyan
SA: Secretariat Assistant
SCERT: State Council of Educational Research and Training
SES: Socio-Economic Status
SMDC: School Management and Development Committee
SDEO: Subdivisional District Education Officers.
TLM: Teaching Learning Material
TQM: Total Quality Management
VEC: Village Education Committee
WECs: Ward Education Committees

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CHAPTER I

INTRODUCTION

1.1.1. Introduction

Education is one of the most significant tools for the development of any individual or society. Education not only provides knowledge but teaches discipline, morality, traditional values to the norms of the society. It guides, enlightens and empowers to achieve its desire goals. Any society which is lagging in the field of education cannot develop richly and remains in the state of backwardness (Adiseshia, 1977). Educational backwardness is the main factor of social degradation. In this regard Laski expressed his view; that the citizen who lacks education is bound to be a slave of others as a result it has become necessary to educate everyone in the society (Rita, 2004). Education fosters in building the quality of leadership skills. It also increases awareness among the masses. Education in itself is self-perpetuating. Therefore, once members in a family get education the following generation has an inclination of attaining basic education as well as higher education on a wider scale (De, 2004). Education enables a person to identify weaknesses or gaps of knowledge and enables an individual to gain or acquire necessary knowledge in order to excel and progress well in all spheres of their life in an organized manner (Kamat, 1972). It also helps a person to strive to higher ideals; obtain higher position of status, form good habits and inculcates of quality human values. It is generally presumed by the people that axe of education can cut down the thick roots of the traditions, superstitions, ignorance, backwardness, parochialism (Abraham, 1976). Education is proficient to encourage the growth and remove the backwardness of the society. Thus, education is a process which helps in the accomplishment of the purposeful and meaningful living in the society (Teichler, 2005). This is one of the reasons why overhauling the education sector is so high on most countries' political priorities today. Every government wants educational institutions to better prepare young people to live and work in a fast-paced world. Some governments, on the other hand, have seen little or no change in educational results for students after investing little time and resources in reform. The evident lesson is that reform must be thoroughly considered, planned,

and implemented, with an understanding of why such changes are required for students and society as a whole (Quinn, 2012).

At present education is broadly valued not only for its intrinsic value in inspiring the lives of individuals but for its functional value as well in the advancement of the human capital of a nation. Education has an enormous bearing on social organization, living standard, thought and behavioural patterns and personality structure of the individual (Tilak, 2005; Mukherjee, 2007). The primary difference between a learned and an illiterate person, which can be found in their attitude and mindset towards life and work is that the former always take a very constructive, self-esteemed, self-reliant and self-confident approach towards his action, whereas these qualities are rarely found in case of an illiterate individual. Education not only increases information, skill and positive work attitude, but it also helps to develop a motivation of higher social standard and value among the people (Jamir, 2020; Yabiku and Schlabach, 2009; Jamir and Ezung, 2017a). In summary, education is a powerful instrument for reducing poverty and income inequality, unemployment, improving public health care system and nutrition and promoting sustained human development. It brings people from primitive thoughts to civilized state. Thus, education is the only source that transforms and impact of lives across generation to generation (World Bank 2004; Jamir and Ezung, 2017b)

1.1.2. Introduction to Nagaland

On December 1st, 1963, Nagaland was admitted to the Indian Union as the 16th state. It covers a total area of 16,579 square kilometres. The state has been put under a unique and special category in Indian constitution, provided in Article 371(A). The primary aim is to preserve the Naga people's distinct culture, tradition, and way of life. Nagaland is located between the latitudes of 25°60'N and 27°40'N, as well as the longitudes of 93°20'E and 95°15'E. The geography is harsh, with many mountainous ranges that break into a jumble of spurs and ridges. The elevations range from 914 metres to 3,048 metres above sea level. Mount Saramati, Nagaland's tallest peak, is located in the far south of the Tuensang district, on the Myanmar border. The hill range extends north-south and is bordered on the south by the Zungki River, on the west by the Likimro River, and on the east by the Chindwin River (in Myanmar). The state shares common boundaries with Myanmar in the East,

state of Assam in the West, Arunachal Pradesh and a part of Assam in the North with Manipur in the South. Only a few hundred square kilometres of plain land exist in the western half of the state, near the foothills (Census, 2011).

1.1.3. Historical Background of the Birth of Nagaland

Nagaland is a long, thin strip of hills in northeastern India, mainly paralleling the south with the state of Manipur as the southern foundation. It is bordered to the north by Arunachal Pradesh, to the west by Assam, and to the east by Myanmar's Sagaing Region (Climate of Nagaland, 2014). In 1957, the Naga People Convention proposed the formation of a separate administrative unit by merging the Tuensang Frontier Division of the erstwhile North East Frontier Agency (NEFA-now known as Arunachal Pradesh) with Naga Hills District of Assam. The Government of India accepted this plan, and on December 1st, 1957, the Union Government took over the administration of Assam's Naga Hills and the NEFA's Tuensang division, becoming a new administrative unit known as the "Naga Hill Tuensang Area" (NHTA). The State of Nagaland was founded on December 1st, 1963, with the adoption of the Constitution (Thirteenth Amendment) Act, 1962, as the sixteenth state of the Indian union, comprising the previous region known as "Naga Hills Tuensang Area" (NHTA), which was formed in 1957 (Keane, 2010). In January 2004, three new districts were inaugurated by the state Government, viz, Longleng, Kiphire and Peren. On 21st December 2017 new district Noklak was created from Tuensang. But formal inauguration of the state newest district was held only on January 2021 by the chief minister Shri Neiphiu Rio. At present there are 12 districts in the state. It has an area of 16,579 square kilometers, making it one of the smallest states of India.

1.2.1. Education in India: An over view

In India education is provided both by the public sector as well as the private sector, with control, funding and sponsorship coming from three levels: federal, state, and local. Western education became deep-rooted into Indian society with the establishment of the British Raj. Education in India falls under the control of both the union government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The Constitution of India provided for education as a fundamental right. Most universities in India are controlled and

managed by the union or the state government. India has made improvement in terms of increasing primary education attendance rate and increasing literacy to approximately two thirds of the population (Goel, 1974). India's enhanced education system is often cited as one of the main contributors to the economic rise of India. Much of the progress especially in higher education, Scientific research has been credited to various public institutions (Kaul, 1972). The private education market in India is merely 5% although in terms of value. It is estimated to be worth \$40 billion in 2008 and increase to \$68 billion by 2012. Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education (Evans, 2000). In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it. The major goals of primary education are getting acquainted with basic literacy and numeracy amongst all pupils. The goal is also for establishing foundations in science, mathematics, geography, history and other social sciences. The comparative priority of various areas, and the methods used to teach them, are an area of considerable political debate. Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject area, often music or physical education. Traditionally, various forms of corporal punishment have been an integral part of early education. Recently this practice has come under scrutiny, particularly under RTE Act, 2009, and in many cases been outlawed, especially in Western countries (Rao and Reddy, 2003).

1.2.2. Compulsory Education to all through Right to Education in India

The Constitution of India (Eighty-sixth Amendment) Act, 2002, inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right to Free and Compulsory Education (RTE) Act, 2009, which represents the substantial legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies

certain essential norms and standards. Article 21-A and the RTE Act, came into effect on 1st April 2010 (Ramachandran, 2009). The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal responsibility on the central and state governments to implement this fundamental child rights as enshrined in the Article 21-A of the Constitution, in accordance with the requirements of the RTE Act (Bose, et. al 2017; Jain and Dholakia 2009).

1.3.1. Brief Historical account of Education in Nagaland

In the past, formal education was not known to the Nagas. As a result education was introduced very late. Indigenous Morung which is the bachelor’s dormitory is known as the traditional institution. Morung acted as the moral, ethics and cultural institution for training the young ones. Political, social etiquettes, obedience, politeness, morality and other important values and skills are directly or indirectly linked with the subject of Morung education. Morung has been the only source of education in the earlier Naga society. Slowly and gradually, education began to take its shape whereby, the first school in Nagaland was established in Molungkimong under Mokokchung district in 1878 by Dr. E.W. Clark. Later, in 1882, another school was started at Impur by the missionaries. The missionaries’ school was converted into two schools, one for boys and the other for girls. This was how formal education was introduced in Nagaland. Following independence, great emphasis was placed on expanding education, with more primary schools being transformed to middle schools. Year after year, the need for education grew, and the number of educational institutions tripled, resulting in a threefold increase in student enrolment. This is one of the numerous reasons why education became a state and federal duty.

1.3.2. Status of current Education in Nagaland

With the improvement in the system of education, Nagaland has made impressive gains in educational attainment. Literacy status in the state has gone up consistently over the past few decades. The literacy status of Nagaland is better than the country's average of 74.04 percent. The literacy rate of Nagaland, which was 61.65 per cent in 1991, has increased to 79.55 per cent in 2011 (Census of India, 2011). The district having the highest literacy rate is Mokokchung with 91.62 per cent and the lowest is Mon district with 56.99 per cent. After the attainment of statehood 1 December 1963, Nagaland had nearly 522 primary schools, 61 middle schools, 13 high schools, 3 colleges, 1 polytechnic and 1 basic training institute in 1961-62, which further increases to 1144 primary schools, 303 middle schools, 8 colleges, 1 polytechnic, 3 basic training institutes, 1 industrial training institute, 1 law college, 1 university in 1980-81. During 2000-01, the number of primary schools is 1499, 479 middle school, 321 high school, 23 higher secondary schools, 35 colleges, 2 polytechnic, 3 law college and 1 university. During 2014-15, the number of primary school decreased to 1428, the main reason is up gradation to middle school, 862 middle, 543 high schools, 169 higher secondary, 53 colleges, 8 colleges of teacher education, 1 Agriculture college, 3 law colleges, 1 management, and 1 information technology institute (Statistical Handbook of Nagaland, 2014).

1.3.3. Communitisation of Education in Nagaland

The concept of communitisation was introduced in 2002 under the "Nagaland Communitisation of Public Institution and Services Act of 2002". It consist of a exclusive partnership between the government and the local community, involve transfer of ownership of public resources and assets, control over service delivery empowerment, decentralization, delegation and building capacities, all with the aim of improving the deliverance of public utility service in the region (Pandey, 2010). Education communitisation, in its many facets, represents a drastic change in the main goals of education policy. These changes in the goals and ethos of education institution have important implication in the governance of education and, more broadly speaking, in the politics and economics of education.

In the education sector, the Department of Education in 2002 framed the "Nagaland Communitisation of Elementary Education Institution and Service Rules".

The rules affirmed, all Government-run primary and middle schools in the state to be communitised. This, in essence, transferred day-to-day management responsibilities of the schools in all aspects—academic, administrative and financial into the hands of the local community. The “empowerment” of the local community occurred at the most fundamental level of the Naga social fabric in the village. To operationalize the Rules, every village with a (communitised) Government schools set up a Village Education Committee (VEC), which is the legal authority and therefore, has the legitimacy to manage elementary education within its jurisdiction. It is important to mention at the outset that this analysis of “communitisation” in the education sector in Nagaland is carried out within certain parameters. First, it pertains only to elementary education, and not high schools and higher secondary schools which are not covered by the programme. Second, it should be noted that although communitisation relegates the Government to a supervisory and supportive role, the overall system still remains under the aegis of the Government. While VECs undoubtedly form the basic building block of the programme, the overall charge of elementary education in the State rests with the Directorate of School Education, State Council of Educational Research and Training (SCERT), and the Nagaland Board of Secondary Education (NBSE). Thus, an analysis of this communitisation model necessarily requires an examination of not only the role of community, but also in equal measure, that of, the State Government as an enabler.

Most importantly, there is wide-spread qualitative evidence of villages with communitised schools, willingly and voluntarily making contributions (through money, labour and other services) towards the management of their schools. This is the key indicator of a growing sense of community ownership over public resources, which hits at the essence of the communitisation process. Propelled by the achievement of the programme in the rural areas, the communitisation has now been extended to the urban areas in the form of Ward Education Committees (WECs). Commendation on the programme, was acknowledge from many sectors, including media, experts and national dignitaries. Former President of India, Dr A. P. J. Abdul Kalam, has commented that “once the whole State is brought under the communitisation programme, it would be a model for the whole country to follow”. In 2008, the United Nations, honoured the Nagaland Communitisation Programme

with the UN Public Service Award. This is not to say that the system is free of loopholes. Areas of concern remain, such as shortages of teachers in rural areas, as well as a systemic monitoring framework, now that the programme has passed its first five year period.

1.4.1. Brief profile of Longleng district

Longleng is the home of the Phom-Naga tribe, which has a population of 50,484 people and is located in the northeastern portion of Nagaland. Longleng district lies between 94⁰ E-95⁰ E longitude and 26⁰ N-27⁰ N latitude of the equator, the district is mountainous with an area of 1066.80 Sq.km. Longleng is the tenth district of Nagaland formed by transferring 3 circles namely Tamlu, Yongyah and Longleng out of Tuensang district through Government of Nagaland. Censuses were performed in Longleng as part of Tuensang until 2001. Longleng's first separate census after becoming a full-fledged district was in 2011. Similarly, following the 2001 census, two new sub-districts, Sakshi and Namsang, were established. According to the 2011 census report, Longleng had one statutory town and five administrative circles (UNDP Report, 2013).

Longleng is rich in natural vegetation. It enjoys the distinction of being one of the few places in Nagaland where virgin forests are still found. Jhum farming is the most common type of agriculture, while wet paddy cultivation has become more popular recently. The Phom tribe of Nagaland has begun to cultivate paddy on terraces wherever water is available for irrigation. Wet terrace rice production is a relatively new intervention in mountainous terrain that is presently widespread in, Pongching, Mongtikang, Yaongyimchen, Tamlu, Kanching, Bura Namsang, Sakshi, Yimchong, Yangching, Nian, Yongam and Shetap villages (Agri Report, 2019-20). The district's low-lying parts and foothills (which border Assam) are rich and have the potential for wet paddy production. Longleng, like the other districts of Nagaland districts, is a region of festivities. A year is marked by a number of festivals. The most popular celebration, however, is Monyu, which is marked by pomp and circumstance. For a week, the entire community is in a festive spirit and merry making. Every year, from April 1 to 6, Monyu is held. Another notable event for the Phom Nagas is the annual commemoration of "Phom Day" on June 6th, which commemorates the signing of the Peace Making Day in 1952, which put a stop to all

head hunting activities and hatred among the Phom Naga. This day is marked as public holiday for the Phom by the state Government.

1.4.2. Administrative set up

The district came into existence on 24th October, 2003 and has an area of 562 sq. km., representing 3.39% of the total area of the state of Nagaland (16,579 sq.km.). In terms of geographical area, the district occupies the smallest place among the twelve districts of the state. The present names of the Administrative Circles are Tamlu, Namsang, Yongnyah, Yachem, Longleng, and Sakshi. The district has four Rural Development Blocks namely, Longleng, Tamlu, Yachem and Sakshi (Census, 2011).

1.4.3. Education in Longleng district

The Census of India, 2011, shows an overall literacy rate of 72.17 percent in the district with female literacy rate of 69.6 per cent and male literacy rate at 74.5 per cent which shows a remarkable improvement as compared to the 2001 census. The literacy rate of Longleng when it was under Tuensang district was 51.3 per cent with males comprising of 55.7 per cent and females 46.12 per cent according to 2001 Census. According to census 2011, Longleng has the 3rd lowest literacy rate in the state next to Kiphire and Mon as per the Census report 2011. Female literacy is also behind that of males. Therefore, concerted effort needs to be made to bring it at par with that of male counterparts. The district has 72 primary schools, 17 middle school, 19 high schools, 1 higher secondary, 1 JNV (Jawaharlal Nehru, Vidhyalaya) 1 college and 1 IGNOU (Indira Gandhi National Open University) study centre attached to Yingli College. A total of 122 educational institutions in a district of 38 villages and 6 townships is a healthy sign but still a lot needs to be done to improve the quality of education and increase access to education (UNDP Report, 2013).

1.5.1. Significance of the study

Research has a great contribution in bringing changes and progress to individuals and society. The investigator feels that it is important to find out the educational development and status of education in the district. It would be relevant to know how education has evolved in the district from traditional system of education and training provided in the Morung and whether it has any significance at present. Also, it would be important to assess how education has developed after the attainment of

district status in 2004. Moreover, very little or no research has been done in the field of education in Longleng district. Perhaps this will be a major work on the, A Study on the History and Status of Education in Longleng district of Nagaland. Therefore, the conduct of such a study would go a long way in documenting evolvement of education among the Phom tribe and also serve as an eye opener in appraising the stakeholders on the developments taking place in the field and also help in identifying lapses for future action. In recent time modern technology and means of communication has brought a drastic change in the life of modern man. Therefore, it would be worthwhile to study these aspects also. The present topic is particularly taken up to study the progress of education in the Longleng. Since the district is still under backward category, economically, socially and educationally. Therefore the need arises to study its drawbacks and also to find solutions for the progress of the district and by making appropriate recommendations and suggestions for the overall improvement of the educational set up in Longleng district.

1.6.1. Justification of the Study

The present study has been taken up to know the history and status of education in Longleng district of Nagaland. The investigator has chosen a combination of historical method and descriptive research method. Emphasis is more on descriptive survey research method which is found appropriate and relevant for the present study. In order to achieve the first objective of the study, the investigator followed historical research method. For this purpose, data was collected concerning the past events that had taken place in Longleng. While, descriptive research method was used for fulfillment of other objectives of the study. As descriptive research method enabled the investigator to present the collected data in a descriptive manner or describe in detail the data being researched. Information obtained for study was through both primary and secondary sources. The investigator also, conducted interviews with few people who had knowledge and experience directly or indirectly to the present study.

1.7.1. Statement of the problem

In spite of the increase in number of educational institutions and the rising rate of literacy, the performance of schools in HSLC (High School Leaving Certificate) examination (pass percentage) in the district portrays a dismal and alarming figure; it calls for immediate attention at the earliest. Some of the main reasons for the backward status of the district may be attributed to poor enrolment. Low pass percentage in the high school may be due to lack of learning facilities, economic deprivation, burden of household chores in the case of female, distance of kilometers from home to school, lack of qualified and trained teachers, other factors could be infrastructure and required facilities. Among the many factors that contribute to poor school performance, most experts agree that teacher quality is the single most critical element affecting student achievement. Absenteeism among instructors in government schools, as well as the practise of proxy teaching, has an impact on educational quality. Substitute instructors often degrade the quality of students since they have minimal qualifications and are underpaid. The goal of this study is to see how education has changed and developed in the district, as well as where it stands now. As a result, the study's title is "A Study on the History and Status of Education in Nagaland's Longleng district of Nagaland".

1.8.1. Operational definition of the terms used

1. **History:** the branch of knowledge dealing with past events
2. **Status:** Status is a position in the general educational system, recognized and supported by entire society
3. **Education:** The process of receiving or imparting systematic instructions, particularly at the school and university level.

1.9.1. Objectives of the study

The following are the objectives formulated for the study

1. To study the historical development of education in Longleng district.
2. To chart out the progress of education in Longleng since the attainment of district status in 2004.

3. To study the present status of education in Longleng in terms of teacher profile, enrolment, curriculum, co-curricular activities, teaching methods, infrastructure, teaching learning aids and quality of education.
4. To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.
5. To identify the educational problems and challenges faced in the district.
6. To suggest measures for improvement of education in the district.

1.10.1. Research questions

1. How has Education evolved in Longleng district?
2. How has Education progressed since attaining district status in 2004?
3. What is the present status of education in Longleng district?
4. What is the general trend of performance of educational institutions in the district in the last 5 (five) years in terms of pass and fail percentage with reference to HSLC, HSSLC and under graduate exams?
5. What are some of the Educational problems and challenges faced in Longleng district?
6. What kind of measures needs to be taken for the development and improvement of Education in the district?

1.11.1. Delimitations of the study

The study delimited only to the historical development and status of education, progress and development of education, the general performance of educational institutions in the district in the last 5 (five) years in terms of pass and fail percentage at High School Leaving Certificate (HSLC), Higher Secondary School Leaving Certificate (HSSLC) and degree exams in Longleng district covering both rural and urban area.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.1. Introduction

The review of related studies was undertaken to get an insight into the work already done in the related areas. The studies are mainly on development and status of education. The available literature related to the present work has been reviewed and presented in two sections namely, studies done in India and studies done abroad.

2.2.1. Studies conducted in India

In a study done by **Kabir (1955)**, it was found out that beyond 1919, the policies of the provincial governments largely influenced the pattern of growth of secondary schooling provisions in the country. In fact, in 1948, India had around 12,500 secondary schools of all grades in its major states (which included lower secondary stage) and enrolled in them a little less than 3 million children. Despite the colonial government's favourable growth plans, the number of high and higher secondary schools in India was around 4,000 in 1948, with an enrolment of about 1.8 million students.

Adhyapak (1976), examine the function of private agencies in Gujarat was investigated. Among the factors which he had recognized was the willingness of private agencies to open schools in remote areas, where poor section of the society get benefited from their efforts in running institution with good record of achievement including social service, contribution to expansion of educational facilities and to social development of the masses.

Aich (1976), studied on the expansion of education in Bengal and its social impact, during 1854-1882. The primary aims of the study were to present an account of the major developments in the field of education and trace their impact on social life. The major findings of the study were (i) the western education played an important role in structuring education system (ii) the Hindus were benefitted from the western education (iii) the impact of western education was very wide.

Landage (1980), During the British time and after Independence, he focused on pre-primary, primary, secondary, and higher education in his study on educational

development in India. The results showed that the education system has not been fully developed and the government's work was to weight more on education during the planning process.

Kaur (1985). examine the primary goal was to track the development of higher education in Punjab from 1882 to 1947. The study was mainly to find out how development of higher education in Punjab was influenced by the country's independence, i.e. by the government's national policy, to find out the impact of territorial reorganization of Punjab on higher education there, to review the problems of higher education in Punjab as they varied from time to time and how their solutions were attempted, and to suggest measures to solve current problems and to improve prospects of developing higher education in Punjab.

Akangtemba (1986). examine the significant issues that face primary education in the Mokokchung district were investigated. Irrelevance of textbooks, lack of physical facilities, absence of school libraries, confusion in the introduction of pre-primary education, absence of cumulative records, absence of reformatory centres, failures of the follow-up programme, and lack of support among teachers, parents, and students were all factors investigated.

Hluna (1986). studied on education in Mizoram 1894-1947. The main aim of the study was to provide a comprehensive history of development of education in the erstwhile Lushai Hills in the context of British rule in India. The study was primarily based on both primary and secondary sources. The results showed the immense contribution of education in Mizoram through the active intervention of the Christian missionaries in the past as well as in present times.

Henia (1988). he conducted research on the growth and development of education in Manipur between 1947 and 1968. The study attempted to analyze the growth and development of education and found out that the modern system of education came late in Manipur. With the coming of colonial rule, a formal system of education was introduced in Manipur. The Western Christian missionaries contributed a lot to the rapid development of hill tribal education. The study showed that the earlier role and

contributions of Christian missionaries in the rapid educational development of Manipur were noteworthy.

Basu (1989). in his book, “History of Education in India”, studied the education system during the British period in India. He pointed out three important points such as (a) the education system of India was not very poor in the pre-British period (b) the British took more than one and half century to adopt the western education system in India (c) in every village in India schools were established and had been functioning quite well.

In a study by Joseph (1989). on the “Role of Education in the Struggles of Backward Christians in the Framework of their Position among the Christians of Kerala,” Joseph analysed that during the early and late colonial period as well as during the time of national movement and independent India, the wider caste dominated the society of Kerala. The study itself revealed that even among Christians, caste was a very strong factor, even after achieving higher education.

Langstieh (1989). carried out a study to find out the causes of inadequate progress of students of Meghalaya at the high school level. Some of the factors identified were inadequate time given to teaching, not doing homework by students not beings able to give individual attention to students and so on.

Pathy (1990). the purpose of this study was to conduct a detailed assessment of the trend and determine the size of educational waste in secondary schools in the Sambalpur district of Orissa. According to the findings, the average percentage of time wastage in classes V, VII, and IX was 71 percent, 79 percent, and 90 percent, respectively, between 1951 and 1981. It also established a beneficial relationship between drop-outs' links to the topic and teacher, as well as the drop-outs' examination results. Families with poor socioeconomic position had a high proportion of dropouts. As a result, he advised that in order to minimise school dropout rates, better teachers be hired while also improving the socio-economic conditions of the poorer sections of society.

In Meghalaya Khongwir (1990). examine the contribution of St. Anthony's School Shillong's to the growth of education. During the British period, the area was

shrouded in gloom in terms of development education, according to the report. Because the government's financial assistance was insufficient, the Christian missionaries took responsibility for choosing local teachers. Teachers, on the other hand, were constantly on the lookout for better income and government jobs, resulting in variations in educational quality. However, the school had made a significant contribution to the convicts' general growth throughout the course of the year.

Jain (1992). conducted a study on the rights of minorities. The study's major goal was to learn more about the nature of unrestricted minorities' rights under the Indian educational system, as well as how these laws were implemented in Mumbai. The study discovered that because the Minority Education Institution (MEI) was subject to communal influences, it may instigate communal feelings. The MEI played a significant role in achieving the national aim of 100% literacy in the Indian educational system.

Khader (1992). pointed out the differences between public and private schools and their results in achievements of the outcome, (a). in India private schools had an effective organization/administration system and a low teacher-student ratio. (b). the good behavior among students was highly observable in private school (c). the study also found that subjective parameters such as intelligence, aspiration, school environment, language and academic records etc were quite high among the private schools compared to public schools.

Temjenkaba (1993). in his study found that the Christian Missionaries played a significant role to establish schools in Naga Hills. E.W Clark started the first school at Molungyimsen in 1878. The development of education started only after the statehood on 1st December, 1963 and has now moved far ahead with other neighbouring states of India.

Thou (2000). conducted a study on the performance of government and private schools in the HSLC examination and found out that the performance of the private school students in the said exam was much above the government school students. And also government teachers were not satisfied with the performance of their

students while private school teachers were more satisfied with their students performance accordingly.

George (2005). found the important role played by Catholic Church among the Khasis tribe as well as by other different denominations, other religions and government. The Church also established schools, colleges and training institutions both in rural and urban areas as well. As a result of these factors Meghalaya became a hub of education in North East India.

Rabbani (2006). in his study, he looked at Indian education from a high level, examining the status and developments of education during the British rule and after independence, and concluded that true democratisation of education was required. He also pointed out that most studies on the history of education's growth were undertaken on a surface level, according to education research.

Agarwal (2006). the paper pointed out that, there is a need to expand investment in both the public and private sectors of India's higher education system. The study argued that the country requires a more domestic-focused environment, which necessitates foreign competition. This would necessitate a reassessment of regulatory measures as well as a pragmatic approach. The research concluded that government policy should be based on the realities of Indian higher education and takes into account the country's various inconsistencies. It further stated that expectations must be reasonable.

Biswal (2006). according to the study, one of the primary problems for education in the globalised setting is to create new ways of 'knowing' so that nations may effectively engage in the globalisation process, while maintaining equal economic and socio-cultural diversity. There is a need to shift the school's function from one of knowledge generation and transmission to one of responding effectively to the skill requirements of the future world, i.e. ensuring that students can communicate effectively in terms of culture, technology, and language.

Rani (2007). conducted a study on "Secondary Education in India: Development and Performance", the findings showed that the inter-state variations by constructing an educational progress and performance indices at two points of time and compared

their movements from the 1990s to 2000-01 and 2003-2004. It revealed that the four states namely Bihar, Uttar Pradesh, Rajasthan and Madhya Pradesh had poor scores in both indices at secondary level although Rajasthan and Madhya Pradesh improved their enrolment ratios at upper levels at both point of time. Besides Kerala, around six states, namely, Haryana, Maharashtra, Andhra Pradesh, Punjab, Himachal Pradesh and Karnataka achieved noticeably higher scores on both indices especially, during 2003-04.

Chaudhary (2007). the study focused on British India, specifically the East India Company and subsequent colonial policies that promoted new public schools of western learning to serve the upper classes of society in the hopes that educated elites would promote schooling among the rural masses, a theory that became known as the "downward filtration theory."

Mukherjee (2007). studied the expenditure on social sector made by the government to improve the education system in India. The measure had the effect of extending mid-day meals to upper primary schools. Necessary steps have been undertaken in the area of elementary education was primarily to strengthen, the existing consensus regarding mid-day meals in enrolment and retention of children in school.

Midatala (2009). expressed that India achieved about 90% of literacy according to 2001 census though the progress could have been better considering several constraints. It is not an average achievement. However the literacy among marginalized sections in particular is much lower when compared to scheduled classes and other backward communities. The education imparted to them, comprises of conventional not much different from the other general sections of society.

Aditya (2010). declared that human beings are constantly in search of novel and innovative ways for serving people and societies. Nothing else could be better than to think about better educational and learning system for generation to come. The more developed a society with her educational system and learning institutions the more become the responsibility of her elite, citizens for the up lift of the challenged sections of the society. Education can be undoubtedly placed as a foundation on

which we can build a world dedicated for personal enlightenment coupled with participations in altruistic affairs.

Basumatary (2012). examine that the number of school dropout children is affected by a variety of factors such as poverty, distance from home to school, transportation, teacher quality, household work, excellent atmosphere, and a variety of other factors. The study used an objective analysis approach and discovered that poverty levels and the rural population have a strong relationship.

Akshay and Akshok's (2013) study focused on the main challenge confronting education strategies in Rajasthan is the education of the girl child in the family, particularly among schedule tribe and schedule caste. The study of primary education in Rajasthan attempts to identify key components to strengthen initiative for universalizing literacy and ensuring quality education that could sustain a pro-poor pattern of growth.

Islam (2014). examined that in the Longleng district, modern education has played a significant role in enhancing the status of Phom women. With the arrival of Christianity in Phom country, education enabled the people to break free from the shackles of age-old superstitions. The study also discovered that women are now competing with their male counterparts in social, economic, and political arenas.

Chamundeswari (2014). examined the positive relationship between study habits, socio-economic status and academic achievement of students. The findings show that the high correlation exists between study habits, socio-economic status and academic advancement of students and thus, it is significant statistical (which means the above hypothesis is accepted).

Rengma and Jha (2014). study found that in Nagaland's communitisation of education, which began as a unique element in altering the rural sector, including education, health, sanitation, power, and water supply, was discovered. The article focuses on Nagaland's communitization of education, which began as a partnership between the government and the community that included the transfer of ownership of public resources and assets, empowerment, decentralisation, delegation, and capacity building to improve the delivery of public utility systems. According to the

study, the impact of communitisation resulted in a higher number of enrolment of students of both genders, a higher attendance percentage of teachers and students, a higher pass percentage of good students, improved punctuality, more discipline, and student participation in extra-curricular activities.

Pipatsivapong (2015). examine the relationship between Total Quality Management and Secondary School Practices was investigated. The study's major goal was to find out what secondary school teachers and students thought about Total Quality Management (TQM) in the classroom. According to the findings of the study, there was a strong and very favourable link between the factors.

Preiti (2016) studied on, issues and concerns of secondary education in India. Secondary education facilities, such as teaching learning aids, toilets for both girls and boys, and power, have improved significantly, according to the study, but there are still some areas of worry, such as the lack of schooling facilities in a huge number of habitations. According to the survey, government schools had a smaller ratio of buildings than private schools.

Maria Afzal and Shaista Mazhar (2017). conducted a study on Quality Education: A Case Study of Delhi/NCR Schools. The study's main goals were to look at the current state of RTE in India, the problems in implementing the RTE Act, 2009, notably in Delhi (both public and private schools), and the impact on overall educational quality. According to the research, the implementation of the RTE Act has little impact on the overall quality of education. The study identifies major socio-economic issues that obstruct the delivery of high-quality education.

Kumar (2018). conducted a study on reducing secondary school problems: important comments on new educational policy. It was an empirical endeavour to find the problems associated with secondary education and to propose some solutions to these issues. According to the findings, students faced issues such as a lack of teachers, infrastructure, a lack of library and laboratory space, a lack of ICT/teaching aids, a poor examination system, a lack of vocational training courses, and overcrowding in class.

Dhkar, Bamonlang (2018). in a study on education aspirations of secondary students in relation to academic achievement found out that majority of both boys and girls of Jaintia Hills, Meghalaya had average level of educational aspiration and it was also reported that about 45.02 per cent of students were in the average achiever categories which means that a lot needs to be done to improve both the aspiration and achievement.

2.3.1. Studies conducted abroad

Hendrickson (1950). analysed the evolution of elementary education around the world. The study paper had four goals: (i) encourage the development of secondary and higher education in the United States; (ii) encourage the development of secondary and higher education in the United States; and (iii) encourage the development of secondary and higher education in (ii) to propose that research be refocused on new and forward-thinking developments in institutions, curriculum, co-curricular activities, and teaching-learning methodologies. (iii) to underline the importance of doing in-depth, analytical research on newer practises in order to improve inquiries into their general usefulness; and (iii) to highlight relevant concepts and teaching-learning methods for conducting such research. The findings revealed that there were significant research gaps in our understanding of elementary education which developed in recent time.

Nelson (1955). examined the Indian secondary education, in common with secondary education elsewhere, including the United States. Major contributing factors in this situation are the unparalleled efforts in India to expand educational opportunity at the secondary school level, the determination to diversify secondary school curriculum, the shortage of teacher training facilities and the distressingly low economic, social and professional status of teachers. While all of these factors were considered important, the team concluded that most central to achieving improvement in the quality and supply of secondary school teachers was the necessity for overall improvement in teacher's status.

Jarman (1963). in his famous book "Landmarks in the History of Education" examined how English education is intrinsically interwoven as part of a development process which originated with the Greeks civilisation, where it spreads to other

regions and how it had always reflected the cultural and social quality of successive phases of European history. The study highlighted the understanding of what has been significant in the past and throws light and constructive ideas about schooling today and tomorrow.

Chavers (1974). conducted a study on America and India. The US educational systems operated under technological innovation in education and focus on subsidized by the federal government. India operates in a peculiar political and social atmosphere. In a nation which prides itself on the quality and motivation of its public school graduates, the Indian student stands out as a misfit, as the one with the lowest educational achievement, the lowest achievement in the job market, and in some communities, as a member of a group with a phenomenal suicide rate. Yet intelligence tests, achievement tests, and motor skills tests have shown that the Indian child is as capable of being educated as the other racial and ethnic groups in the population.

Carceles (1979). the study was on community demand, which had a significant impact on developing countries, such as expanding basic education and improving the literacy rate of marginalised populations, which became the most essential goal. Dropout students and adult education will need to be given more consideration, but not at the expense of overestimating their ability to provide learning at lower prices than formal schooling. Finally, it should be noted that sound and pragmatic educational planning can only be accomplished when a robust, consistent, and comprehensive statistical data base is used.

Wechsler's (1979). According to the study, the American education system pays comparatively little attention to middle schools. The focus of educational policy shifts to primary schooling. Although Horace Mann's annual reports as secretary of the Massachusetts School Board did not start the school reform movement, public secondary education had a difficult time defining a constituency for the majority of the period. On the one hand, many Americans have failed to complete their elementary education for decades; on the other hand, during the nineteenth century, numerous "colleges," both public and private, found that their "preparatory" departments drew the majority of their students.

Chapman and Luther (1980). conducted a study on teacher's satisfaction with teaching methods and found that women teachers were more effective in class room teaching compared to men. The finding shows that teachers who were assigned more importance to their own leadership activities as a basis of judging their own job success were less contented with their career.

Carnoy and Levin (1985). did a study which focused on the elementary and secondary education industry which has evolved over the years in response to community desires for schools to provide greater equality of opportunity, upward mobility, and participation in our democratic institutions. The study also articulated on the pressures by employers for schools to provide workers with those skills and attitudes that can be channeled in the workplace towards greater production and capital accumulation in Canada.

Biswas (1986). The topic "A Study of the Curriculum for Primary Education in Bangladesh" was investigated, and it was discovered that there was a significant disparity between the curricular content recommended by the National Education Commission and the National Curriculum and Syllabus Committee. The findings revealed that the study materials given to students were of poor quality and inconsistent in terms of physical elements. The majority of the study materials for the pupils were based on the content of the National Curriculum and Syllabus Committee's recommended syllabus.

Stevenson (1991). did a study that looked at the evolution of elementary school education in Japan since its beginnings in the Edo period. Teachers spend a lot of time interacting with one other in the pursuit of successful teaching methods, and the government plays a big role in setting the national curriculum. The support and assistance supplied by the Japanese "educational mom," who, despite being critical of the quality of education provided to her children, plays a key role in the smooth operation of schools.

Strawinski (2011). conducted a study in Poland to examine to test the relationship between educational aspirations and education, income and other socio-economic factors. It was shown that the level of aspiration was quite diverse and was found to

be higher in the areas of the country which were more developed. It was also revealed that educational aspiration increased with the increase in age.

Williamson and Fraser (1991). undertook a study that emphasised the importance of basic education, which begins at the age of six and lasts for six or seven years depending on the Australian state. In 1985, there were somewhat more than 2 (two) million primary school students, with over a quarter of these students enrolled in non-government institutions. It is critical to emphasise that all state schools and nearly all non-state institutions are coeducational at the elementary level. The study also discovered that historical, geographical, socioeconomic, and political influences affected primary education in each of Australia's six states and two territories; however, it is unclear to generalize across the various systems. Other important issues in Australian elementary education include cultural and linguistic diversity among schoolchildren, increasing involvement by the commonwealth government in the provision of curriculum support, and the quality of entrants to the teaching force.

Gellert (1993). in a study conducted found out that the quantity of essential areas of change, a number of these features are closely associated to the expansions that have occurred from the 1960s onwards and which, exists till now, particularly in Europe. The trends that Gellert identified were institutional discrimination, which includes the establishment of new institutions and programmes, functional modification, new modes of teaching and learning. Gellert, also reflect on the growing concern with access to educational prospect, the greater incidence of government intervention and responsibility, and the greater influence of the European Union.

Altbach's (1993). according to the study, India has the largest academic system in the Third World, and is the world's second largest with four million students enrolled in close to 7,000 colleges and 150 universities. India is also the Third World's research superpower, spending about 8% of the Third World's funds on R&D and producing a significantly higher proportion of the world's output. The study looks at how India has been trying to restructure its higher education system for more than half a century, but the outcomes have been little in terms of systemic change. To fulfil the demand, universities have grown substantially. The universities have expanded dramatically to meet the demands of an increasingly powerful middle class

although resources have not been adequate to ensure the maintenance of standards. However, at the margins of this seemingly unmovable system have been a variety of significant changes and reforms. The Indian Institutes of Technology, for example, provide high quality post secondary education. With the rapid expansion of higher education in India at the same time, suffer from funds, technical support, skills and lack of infrastructure facilities etc.

Cunningham (1996). she emphasised the necessity of adult education in the United States. Human capital, she claims, is the driving reason behind market-driven adult education. Adult education is currently being pushed by a more affluent and well-defined social demand stemming from a powerful grass-roots popular movement known as the civil rights movement. Adult educators, she said, must distinguish themselves from human resource development and human capital production.

Belot's (1998). a study looked at the perspectives of three types of educational stakeholders in Mali. The participants were divided into three groups: I government officials; (ii) public school administrators, teachers, students, and parents; and (iii) village school administrators, teachers, students, and parents, both with and without formal education. Surprisingly, the three categories of educational stakeholders were more in agreement than disagreeing with each other, according to the data. According to the responders, the educational system's goal was to provide an education to all Mali's children. They believed that education, in addition to secular knowledge, should aid in the development of citizens in schools. The respondents were convinced that the educational system of Mali would only improve with the enhancement of teachers' salary and social status and with financial assistance from the Malian government and external financial institution.

Contopidis and Ellen (1998). purpose of this study was to look into the secondary level method of collaborative consultation as well as the practise of problem identification and problem solving for accommodations. The researcher served as both a consultant and a researcher in this action research multi-case study. The study found that the consultant's curricular expertise was an important component in collaborative consultation at the secondary level. In secondary consultant dyad pro, four materials were frequently employed. Four resources were commonly used in

secondary consultant dyad problem identification i.e. prior knowledge of student ability, current assessment of student's performance, mutual observation of instruction, and knowledge of curriculum.

Machamer and Gruber (1998). in their study, they looked at a sample of over 6,000 public school kids' self-reports of familial connectivity, educational commitment, and education-related risk taking behaviour, with an emphasis on the American Indian community. Low family connectedness is linked to lower educational commitment, an increased likelihood of absenteeism, substance use before and during school hours, and the purchase of alcohol or drugs on campus, according to the findings. American Indian youth have lower levels of family connectedness and educational success than their African American and Caucasian peers, and they take more risks. American Indian adolescents residing outside of the reservation may be vulnerable to increased familiar stress and encounter.

Bugg and Kent (2000). conducted a study on Quality Assurance and Improvement Planning at Illinois high school. The study's major goal was to see how effective the Illinois State Board of Education's Quality Assurance and Improvement Planning Program was implementing. The investigation discovered that neither of the two high schools in this case study had a formalised framework of school improvement prior to the implementation of quality assurance and improvement planning. Rural locations were able to use the quality assurance process as a catalyst for the creation of a formalised school improvement structure, but urban schools were unable to implement such a method. Quality assurance positively impacted the teaching strategies being utilized at both schools.

Mervilde (2000). studied on "A Story of High School Seeking to become a Better School". The purpose of the study was to analyze a qualitative case study of a high school engaged in improving itself. Document analysis, observation and interview were included in the research methodology. It focused on three specific school programme, such as, a school within a school, a professional development programme and a plan to completely reorganize the school and curriculum. The study found improvement in teaching learning process on a relatively small scale and

it concluded that professional development as a means of building capacity for better teaching and leadership are important in the school's change story.

David and Don (2002). studied on Quality of Education: Dimensions and Strategies. The study's major goals were to look into the issues concerning education quality voiced by Asian Development Bank (ADB) Developing Member Countries (DMC). It shows that, despite progress in meeting the demand for expanded school access, developing more effective national planning and policy mechanisms, and implementing massive teacher and administrator training programmes, dissatisfaction with education systems' ability to support national economic and social aspirations persists.

Schellekens et. al., (2003). in their studies during 1997-98 in Netherlands pointed out that in order to develop higher education in the European Union there must be an increase in mobility of students and teachers so that it give rise to the idea that future research should be directed to the operational format of educational programmes. They also mentioned the combined approach of operational management and educational technology may offer useful approaches to analyse educational system and to developed solutions in order to progress the flexibility.

Briseid and Caillods (2004). the study highlighted the relevance of secondary education in India was stressed in the report. Secondary education was regarded as a complement to tertiary education because its major goal was to prepare students for higher education. As a result, it largely evolved into an elite system that facilitated local processes of "elite formation" and catered to the socially and economically wealthy. Secondary schools in Europe and the United States promoted mental health subjects to students toward the end of the 16th century, paying little attention to the practical application of knowledge in vocational contexts. The demands of the socially and economically disadvantaged dominated the secondary school curriculum.

Flora (2005). studies on Rural Children and Constraints to Secondary Education in Tanzania. The study looked at the challenges facing Tanzania in her expansion of modern education institution in the social, economic, political and cultural aspects.

The main spotlight is on formal education and the role of education on a global world.

Roehring (2006). studied on limitation related to the achievement of inquire based instruction in both secondary and under graduate classroom. The main agenda has been focused on the restrictions experienced by beginner's teachers as they implement inquiry based instruction in their classroom and how their constraints can be less severe through participation in a science focused induction programme.

Vergari (2010). the government's control over elementary and secondary education policy in Canada and the United States of America was examined in this article. The studies also distinguish between federal government policy and national policy, which is the outcome of subnational governments freely adopting identical policies. It was discovered that in the United States, the federal government can help state-led initiatives like the New England Common Assessment Program (NECAP) regional assessment consortium and the common academic standards programme by providing financial support. As a result, variables that favour the formation of national education policy are identified. The federal government's policy appears to have gone in the wrong direction.

Farooq et. al., (2011). conducted a Case study of Secondary School level to examine different factors influencing the academic performance at secondary level. The respondent for this study were 10 grade students. The results of the study revealed that Socio-Economic Status (SES) and parents education have a significant effect on students' over all academic achievement as well as achievement in the subject of Mathematics and English. It was found that girls perform better than the male students.

George (2012). conducted a study which dealt with secondary school teachers' conceptions on understanding and improving the quality of secondary school education in Tanzania. The main objective of this study was to identify variations in conceptions about quality among teachers and to provide a platform for strategies on improving quality in secondary school education. The results of this study show that, teachers understand quality of education in their schools as meeting the aims of

schools and society, as individuals' achievements and capabilities, as possessing competencies and as meeting challenges of education.

Mandina (2012). studied Quality Rural Secondary School Education in Zimbabwe: Challenges and Remedies. The purpose of this study was to investigate some of the challenges associated with teachers and teaching in rural Zimbabwean communities as well as identifying strategies that can be implemented to improve the working conditions of teachers teaching in rural areas of Zimbabwe. The study established that Zimbabwean rural areas are characterized by various challenges that negatively influence the delivery of quality education such as poor socio-economic background, lack of basic infrastructure for teaching and learning, the problem of attracting and keeping qualified teachers in rural schools, poor funding and limited resources and shortage of teachers, poor salaries of teachers were cited as obstacles to quality and effective teaching.

Quinn (2012). did a study which pointed out that the transformation of the education system should aim to enhance the quality of the education to all the students in Ireland, while achieving value for money. At the same time educational infrastructure needs to be utilized in a manner which makes the best possible use, the delivery of education, the quality of communications, and the teaching skills at all levels of education, which will have to be systematically raised and monitored, so as to maintain standards.

Iqbal et. al., (2013). the study critically analysed the problems of Government Secondary School System in Pakistan. Analysis of literature showed that the system is affected due to poor finance, lack of motivation among teachers. The study further reveals that the system is affected due to political interference in the process of selection, shortage of teaching staff and lack of teaching learning resources in schools which has adversely affected the quality of teaching learning.

Tiffany (2013). conducted a study on measuring educational quality in secondary education. The main objective was to assess the important factors in assuring quality education in secondary schools in the Netherlands by using a business intelligence approach. The major goal was to use a business intelligence approach to examine the

critical aspects in ensuring quality education in secondary schools in the Netherlands. Here framework for equality is produced, which consists of seven critical success factors and measured through expert interview and questionnaire survey. The study explores that teacher as the heart of education is very important for teachers to establish better connectivity with students. This pattern would assure a good quality in education. The study also suggested that the school should focus on teacher's attitude and effective delivery method of teaching learning process.

Alfred (2014). conducted a study on Transforming Rural Secondary Schools in Developing Countries: Towards Educational Equity in Zimbabwe. The main purpose of this case study was to solicit views on how to transform rural secondary schools in Zimbabwe. The study was guided by two related questions, viz.: What are the main obstacles to the achievement of educational equity in Zimbabwe's rural secondary schools? And how could Zimbabwe's rural secondary schools is transformed to achieve educational equity? The study employed a quest view as a qualitative research technique to generate data. The study has highlighted cite-based strategies for transforming rural secondary schools in Zimbabwe.

Oruonye (2014.) investigated the Taraba State's Challenges of Quality Secondary Education. The obstacles of secondary education development in Taraba state are examined in this paper. Descriptive statistics were used to analyse the data. Students' performance in the West African Senior Secondary School Certificate Examination has been exceedingly dismal over the years, according to the report (below 16 percent). Inadequate teachers, financing, a bad learning environment, and infrastructure are just a few of the issues.

2.4.1. Summary of the review of related studies

After studying various research works and their findings, it was concluded that education sector in India was affected due to many factors. Aich (1976), studied on the development of education in West Bengal and its social impact, during 1854-1882. The primary objectives of the study were to provide an account of the major developments in the sphere of education and trace their impact on social life. According to Kabir (1955), Landage (1980), Hluna (1986), Pathy (1990) and Rani (2007) a review the development of “Secondary Education in India”, the results showed that the policies of the governments largely influenced the pattern of growth of secondary schooling provisions. Kaur (1985) and Agarwal (2006) studied on higher education and the main aim of the study were to trace the development of higher education to find out how development of higher education in India was influenced by the country’s independence, and to suggest measures to solve current problems and to improve prospects of developing higher education. Temjenkaba (1993), George (2005), Henia Ashikho (1988), Joseph (1989), Khongwir (1990) in their study found that the Christian Missionaries played a very vital role to establish schools in North East region of India. The Church also established schools, colleges and training institutions both in rural and urban areas in the region. Islam (2014) examined that in the Longleng district, modern education has played a significant role in enhancing the status of Phom women. With the arrival of Christianity in Phom country, education enabled the people to break free from the shackles of age-old superstitions. The study also discovered that women are now competing with their male counterparts in social, economic, and political arenas. Rengma and Jha (2014), study found that in Nagaland's communitisation of education, which began as a unique element in altering the rural sector, including education, health, sanitation, power, and water supply, was discovered. The article focuses on Nagaland's communitization of education, which began as a partnership between the government and the community that included the transfer of ownership of public resources and assets, empowerment, decentralisation, delegation, and capacity building to improve the delivery of public utility systems.

On studying various research works and their findings, in countries other than India, it is observed that research work has been conducted in the field of educational

inequalities. Nelson (1955) and Vergari (2010) conducted work on Indian secondary education, in common with secondary education elsewhere, including the United States, facing an acute problem of present system of education and prospective teacher shortage. Findings show that there are large and serious gaps in knowledge and understanding of elementary education which has developed in recent years. Carnoy and Levin (1985) and Williamson and Fraser (1991) concluded that elementary education has evolved over the years in response to community desires for schools to assure and provide greater equality of opportunity, upward mobility, and participation in our democratic institutions. Briseid and Caillods (2004), Vergari (2010), Farooq, et. al (2011), Oruonye (2014) and Alfred (2014) conducted a study on measuring educational quality in secondary education. The main objective was to assess the important factors in assuring education quality in secondary schools in the region. This would assure a good quality in education. The study concludes that schools should focus on teacher's attitude and delivery method.

2.5.1. Comparison between Indian and foreign studies

1. The education system in India lacks creativity according to many studies. The approach is more theoretical rather than practical. The foreign countries appeared education more interesting by implementing the knowledge skill oriented and practical.
2. In India, there are limited prospects of professional courses, with Medical, Engineering and Chartered Accountant, just to name few popular ones'. But abroad, a doctor gets the same respect as a musician does. Also music, art and sports are considered to be a respectable career option there. Whereas, in India there exists less scope of the mentioned areas.
3. In most of the foreign countries, there is free primary education given to students and is included in the law, to minimize child labor. Indian education on the other hand has become a business now. The teachers are not being paid well particularly in the private sector the fee structure and other expenses are too costly for a middle class person to afford.
4. In foreign countries, students are free to choose their own course and interest area whereas in India, family, including relatives, dictates decision of which course is best for one as most of the cases. Also, following the trend is a big

flaw in our society. People are least bothered to know what the children really want.

5. The students in India are forced to rote memorisation are expected to produce it on paper during exams. Passing exams and scoring good marks are the main purpose of the said assessments. But foreign system believes in practical/skill oriented implementation of knowledge.

2.6.1. Research gaps

1. The investigator was unable to uncover research on issues that students confront in practical, practise teaching, project work, field excursions, study tours, assignments, training, internships, and degree allocation.

2. The investigator was unable to locate any research that explains the issues and causes of low-score students, particularly those from low-income families.

3. The investigator was unable to uncover any studies on the issues that female students in private educational institutions experience.

4. The investigator was unable to locate research on the perceptions of recipients and parents of beneficiaries of "free education for girls at all levels in Longleng."

The current study is being performed in order to fill some of the research gaps in the field of education, after evaluating the numerous gaps in the field of education. Its goal was to learn more about the issues that pupils encounter in school, particularly in rural areas. In the following chapter, the plan and procedure used for this investigation are detailed in depth.

2.7.1. Conclusion

This chapter has sought to begin the theoretical framework of the study through a wide-ranging review of literature work. Through the reviews, one has arrived at a better understanding of the different unified factors that decide student academic performance. This evaluation identifies the need for schools to be more pragmatic and innovative to meet the needs of all their students. It signals that the future success for secondary school students is dependent on schools identifying and

responding to the aspirations, strengths, culture and needs of their students. The most responsive schools put considerable effort into ensuring that teachers understand the goals for each student and design programmes that encourages students to increase their own self worth and self management to monitor progress towards achieving their goals. Many of the schools thought with limited responsiveness tended to have significant areas to develop in their curricula, careers or pastoral care systems. To achieve greater numbers of students succeeding across the education system more coordinated social support is needed for some students to complement the curriculum improvements that are required in some secondary schools. Further, work is needed to highlight and introduce good practices related to how schools with high numbers of priority learners, in particular, can work with families, outside agencies and other educational institutions to meet the educational and social needs of learners.

CHAPTER-III

RESEARCH METHODOLOGY AND PROCEDURE

3.1.1. Introduction

This chapter defines the methodology and procedure of research in the present study. The success of any research mostly depends on the methodology and formula adopted in conducting the investigation (Kothari, 1985).

The methodology includes population, sample, tools, data collection and statistical analysis (Bailey, 1978).

3.1.2. Nature of the study

The current study has been taken up to know the history and status of education in Longleng district of Nagaland. The investigator has chosen a combination of historical method and descriptive research method depending more on descriptive research method which is found to be appropriate and relevant for the current study. In order to achieve the first objective of the study, the investigator followed historical research method. For this purpose, data was collected concerning the past events that had taken place in Longleng from different sources. Descriptive research method was used for fulfillment of other objectives of the study from different sources. Descriptive research method enabled the investigator to present the collected data in a descriptive manner or describe in detail the data being researched. It was used because of its accuracy and was also found reliable for the article for table presentation being made with all the gathered data. Information obtained from study was through primary and secondary sources. The investigator also conducted interview with few people who had knowledge and experience directly or indirectly related to the present study.

3.1.3. Population of the study

Population sample of the present study covered all the heads of the institutions, teachers and students of all stages of educational institutions. Parents, elders, and community leaders of Longleng and other officials and stakeholders related to education were also included under the population.

3.1.4. Sample of the study

The sample representing 30% of the total numbers of 122 educational institutions in the Longleng district were selected randomly for the purpose of data collection. Selection of the sample was done covering rural and urban, private and government and different stages of educational institution. Sample of the study comprised of 30 headmasters/principal, 150 teachers, 350 students, 25 parents, 25 community leaders/elders and 20 officials/stakeholders. Simple random sampling and also convenience sampling methods were used in combination. In some cases the entire population was covered such as in case of the lone college in the district and the Higher Secondary School.

Table No. 1: List of Sample Institutions Covered in the Study

Sr. No	Government Institutions	Sr. No	Government Institutions
1	Yingli College	13	GHS, Yotan
2	Bautung Hr. Sec School	14	GMS, Mongtikang
3	GHS, Nyengching	15	GMS, Hukphang
4	GHS, Bhumnyu	16	GMS, Tamlu Village
5	GHS, Yachem	17	GMS, Tamlu Town
6	GHS, Namching	18	GMS, Buranamsang
7	GHS, Pongo	19	GMS, Anaki
8	GHS, Yongphang	20	GMS, Yongam
9	GHS, Tamlu Town	21	GMS, Noklangkong
10	GHS, Tamlu K/Khel	22	GMS, Kangching
11	GHS, Kangching	23	GMS, Namhaching
12	GHS, Yongnyah	24	GMS, Yongnyah

Table No. 2: List of Sample Institutions Covered in the Study

Sr. No	Private Institution	Sr. No	Private Institution
1	St. Joseph School	6	Christian School
2	Phom Lempong School	7	Vision Vale School
3	Good Shepherd School	8	Blooming Buds, School
4	Christ King School	9	Christian School, Tamlu town
5	Mt. Carmel School	10	St. Thomas School, Ametchong

3.1.5. Statistical techniques used

For the purpose of analyzing data for the present study few simple statistical techniques were employed. As the nature of study being more historical and descriptive, the data collected are analysed qualitatively to a large extent. Data were first entered and tabulated. Wherever needed percentage calculation was done after counting the frequencies of responses. As far as the first objective data was concerned the analysis was done by studying in details the selected written sources and also from interviews from the identified elders who had knowledge in the concern area.

3.1.6. Construction of tools

A set of 6 tools were constructed for the purpose of data collection while at the same time also identifying some of the written sources for analysis. To be specific three sets of questionnaires and three semi-structured interview schedules were constructed for the purpose of the study. The questionnaire construction followed several stages as the following.

1. Based on extensive literature review a maximum number of items were constructed for different respondents and shown to supervisor for feedback.
2. Next the items were improved and modified after which they were also shown to different subject experts after which their advice and changes were incorporated into the tools.
3. The next stage involved carrying out a pilot test of the questionnaire and interview schedules were done on few respondents either a school/college individual. The results of pilot survey were highlighted a few lapses such as items related to the following.
 - (a) Poor transport facilities
 - (b) Communication problem between teachers and students
 - (c) Lack of awareness of educational importance

Some of these items were included in the questionnaire. Based on feedback few open ended questions were also removed and more of multiple choice questions were added.

4. In the final stage some superfluous items and ambiguous items were removed through a process of item analysis.

Finally after following these steps the tools were given to supervisor for final approval. Then the questionnaires were distributed to the select respondents to collect relevant information.

3.1.7. Types of tools used

The following sets of Questionnaires were developed.

- (a) Questionnaire for headmaster and principal/head of the institutions
- (b) Questionnaire for teachers.
- (c) Questionnaire for students.
- (d) Semi-structured interview schedule for parents.
- (e) Semi-structured interview schedule for community leaders and elders.
- (f) Semi-structured interview schedule for officials and other stakeholders.

Added to this the investigator carried out an extensive survey of gazettes, official documents and research literature to establish the history and status of education in Longleng district of Nagaland.

3.1.8. Description of tools used

The detailed of the tools used are as follows

Questionnaires for headmasters/principals/teachers/students were focused on the following

- Profile of the headmasters/principals/teachers/students relating to age, gender, years of experience, educational and professional qualification as applicable
- Opinion on progress of education in Longleng after attainment of district status.
- Present status of education in Longleng relating to enrolment, curriculum, co-curricular activities teaching methods, infrastructure, teaching-learning aids, quality education and evaluation and examination system.
- Performance of students in the district.
- Problem and challenges faced by the principals relating to administration.
- Problem faced by the school/college.

- Suggestion for improvement of education in Longleng.
- Measures for over-all improvement of the school/college.

3.1.9. Semi-structured interview schedule

Semi-interview structure schedule for parents, community leaders and elders and officials and other stakeholders comprises of questions related to who, where, when and how, about the history and status of education in Longleng. Some parents, community leaders and elders and officials and other stakeholders were interviewed by the investigator through personal visits. Interviewee includes people from different walks of life, comprising retired officers, bureaucrats, departmental officials, retired teachers, teachers, church leaders, social workers, politicians, student leaders and home makers etc. Interviews were conducted in a very informal manner and the interviewee had the liberty to express his/her views freely.

3.1.10. Collection of data

The data is based on both primary and secondary data. Primary data were collected through survey using detailed questionnaires for the headmasters/principals, teachers and students. Also through semi- structured interview schedule data could be collected from parents, community leaders and elders, officials and other stakeholders. Secondary data were generally collected and studied for the purpose of the study through survey of office registers/files/records, reports, library books, souvenirs, research literatures, and published and unpublished documents (Edwards, 1967).

3.1.11. Technique of data analysis and interpretation

For the present study, data collected were analysed using descriptive method of analysis. Responses collected from six categories of people- headmasters/principals, teachers, students, parents, community leaders and elders and officials and other stakeholders were calculated and converted into percentage in tabular form which was followed by interpretation. The secondary sources were also analysed quantitatively and relevant information extracted and arranged as per the objective of the study. Information retrieved from interviews with stakeholders were also analysed and arranged accordingly.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

This chapter deals with the analysis and interpretation of the data collected through questionnaire and interview schedule. The data were studied from as various aspects as far as possible to explore the new facts as well as to interpret already known existing facts. The analysis of the data collected for the present study, 'A Study on the History and Status of Education in Longleng district of Nagaland' is analyzed keeping in mind the objectives of the study. Most of the information is received in response of both close and opened ended questions from the questionnaire. Response collected from each items were calculated and then converted into percentage followed by interpretation and discussion which were analyzed and presented in tabular forms.

The present chapter contains the analysis and interpretation of data based on the response of head of the institution, teachers, students, parents, community leaders, elders and other stakeholders. The response have been systematically arranged and presented in the following segments.

The analysis of data and interpretation of data were done on the basis of objectives and within that the data were analyzed respondents wise as given below.

Category 1: Response of Headmasters/Principals.

Category 2: Response of Teachers.

Category 3: Response of Students.

Category 4: Response of Parents

Category 5: Response of Community Leaders and Elders.

Category 6: Response of Officials and other Stakeholders.

SECTION- I

4.2. ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO. 1

Objective No. 1: To study the historical development of education in Longleng district

This segment presents the details of the origin and history of education in Longleng district as per the objective No. 1 of the study. The data recorded here have been sourced from response of community leaders and elders of Longleng and also from official records, books and written sources.

(CATEGORY 4: COMMUNITY LEADERS AND ELDERS)

4.2.1. OPINION ON THE INCEPTION OF CHRISTIANITY AND YEAR OF CONVERSION IN LONGLENG DISTRICT AS RESPONDED BY THE COMMUNITY LEADERS AND ELDERS

As per the available written records, and as responded by the community leaders and elders the first converted Christian among the Phom Community was Imkum Phom, Long-e Phom and Imkong Phom, all from Kangching village. The first conversion in Christianity took place on 22nd September 1929, where Imkum, Imkong and Long-e were baptized at Impur, Mokokchung district by Rev. Wickstrand (Field Survey Report, 2018).

4.2.2. HISTORICAL DEVELOPMENT OF EDUCATION IN LONGLENG DISTRICT

Coming to the Phom Naga people, even before the introduction of the modern education in the Longleng district, the people of the district had their own traditional institutions of learning called *Pang*. The term *Pang* is the indigenous term used by the Phom Naga denoting the Morung, which means a bachelor's dormitory. The *Pang* system of education was very strong among the traditional Phom Nagas. All the young boys of the adolescent stage were admitted to *Pang* where they were supposed to undergo long periods of training. Likewise, the unmarried girls received informal education from their respective clan dormitory called *Yow*. The young girls in the *Yow* were placed under the supervision of the elderly matron. The Phom Naga women with progress of time began to enroll for education so as to become better

citizens and assets to the society. Thus, Therefore in a way, the *Pang* and *Yow* system of education were free and compulsory since, after the attainment of a certain age, everyone was recruited to become its bonafide members. However, with the spread of Christianity, the *Pang* system of education declined slowly. Therefore, some educationists in the district were looking for reviving the system of Pang so to serve as an alternative form of education (Henshet, 2003).

Modern form of education penetrate somehow late in Longleng district comparing to the other districts of Nagaland. In Nagaland modern education came along with Christianity. Thus, whoever accepted Christianity simultaneously received modern education, as a result, that society achieved over all social progress significantly. The first fifteen Naga Christians were baptized on December 22nd, 1872, but in the case of Phom people, it was only on September 22nd, 1929, that the first three persons namely, Imkum, Longe and Imkong from Kangching village were baptized to become the first Phom Naga Christians. As a result, there was a gap of 57 years between the Phom Naga and other Naga tribes in the sphere of social progress. Interestingly, in Phom area the first school was established by the British Gorkha troops in 1884 at Tamlu village where alphabet and numbers were in Assamese medium but the school was closed down just after a year. It was only in 1931, again that a lower primary school was opened for the second time with the help of native teacher Longtok. Later the school was upgraded to upper primary level having classes up to IV with the help of another native teacher of the village. In the subsequent years two more schools were opened, one at Kangching village in 1937 and another at Tangha village in 1947. Although, the schools were opened at Tamlu village and Kangching village before independence, the attempt to popularize modern education did not meet much success due to number of reasons. The factors were poor response of the people, indifferent attitude of the colonial government and lack of a congenial atmosphere in the area. Until 1950s the response of the people towards modern education was not at all encouraging as most of the parents regarded the school going children as “lazy people who do not want to work in the field”. However, the establishment of a Lower Primary School in Longleng in 1950-51 brought about a positive change to school education. The school in this regard was upgraded to a middle school in 1957 and again to a high school in 1971

simultaneously. The management of the school later on was taken over by the Government of Nagaland in 1972 and subsequently, the school was upgraded to Bautung Higher Secondary School in 2014 by the Government of Nagaland (Henshet, 2003).

To meet the growing demand of higher education, the Association of Phom Graduates and Officers (APGO), in collaboration with the Phom People's Council, established an Arts College named, as Yingli College at Longleng in September 1992. This is the first and the only college in the Longleng district. Initially, the college started with the Pre-University class but it was upgraded to degree in 1995 (Rahman, 2015). Since 2009, through the Indira Gandhi National Open University (IGNOU), it has started offering post-graduate courses in Yingli College. With the government schools, there were a number of private schools as well. The first private school, Phom Lempong English School was established in 1970 by the Phom Baptist Christian Association. Then in the later part of 1980s, there was a movement for establishment of schools by the different churches. However, the school could not sustain for long due to financial constraints. At present, there are 6 (six) church-run schools. Private high schools like St. Thomas School, St. Joseph School, Christian School, Tamlu Christian School, Mt. Carmel and Good Shepherd School were helping in supplementing quality education in the district. This is how the modern learning institutions took their roots in the district.

In the field of educational achievement, the first man to pass HSLC examination among the Phom Naga tribe was T. Imdong in 1961. After a gap of twenty (20) years L. Phongla Phom and P. Mongsula became the first women to pass HSLC exam in 1981. Again T. Imdong and A. Shamthei became the first man and woman to get a Bachelor degree in 1969 and 1986 respectively. Bukchem became the first man and Hongla, Munglen and Merenchila were the first women post graduate degree holders among the Phom tribe in 1984 and 1996 respectively. Anjo Keikung and Temsula Chenth became the first man and woman to get doctorate in mission Theological studies in 1988 and 2004. And B. Henshet Phom and Anungla Imdong became the first man and woman to get Doctor of Philosophy (Secular) in 2012 and 2009 respectively. Until 1952, the Phom Naga villagers were practicing head taking, one of the most dreaded practices of the ancient Nagas. The practice

henceforth, was put to an end only on 6th June 1952 with the effort of the government and the elders of the tribe; in commemoration of which the day is observed as Phom Day every year. In this note therefore, whoever, accepted Christianity simultaneously received modern education since religious texts became socially significant (Phom Laivangh Pangthai, 2010).

4.2.3. INDIGENOUS PANG SYSTEM OF EDUCATION AMONG THE PHOM COMMUNITY

Pang (Morung) is a man's club or dormitory for young unmarried men, serving as an agency for all round development and to make him to become a worthy citizen of the village state. The etymological meaning of this word *Pang* is to "listen or obey." For the Phom people, Morung have different terms according to different dialects spoken in different Phom villages. To some it is called as *Pang*, *Leng*, *Jan*, *Mangshum*, *Aliju*. Of these, the term, *Pang* is used by majority of the people. In indigenous *Pang* system of education, there was no curriculum and syllabus as such, but it was a sort of training war tactics, training how to use gun, learning how to sharpen daos and spears, training and developing skills of making crafts etc. It was more of work experience kind of education and community centred education that helped them to develop community feelings and selfless attitudes for their community. An adolescent age was the right time to involve at *Pang* activities.

During primitive time, when there was no government or any other formal institution, the *Pang* was the one and only platform for social engagement. It could not be traced back what actually motivated them to have such platform and how it came into existence as well. However, there was not a village without the *Pang*. It was the central platform for all public references and affairs. Here, young boys were taught all the norms of social and political life, history, folk songs, folk tales, folkdance, legends, war technique, manners, social etiquettes, sportsman, etc. The *Pang* system of education was free and compulsory. All the boys after they attained a certain age were recruited to become a bona fide member of it. In fact, the education they got from *Pang* was very much enough to help them throughout their whole life. The *Pang* system played a significant role in the lives of the ancestors. *Pang* was a pivot, around which all the social, religious, cultural activities were involved. *Pang* was also regarded as a guard house, recreational club, a place of learning various kinds of arts like wood carving and all kinds of handicrafts. Young people received

valuable lessons in leadership, folk tales, folksongs, legends, folkdance and discipline. In olden days, where no established institution was ever conceived among the primal people, the emergence of Pang concept was an immense discovery at that time. Apart from *Pang* system, there was no any other institution. Therefore, Pang served the best interest of the people in the early days of the Phom Naga people.

During pre-Christian/pre-modern era in Phom society, *Pang* was the only institution where young men had the privilege of learning all social norms, culture, customs, traditions and different occupation for livelihood from the elders and peer group. Unlike present day society, children learn more from society rather than from parents. *Pang* system of education was inevitable and it had the merit of imparting values, culture and customary practices particularly to men folk. In the olden days, *Pang* system of education was imparted under the custody of older people where young men were recruited batch by batch according to their age. *Pang* was the backbone of education for Phom youngsters before the advent of modern education. *Pang* was the only learning institute before introduction of formal education in Phom area. The village elders taught the youngsters about cultivation, fishing, hunting of wild animals and even head taking. *Pang* was the centre of all activities and served as the traditional institution of learning in all aspects (Phom and Zeliang, 2020).

4.2.4. INDIGENOUS YOW SYSTEM OF EDUCATION AMONG THE PHOM COMMUNITY

The *Yow* was exclusively meant for girls. In a *Yow* only the girls from same clan were allowed to sleep. *Yow* was a girl's dormitory. A *Yow* was kept under the control of proprietress usually an older woman, who played the role of a teacher. *Yow* was a learning centre for girls where they learnt the art of weaving, spinning of thread, folksongs and folk tales etc. They developed their social etiquettes, social norms and social living in the *Yow* system of education. They learned how to address each other not by name, but by common terms such as *Anung* meaning friend and *Lamei* meaning sister etc. All adult and unmarried women sleep in the *Yow*. Experienced and elderly women guides and educates the newly recruited young women about the social, religious, culture and custom of the village. *Yow* was little bit of convent type of school in modern sense. It was totally a girl's school where man-made customs, cultures and practices for women were taught. Women were taught nothing beyond cooking, weaving, home-making, childbirth and their menstrual cycle etc. It was

constructed according to the clan so that the young men from other clans could come to visit them because in Phom custom and culture, it is taboos for men and women of same clan to get married. During their stay in the *Yow* the girls were trained to become effective members of the village. Since, the life and belief system in the village were simple, the education in the *Yow* was enough to guide whole life. Through singing histories and folktales were imparted to the women. Enrolment of young women in the *Yow* was also one of the criteria to recommend for the marriage.

4.2.5. THE ROLE OF VARIOUS AGENCIES AND THEIR CONTRIBUTIONS TO EDUCATION

The role played by various agencies and their contribution to education in Longleng district was also studied and reviewed. The following findings relate to the role played by the missionaries/church/government/NGOs in shaping education and its development in Longleng were as follows.

(i) Missionaries: As far as Phom community is concerned, the missionaries may not have been directly involved in the development of education in Longleng district, but it can be said that the message of love and forgiveness they brought to the hostile and barbaric head taking land of the Nagas, paved the way for people to get exposed to education. The Christian missionaries played a very important role in changing the Phom society in particular and Nagas in general. They brought great changes in eradicating many social evils like head taking, tattooing and superstitions etc. Due to British policy and Naga Nationalist movement, development of education in Phom area had very negative impact. However, early missionaries played an immense role in improving formal and informal education in Phom area along with the teaching of gospel.

(ii) Church: The church was instrumental in opening schools in Phom area and today there were church-run schools in towns and in some village. Some notable church run schools in the district which guided and shaped many young Phoms into leaders and officers of today were Phom Lempong English School (PLES), St. Joseph School Longleng, Christian School Tamlu and St. Thomas Tamlu. As far as education in Longleng district is concerned, Phom Baptist Christian Association (PBCA) has played a pivotal significant role rather than the Government. If the church and missionaries had not taken active role in the field of education, Longleng

district would not have developed as of today. Initial credit must go to Christian missionaries and church workers for spreading modern education in Phom area however, it was limited to primary and non-technical education. So far, there is limited literature/record of missionaries contribution in the field of education in Longleng. Missionaries and church contributions were made to establish mission school like Phom Lempong School. Through mission schools positive aspects were encouraged like, the Phom Baptist Christian Association (PBCA) took the lead in opening the first private school in 1970 by the name Phom Lempong English School.

(iii) Government: In all the villages the government has established one or more schools, some of which later on, were upgraded to upper primary schools. high schools and a higher secondary school. Initially, Government could only sent teachers and villagers built the school building, providing benches and desks as well. Later on, the government also provided stationeries etc. But the church-run schools were solely borne by church resources. In many cases, the village authority took care of running the school.

(iv). Non-Governmental Organizations: Various NGOs in the district such as Association of Phom Graduates and officers (APGO), Phom Students Conference (PSC), and Women organizations in the district and village levels have made their remarkable contributions towards the development in the field of education. The APGO initiated the establishment of Yingli College and mobilized resources for the same. APGO, also conducted educational campaign and seminars and encouraged students by awarding HSLC and HSSLC toppers. Besides other activities for the development of education, the Phom Students Conference (PSC), at some point of time, even went to the extent of maintaining study hours for students in the villages. Phom Baptist Christian Association (PBCA) took the lead in opening the first private school in 1970 by the name Phom Lempong English School. Also through the initiative of the Association of Phom Graduates and Officers Organization (APGO), the first college i.e., Yingli College in 1992 was established. Besides Catholic organization also opened St. Joseph School in Longleng and St. Thomas School in Tamlu Town. However, private/government/NGOs or other organization's role emphasized more on academic and secular education. Strictly speaking, no foreign

missionary had ever landed in Phom area for the educational upliftment. Mostly educational developments were taken up by the government and the village authority. Subsequently, the church also took responsibility in promoting educational growth in Phom area (Islam, 2014).

The roles of missionaries/church/government/NGOs in development in the field of education have done a commendable work in Longleng district. It also aimed in building and moulding person's life physically, intellectually, spiritually, emotionally and socially. The contribution made by missionaries in Longleng is so profound and vast. It was only after statehood of Nagaland that proper curriculum and higher education could be introduced. The missionaries, the church, the government, private individuals and NGOs played their own roles and in their own way thereby, contributed toward the development of education in Longleng district.

SECTION-II

4.3. ANALYSIS AND INTERPRETATION OF DATA COLLECTED RELATED TO

Objective No. 2: To chart out the progress of education in Longleng since the attainment of district status in 2004

As per the objective No. 2 which is to find out the progress of education in Longleng. The information received from various respondents i.e., headmasters/principals, teachers, students, parents, community leaders/elders and official/other stakeholders were projected in the following segments.

(CATEGORY 1-HEADMASTERS/PRINCIPALS)

4.3.1. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

As per the objective No. 2 which is to find out the progress of education in Longleng. The information received from headmasters/principals is projected in the following segments.

Table No. 3: Opinion on satisfaction with the progress of education since attaining district status as responded by the headmasters/principals

Whether students were satisfied with the progress of education after attaining district status		
Response	Counts	%
Yes	18	60.00
No	7	23.33
To some extent (TSE)	5	16.67
Total	30	100

The above table no. 3 reveals that majority i.e., 60% of the headmasters/principals responded that they were satisfied with the progress of education after attaining district status. Whereas, 23.33% of the headmasters/principals responded that they were not satisfied with the progress of education in Longleng district. While, 16.67% responded that to some extent they were satisfied with the progress of education after attaining district status. Thus, the above table clearly indicates that majority of the

headmasters/principals were satisfied with the progress of education after attaining the district status.

Reasons for Yes

- Quality of education has improved.
- People have understood the value of education.
- Increasing enrolment and improvement in result.
- Much improvement in infrastructure facilities.

Reasons for No

- Result is still very poor with low percentage.
- Students were not doing well because of parents' negligence.
- There is shortage of mathematics and science teacher in many schools.
- Lack of qualified teachers and proxy culture. To overcome these, we need strong initiation from the government or concerned department.

Table No. 4: Agency that played a pioneering role of spreading education in Longleng district as responded by the headmasters/principals

Agency that played a pioneering role of spreading education in Longleng district		
Response	Counts	%
British	2	6.67
Christian Missionaries	15	50.00
Tribal People	8	26.67
Government Agencies	5	16.66
Total	30	100

The above table no. 4 reveals that 6.67% of the headmasters/principals responded that British played a pioneering role of spreading education in Longleng. While, 50% responded that Christian missionaries played a significant role in bringing education in the Longleng district. Whereas, 26.67% responded that it was tribal people who played a pioneering role in bringing education in the Longleng district. And 16.66% responded that it was government agencies that played a pioneering role of spreading education in Longleng.

Table No. 5: Opinion on remarkable of progress of education and reason for negative answers as responded by the headmasters/principals

Education has progressed remarkably			Reasons for negative answers		
Response	Counts	%	Response	Counts	%
Yes	17	56.67	Social	1	7.69
			Economic	6	46.15
			Political	0	0.00
No	13	43.33	Illiterate parents	4	30.78
			Lack of educational institutions	2	15.38
			Due to distance	0	0.00
Total	30	100	Total	13	100

Table no. 5 shows the opinion on remarkable progress of education in the Longleng district. The study found that majority i.e., 56.67% of the headmasters/principals responded that there is remarkable progress of education in the Longleng. Whereas, 43.33% responded that there is no progress of education in Longleng district. The above table also reveals that out of the total 43.33% with the statement given above for the various reasons 7.69% reveals that there is no progress of education because of social factors. 69.23% responded that there is no progress of education in Longleng district due to economic factor. 38.46% responded that there is no progress of education in Longleng district because of illiterate parents. While 15.38% reveals that there is no progress of education in Longleng district due to lack of educational institutions. Whereas, none of the respondents, responded that there is no progress of education in Longleng district to due to distance. Thus, it clearly indicates that majority of the headmasters/principals responded that there is remarkable progress of education in the Longleng.

4.3.2. SOME CHANGES AND DEVELOPMENT IN THE FIELD OF EDUCATION IN LONGLENG SINCE THE ATTAINMENT OF DISTRICT STATUS AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

Table No. 6: Some changes and development in the field of education in Longleng since the attainment of district status as responded by the headmasters/principals

The following were some of the opinions given on changes and development in the field of education by the Head of the Institutions area wise	
A	Academic related
	Fair examination system and therefore could produce good result.

	There is improvement in the quality of education as well.
	Sarva Shiksha Abhiyan (SSA) had played an important role by providing grants to buy teaching-learning materials (TLM) for teaching the students to learn faster
	Improvement in HSLC result
B	Communication related
	Could easily communicate of our needs and necessity, easy transportation to attend orientation, training programme related to education.
C	Financial related
	Increasing in the amount of funding.
D	Infrastructure related
	Providing facilities like computer, solar power, and construction of new building, desk, benches, and white board etc.
E	Institution related
	Increase of schools and up gradation of higher secondary and taken over of Yingli college by the government.
	Up gradation of Government High school to higher secondary status.
	One higher secondary upgraded and number of private schools set up.
	More educational institutions have been established.
	Establishment of DEO and SDEO offices.
	Most of the schools introduced co-curricular activities as well.
F	Parents related
	Parents have also started to involve in children's education which is a sign of change.
	Parents were becoming aware of the education and taking care of their wards.
G	Students related
	Enrolments have increased.
	Less drop-out.
	Students-centred teaching method.
	School project work ignites the mind of the students.
	There are competition among the students.
H	Teacher related
	Almost all the teachers were trained due to government policy.
	Appointment of SSA & RMSA teacher to facilitate better education
	providing training to the teachers

(CATEGORY 2 - TEACHER)

4.3.3. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE TEACHERS

As per the objective No. 2 which is to find out the progress of education in Longleng, the following tables contain the interpretation of data.

Table No. 7: Opinion on satisfaction with the progress of education in Longleng since attaining district status as responded by teachers

Whether teachers were satisfied with the progress of Education in Longleng after attaining district status Longleng		
Response	Counts	%
Yes	87	58.00
No	40	26.66
To some extent	23	15.33
Total	150	100

The above table no. 7 reveals that 58% of the teachers were satisfied with the progress of education in Longleng after attaining district status. Whereas 26.66% of the respondents were not satisfied with the progress of education, while 15.33% of the teachers responded that to some extent progress of education has been taking place in the district. Thus, the above table clearly indicates that majority i.e., 58% of the teachers were satisfied with the progress of education in Longleng after attaining district status.

Reason for satisfaction

- Result and quality of student has improved.
- After delinking of higher secondary from college, result of the college has also improved.
- Right from the inception of Longleng as a district, so many private and government schools has been established along with the increasing number of students.
- After attaining the district status in 2004, the literacy rate has increased from 51.3% to 72.17% according to 2011 census. Though the literacy rate has increased, our district is less than average literacy rate of Nagaland i.e., 79.55%.

Reasons for dissatisfaction

- Progress of education in the district is time bound. Of course district is a factor but it is not 100% correct that because of district, the system of education is improving.
- Majority of the teachers were untrained and not committed to their profession.
- Lack of qualified teachers, lack of training facilities, failure of communitization in rural areas of Longleng.
- Teachers were untrained, some teachers even after pedagogy training, cannot apply it because they were used to their old system of teaching.
- Poor infrastructure, proxy practice, misappropriation of funds to school levels of management.
- Performance of the students especially HSLC result is very low comparing to other districts. There is a need to reform educational system in the district for better performance of the students

Table No. 8: Agency that played a pioneering role of spreading education in Longleng as responded by the teachers

Agency	No. of Respondents	%
British	5	3.33
Christian Missionaries	95	63.33
Tribal People	24	16.00
Government Agency	21	14.00
Any others	5	3.33
Total	150	100

As per the above table no. 8 it is revealed 3.33% of teachers responded that British played a pioneering role of spreading education in Longleng. 63.33% responded that it was Christian missionaries. 16% responded that it was tribal people. While 16.67% that it was government agency who played a pioneering role of spreading education in Longleng. The above table clearly indicate that majority of the teachers responded that Christian missionaries played a pioneering role of spreading education in Longleng.

(CATEGORY 3-STUDENTS)

4.3.4.: ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE STUDENTS

As per the objective No. 2: To chart out the progress of education in Longleng district. The information received from students was projected in the following segments.

Table No. 9: Opinion on satisfaction with regard to progress of education after attaining district status as responded by the students

Whether Students were satisfied with the progress of Education after attaining district status		
Response	Counts	%
Yes	221	63.14
No	76	21.71
To some extent (TSE)	53	15.14
Total	350	100

The above table no. 9 it reveals that 63.14% of the students were satisfied with the progress of education in Longleng after attaining district status. Whereas, 21.71% of the respondents were not satisfied with the progress of education in Longleng after attaining district status. While, 15.14% of the students responded that to some extent progress of education has been taking place in the district.

Reasons for satisfaction

- One can get better education here without going to other district.
- The literacy rate of the district has increased.
- Educational system in Longleng district is quite satisfying because most of the teachers were putting more efforts on changing student's life.
- There were well- trained and qualified teachers who can impart quality education.
- Government has given every facility for improvement of education in the district.
- The enrolment of students and the number of educational institutions were increasing.

Reasons for dissatisfaction

- There should be science, commerce or other technical institute/college in the district.
- Most of the teachers were not trained and there is still proxy system in the district.
- Lack of proper infrastructure facilities in the district.
- Education system in Longleng district is still lagging behind in terms of quality education.
- There were no proper facilities in the schools and there is shortage of teachers.

Table No. 10: Pioneering role in spreading education as responded by the students
Agency that played a pioneering role of spreading education in Longleng

Response	Counts	%
British	35	10.00
Christian Missionaries	241	68.85
Tribal People	53	15.14
Government Agency	21	6.00
Any others	Nil	0.00
Total	350	100

From the above table no. 10 it shows that 10% of the students responded that British played a pioneering role of spreading education in Longleng district. 68.85% of the students responded that Christian missionaries played a vital role in spreading of education in Longleng. 15.14% responded that it was tribal people who played a pioneering role and finally 6% responded that it was government agency from the other states. Whereas, 68.85% of the students responded that Christian missionaries played an important role in spreading of education in Longleng.

(CATEGORY 4-PARENTS)

4.3.5. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE PARENTS

As per the objective No. 2 which is to find out the progress of education in Longleng district i.e. the information received from parents were projected in the following segments.

Table No. 11: Status of education in Longleng district before the attainment of district status as responded by the parents

Status of education in Longleng district before attainment of district status		
Response	Counts	%
Low	24	96
Average	1	4
High	Nil	0
Total	25	100

The above table no. 11 reveals that 96% of the parents responded that status of education was low before the attainment of district status in Longleng district. Only 4% responded that the status of education was average even before the attainment of district status. While, none of the parents responded that the status of education was high before the attainment of district status in Longleng district. Thus, the above study shows that status of education was very low before the attainment of district status in Longleng district.

4.3.6. OPINION ON PROGRESS AND DEVELOPMENT OF EDUCATION IN LONGLENG DISTRICT SINCE ATTAINMENT OF DISTRICT STATUS SINCE 2004

Table No.12: Progress and development of education in Longleng district since attainment of district status since 2004 as responded by the parents

Progress and development of education in Longleng district since attainment of district status since 2004.		
Response	Counts	%
Slow	3	12
Developing	14	56
To some extent	2	8
Total	25	100

As per the above table no. 12 it is revealed that 12% of the parents responded that the progress and pace of education in Longleng district was slow. 56% responded that it was developing. While 8% responded that the progress and pace of education was fast after attaining district status, since the attainment of district status in 2004. Thus, the above shows that status of education is developing since the attainment of district status in Longleng district.

(CATEGORY 5-COMMUNITY LEADERS/ELDERS)

4.3.7. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE COMMUNITY LEADERS/ELDERS

As per the objective No. 2 which is to find out the progress of education in Longleng. The information received from community leaders/elders were projected in the following segments.

Table No. 13: Opinion on the progress and pace of development of education as responded by community leaders and elders

Opinion on the progress and pace of development of education in Longleng		
Response	Counts	%
Slow	17	68
Average	6	24
Fast	2	8
Total	25	100

The above table no. 13 reveals that 68% of the community leaders/elders responded that the progress and pace of development of education in Longleng district was slow before the attainment of district status. Only 24% responded that it was average, no progress but rather remained as same as before. While 8% responded that the progress and pace of development of education was fast in Longleng district before the attainment of district status. Thus, from the above study, it clearly indicates that majority i.e., 68% of the community leaders and elders responded that the progress and pace of development of education in Longleng district was slow before the attainment of district status.

Reasons for Slow Development

- With the late arrival of Christianity and formal education, the transformation of Phom community started at very slow pace.
- The standard of students is generally low.
- Government-private partnership formula where government invests 50% and the rest borne by the people who run the schools. Because private-run schools were highly commercialized and government runs schools become a sick institution.

- The overall progress and pace of development of education is very low because in most of the government established schools almost all the teachers or teaching faculty were not well trained and the progress is weakened by the backdoor appointment proxy teachers and poor infrastructure.

Table No. 14: Status of education before attainment of district status as responded by the community leaders/elders

Response	Counts	%
Low	14	56
Average	11	44
High	Nil	0.00
Total	25	100

The above table no. 14 reveals that 56% of the community leaders/elders responded that status of education was very low before the attainment of district status in Longleng district. Whereas, 44% responded that the status of education is average or same even before the attainment of district status. And none of the respondents responded that the status of education was high before the attainment of district status. Thus, from the above study, it is clearly indicates that majority i.e., 56% of the community leaders/elders responded that status of education was very low before the attainment of district status in Longleng district.

Reasons for slow Development

- Under the shadow of Tuensang district, the status of education was very low in Phom area. There was a lack of competitiveness in every field.
- Phom have been late comers in the field of modern education. Thus, they were lagging behind in many levels in the field of modern education. During earlier days, people tried to indulge in unfair means to get through the examination. But all this has now become the thing of the past.
- It was discouraging in nature to have all the office functionaries at Tuensang district earlier. It was time consuming, which involves financial implications apart from sacrificing their noble professional duties. The teacher and the faculty staff had to endure various hardships for their official work at Tuensang with no proper road and transportation. On the other hand with

exam centre at Tuensang, it was not easy for the students either. Many poor students who could not afford to go up to Tuensang had to give up their studies with no other option but to join their parents in the field to support their family. So the status of education prior to attainment of district status was in abysmal condition.

- Access to schools was challenging, particularly in rural areas where students were dispersed. Among the various factors that contributed to low education status was the teachers' quality.
- Due to inconsistencies and absenteeism, government teachers are unable to meet the demands of the students. Another hindrance to quality teaching was the practice of proxy teachers.

Table No. 15: Progress of education in Longleng since the attainment district status in 2004 as responded by the community leaders/elders

Whether satisfied with progress of education in Longleng district since the attainment district status in 2004		
Response	Counts	%
Satisfied	18	72
Not satisfied	7	28
Total	25	100

As per the response made by the community leaders/elders in the above table no. 15 72% have responded that they were satisfied with the progress of education. Whereas 28% have responded that they were not satisfied with the progress of education in the district. It also highlights the reasons for satisfaction and dissatisfaction below. On being asked whether the community leaders and elders were satisfied with the progress of education in Longleng district since the attainment of district status in 2004 there were diverse opinions which were presented as follows.

(CATEGORY 6- OFFICIALS/OTHER STAKEHOLDERS)

4.3.8. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE OFFICIALS/ OTHER STAKEHOLDERS

As per the objective No. 2 which is to find out the progress of education in Longleng district the information received from officials/other stakeholders were projected in the following segments.

Table No. 16: Progress and pace of development of education in Longleng as responded by the officials and other stakeholders

Opinion on the progress and pace of development of education in Longleng		
Response	Counts	%
Slow	14	70
Average	6	30
Fast	0	0.0
Total	20	100

The above table no. 16 it is reveals that 70% of the officials/other stakeholders responded that the progress and pace of development of education in Longleng district was slow before the attainment of district status. While 30% responded that it was average no progress rather remain as same as before. And none of the respondents responded that the progress and pace of development of education in Longleng district was fast before the attainment of district status.

Table No. 17: Status of education in Longleng after the attainment of district status as responded by the officials/other stakeholders

The status of education in Longleng after the attainment of district status		
Response	Counts	%
Satisfied	12	60
Not satisfied	3	15
Partially satisfied	5	25
Total	20	100

As per the above table no. 17 it reveals that 60% of the officials/stakeholders were satisfied with the progress of education in Longleng after the attainment of district status. Whereas, 15% responded that they were not satisfied with the progress of education in Longleng after the attainment of district status. While 25% responded to some extent they were satisfied with the progress of education in Longleng after the attainment of district status.

SECTION-III

4.4.1. ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO 3

Objective No. 3: To study the present status of education in Longleng in terms of teacher profile, enrolment, curriculum, co-curricular activities, teaching methods, infrastructure, teaching learning aids and quality of education.

As per the objective No. 3 which is to find out the progress of education in Longleng district the information received from headmasters/principals, teachers, students, parents, community leaders/elders and officials/other stakeholders were projected in the following segments.

(CATEGORY 1-HEAD MASTERS/PRINCIPALS)

4.4.2. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE HEAD MASTERS/PRINCIPALS

A. PROFILE

Table No. 18: Profile of the headmasters/principals by age and gender

Age			Gender		
Response	Counts	%	Response	Counts	%
25-30	1	3.33	Male	26	86.67
30-35	4	13.33			
35-40	5	16.66			
40-45	7	23.33			
45-50	4	13.33	Female	4	13.33
50-55	5	16.66			
55-60	4	13.33			
Total	30	100	Total	30	100

The above table no. 18 shows that 3.33% of the headmasters/principals were between 25-30 years, 13.33% of the respondents were between 30-35 years, 16.33% of the respondents were between 35-40 years, 23.33% of the respondents were between 40-45 years and 13.33% of the respondents were between 45-50 years, 16.66% of the respondents were between 50-55, and 13.33% of the respondents were between 55-60 years. The above table clearly indicates that majority i.e., 23.33% of the

headmaster/principals were between 40-45 years. The table also highlights that 86.67% of the respondents were male and 13.33% of the respondents were female. It is clear that majority of the headmasters/principals in Longleng district were male folk.

Table No. 19: Profile of the headmasters/principals by educational qualification and professional

Educational qualification of headmasters/principals			Professional qualification of headmasters/principals		
Qualification	Counts	%	Response	Counts	%
Matriculate	0	0.00	B.Ed	13	43.33
P.U	9	30.00	CPTE	1	3.33
Degree	12	40.00	D.EL.ED	3	10.00
Post Graduate	9	30.00	PSTE	1	3.33
Ph.D	Nil	0.00	Nil	12	40.00
Total	30	100	Total	30	100

Table no. 19 indicates that 30% of the headmasters/principals were pre-university passed. 40% of the respondents were graduates and 30% of the respondents were post graduates. From the above information, it is shown that majority of the headmasters/principals in Longleng district were graduates. It also shows that 43.33% of the headmasters/principals had undergone B.Ed training, 3.33% of the respondents had undergone CPTE, 10% of the respondents had under gone D.El. Ed, 3.33% of the respondents had under gone PSTE. While, 40% of the respondents have not attended any of the training courses. The above table clearly shows that 40% of the headmasters/principals were untrained and without professional qualification as required.

Table No. 20: Profile of the headmasters/principals by administrative experience

Profile of the headmasters/principals by administrative experience		
Years of Teaching experience	Counts	%
0-5	14	46.67
5-10	10	33.33
10-15	1	3.33
15-20	4	13.33
20-25	0	0.00
25-30	1	3.33
30 and above	0	0.00
Total	30	100

The above table no. 20 indicates that 46.67% of the headmasters/principals have administration experience of 0-5 years, 33.33% of the respondents have the experience of 5-10 years, 3.33% of the respondents have the experience of 10-15 years. Only 3.33% of the respondents have administrative experiences of 25-30 years. The above table clearly shows that majority of the headmasters/principals have administration experience of 0-5 years.

Table No. 21: Management of the schools/college as responded by the headmasters/principals

Nature of management of the schools/college		
Response	Counts	%
Government	20	66.67
Private	7	23.33
Church/NGOs	3	10.00
Total	30	100

Table no. 21 highlights on the nature of the management of the schools/college as per the Response made by the headmasters/principals. The table indicates that 66.67% of the schools/colleges were managed by the government, 23.33% responded that the schools/colleges were managed by the private and 10% responded that the schools/colleges were managed by the Church/NGOs. The above table clearly indicates that majority of the schools/colleges were managed by the government

B. ENROLMENT

Table No. 22: Number of teaching staff and number of trained and untrained teachers as responded by the headmasters/principals

Gender	Total	%	Trained	%	Untrained	%
Male	233	52.95	209	89.69	24	10.30
Female	207	47.04	192	92.75	15	7.24
Total	440	100	401	91.13	39	8.86

The above table no. 22 indicates the total number of teaching staffs from 30 institutions of Longleng as per the headmasters/principals response. It is found that 52.95% of the teaching staffs were male and 47.04% were female. The above table clearly indicates that majority of the teaching staffs of 30 institutions found were to be male. The table also highlights that out of the total teaching staffs, 47.27% were

trained and 42.04% were untrained. The above table clearly indicates that majority of the teaching staffs from 30 schools/college were trained.

Table No. 23: Enrolment of students in the schools/college as per headmasters/principals

Enrolment of students in the Schools/college		
Response	Counts	%
Boys	2759	49.63
Girls	2796	50.37
Total	5559	100

The above table no. 23 indicates the total number of students from 30 institutions of Longleng as per the headmasters/principals Response. It is found that 49.63% of the students were male, while, 50.37% of the students were female. The above table clearly indicates that majority i.e., 50.37% of the students from 30 schools/college were female.

Table No. 24: Enrolment of students in the schools/college as responded by the headmasters/principals

Enrolment of students in the Schools/college		
Response	Counts	%
Increasing	20	66.67
Decreasing	6	20.00
Same	3	10.00
No Idea	1	3.33
Total	30	100

The above table no. 24 Indicates that 66.67% of headmaster/principal responded that enrolment of the students were increasing, whereas, 20% responded that enrolment of the student were decreasing. And 10% responded that it is same as before, while 3.33% responded that they did not have much idea about it. The above table clearly indicates that majority of the headmasters/principals agreed with the increase in enrolment of students in the schools/colleges.

Table No. 25: Criteria for student's admission as responded by headmasters/principals

Criteria for student's admission		
Response	Counts	%
On merit	4	13.33
First come first basis	15	50.00
Random basis	6	20.00
Written Test	3	10.00
Interview basis	2	6.67
Total	30	100

As indicated in table no. 25, 13.33% of the head of institutions have responded that student's admission were taken on the merit basis, 50% responded that student's admission were taken on first come first basis, 20% responded that student's admission were taken on random basis. While 10% responded that it is on the basis of written test and 6.67% responded that student's admission were taken on interview basis. The above table clearly indicates that majority of the Headmaster/principals responded that student's admission were taken on first come first basis in their schools/college.

C. CURRICULUM

Table No. 26: Examination pattern followed in the schools/college as responded by the headmasters/principals

Examination pattern followed in the schools/college		
Response	Counts	%
Once in a year	0	0.00
Twice in a year	2	6.67
Thrice in a year	28	93.33
Monthly test	0	0.00
Weekly	0	0.00
Total	30	100

The above table no. 26 shows that (93.33%) of the head of institutions responded that examinations were conducted thrice in a year. While, only 6.67% responded that examinations were conducted only twice in a year. The above table clearly indicates that majority i.e., 93.33% of the headmaster/principals responded that examinations were conducted thrice in a year in their schools/college.

Table No. 27: Opinion on the present curriculum on meeting the needs of the students as responded by the headmasters/ principals

Opinion on the Present Curriculum on Meeting the Needs of the students		
Response	Counts	%
Yes	17	56.67
No	2	6.67
To some extent	11	36.67
Total	30	100

According to the above table no. 27, the majority of heads of institutions, 56.67%, believe that the current curriculum meets the needs of students. Only 6.67% of responded said the current curriculum does not suit their needs. While 36.67% said the current curriculum met the needs of the students to some extent. The following table clearly shows that the majority of heads of institutions, 56.67%, believe that the current curriculum meets the needs of students.

Table No. 28: Types of classes conducted in the schools/college as responded by the headmasters/principals

Classes conducted in the Schools/college		
Response	Counts	%
Tutorial classes	7	23.33
Remedial classes	0	0.00
Extra classes	8	26.67
Coaching classes	14	46.67
None of the above	1	3.33
All of the above	0	0.00
Total	30	100

The above table no. 28 indicates that data collected from different schools/college as responded by the headmasters/principals. It highlights that classes conducted in the form of tutorial classes were 23.33%. Classes conducted in the form of remedial classes were 0%. Classes conducted in the form of extra classes were 26.67%. Classes conducted in the form of coaching classes were 46.67%. 3.33% of the schools/college conducted none of the classes in the above listed classes. And none of the schools/college incorporates all of the above listed classes according to the data collected from the headmasters/ principals. Thus, from the above analysis it could be observed that coaching classes reflects the highest percentage.

CO-CURRICULAR ACTIVITIES

Table No. 29: Co-curricular activities conducted in the schools/college as responded by the headmasters/principals

Co-curricular activity	Yes	%	No	%
Games and sports	30	100	0	0.00
Mass social work	18	60.00	0	0.00
Annual social programmes	21	70.00	3	10.00
Blood donation camp	0	0.00	30	100.00
Health awareness camp	17	56.00	3	10.00
Excursion/education tour	1	3.33	29	96.67
Field trip	1	3.33	29	96.67
Community work	1	3.33	29	96.67
Seminar	1	3.33	29	96.67
Workshop	0	0.00	30	0.00
Orientation Programme	1	3.33	29	96.67
Literary activities	20	66.66	4	13.33
Morning assembly	30	100.00	0	0.00

From the above table no. 29 it shows that the data collected for the different co-curricular activities conducted in the schools/college as responded by the headmasters/principals. 100% of the headmasters/principals responded of having games and sports and morning assembly in the schools/college. 70% responded of conducting annual social program in the schools/college. 66.66% responded of conducting literary activities in the schools/college. 60% responded of organizing annual social program. 56% responded of organizing health awareness camp. And (3.33%) responded that their institution organized excursion/educational tour, field trip, community work, seminar and orientation programme for the students in the schools/college.

Table No. 30: Clubs/Union/Organization available in the schools/college as responded by the headmasters/principals

Clubs/Union/Organization available in the schools/college		
Response	Counts	%
National Service Scheme	1	3.33
National Cadet Corps	1	3.33
Junior Red Cross	0	0.00
Red Ribbon Club	1	3.33
Students Union	1	3.33
Eco Club	1	3.33
Literary Club	0	0.00
Legal Club	1	3.33
Evangelical Union	1	3.33
Total	30	100

From the above table no. 30 shows that 3.33% of the headmasters/principals responded of having the National Service Scheme, National Cadet Corps, Red Ribbons Clubs, Students Union, Eco Club, Evangelical Union and Legal Club in their schools/college. While Junior Red Cross and Literary Club has not been introduced in the district.

Table No. 31: Important days observed in the schools/college as responded by the headmasters/principals

Important days observed in the schools/college		
Response	Yes	%
Sanitation Day	23	76.66
Teacher's Day	30	100
World Environment Day	14	46.67
Independence Day	15	50
World literacy Day	0	0
International Women's day	0	0
World AIDS Day	0	0
World Disabled Day	0	0
Earth Day	0	0
Water Day	0	0
Total	30	100

The above table no. 31 highlights the important days observed in the schools/college. The study indicates that 76.66% observed Sanitation day. Teacher's day celebration was found to be 100%. Independence Day observation was 50%, while, World Environment day was 46.67%. However, the study found that observation of World

Literacy Day, International Women's Day, World AIDS Day, World Disabled Day, Earth Day, and Water Day were found to be 0.00% in all the sample schools and college. The analysis of the data shows that the observance of Teacher's Day celebration 100% and were celebrated by all the schools/college as responded by the headmasters/principals.

Table No. 32: Reasons for organizing co-curricular activities as responded by the headmasters/principals

Reasons for organizing co-curricular activities		
Response	Counts	%
Personal interest	0.00	0.00
To Maintain student-teacher relation	18.00	60.00
Take a break out from routine work	0.00	0.00
To further career	26.00	86.67
Out of compulsion	0.00	0.00
Express co-operation	23.00	76.67
To developed social skills to students	27.00	90.00
To developed values to students	28.00	93.33
To improve human relations	25.00	83.33
Total	30	100

Table no. 32 shows the headmasters/principals helped out in organizing co-curricular activities for the following reasons. 60% of the headmasters/principals have responded that they organize co-curricular activities to maintain students-teacher relations. 86.67% responded that they organize co-curricular activities to further their career. 76.67% responded that they organize co-curricular activities to express their co-operation. And 90% responded that they organized co-curricular activities to develop social skills to students. The study also reveals that 93.33% and 83.33% responded of organizing co-curricular activities to develop values to students as well as to have to improve human relations which were very impressive response from the headmasters/principals.

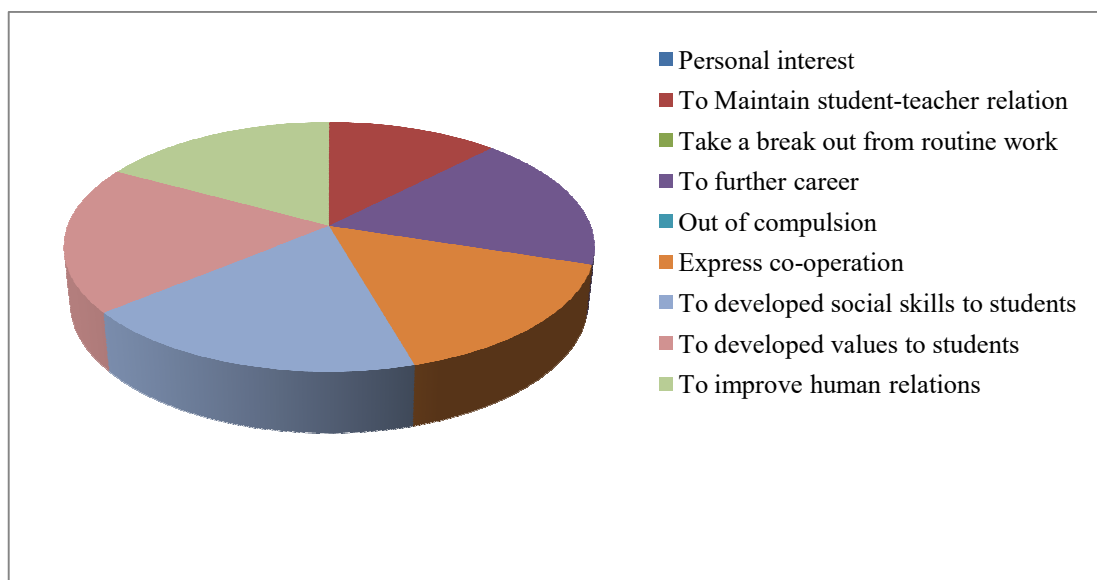


Fig 1: Organizing co-curricular activities in schools/college

Table No. 33(A): Existence of guidance and counseling cell as responded by the headmasters/principals

Guidance and counseling cell		
Response	Counts	%
Yes	1	3.33
No	29	96.67
To some extent	Nil	0.00
Total	30	100

Table No. 33(B): frequency of guidance and counseling conducted as responded by the headmasters/ principals

Response in percentage		
Response	Counts	%
Daily	Nil	0.00
Weekly	Nil	0.00
Monthly	Nil	0.00
Bi-Annually	1.00	3.33
Annually	Nil	0.00
Total	30	100

The above table no. 33(A) shows that majority i.e., 96.67% of the headmasters/principals revealed that there were no guidance and counseling cell in the schools/college. The study also found that only 3.33% have responded that they have guidance and counseling cell in the college.

The table no. 38(B) also highlights that only 3.33% of the respondents reveals that they have guidance and counseling class twice in a year.

Table No. 34: Community participation in the schools/college as responded by the headmasters/principals

Community participation in the Schools/college		
Response	Counts	%
Yes	16	53.33
No	1	3.33
To some extent	13	43.33
Total	30	100

Table no. 34 indicates the community participation in the schools/college functions as per headmasters/principals response. Majority 53.33% of the respondents responded of having community participation in the schools/college. While 3.33% responded that there is no community participation in the schools/college. And 43.33% responded that community participation takes place in the schools/college to some extent. The above table clearly indicates that majority i.e., 53.33% of the heads of institutions has responded of having community participation in the schools/college.

E. TEACHING METHODS

Table No. 35: Opinion of teacher's effectiveness in the classroom as responded by the headmasters/principals

Opinion of Teacher's Effectiveness in the classroom		
Response	Yes	%
Yes	23	76.67
No	0	0.00
To some extent	7	23.33
Total	30	100

The above table no. 35 indicates opinion of teacher's effectiveness in the classroom as per headmasters/principals response. The study found that majority of the respondents i.e., 76.67% responded that teachers were effective in the classroom. While, 23.33% responded that to some extent the teachers were effective teachings in the classroom. Whereas, none of them responded that teachers were ineffective in the classroom which is a positive virtue of a good teacher.

4.4.3. SOME SUGGESTION FOR IMPROVEMENT OF TEACHING-LEARNING METHOD AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

Table No. 36: Some suggestion for improvement of teaching-learning method as responded by the headmasters/principals

The following were some of the suggestions given on improvement of Teaching-learning method by the Head of the Institutions area wise	
A.	Infrastructure related
	Sufficient ICT facilities are needed.
B.	Teacher related
	Teaching skill of teachers need to be upgraded.
	Teacher need orientation programme and seminar be sum up to teachers to update themselves.
	Being a teacher by profession, everyone should know its responsibility.
	Teachers need to be more sincere and dedicated.
C.	Community related
	There should be coordination between parents and teachers.
D.	Teaching- learning related
	Use of chart, proper lesson plan, colorful paintings, etc
	Skilled based, interactive teaching method need to be practiced.
	In order to improve in teaching-learning process, class room supervision should be maintained properly, make learner to pay attention in the classroom.
	Training for improvement of teaching-learning should be conducted from time to time.
	Depending upon the topic and as per the needs of the students, teachers have to choose the right method in order to make teaching learning effective.
	Dictation, project work and demonstration method etc were useful.
	Visual learning such as power point presentation and group activity based learning needs to be encouraged.
	There should be sufficient teaching aids like blackboard, map, globe, chart, chalk, textbooks etc.

	By using more TLM and demonstration method.
E.	Students related Review student's notebooks periodically or ask questions to students about the previous lesson they taught in the class.
	Students were to work harder.
F.	Teacher-teacher related
	Good rapport between teachers and students which will help the students to clarify their doubts regarding the lesson thereby, teacher can also understand the capacity and weakness of the students.

F. INFRASTRUCTURE

Table No. 37: Status of school building as responded by the headmasters/principals

Status of school building in the schools/college		
Response	Yes	%
RCC	4	13.33
Kaccha	3	10.00
Partly Pucca	23	76.67
Total	30	100

The above table no. 37 indicates that 13.33% of the headmasters/principals mentioned that the status of the school building in the schools/college is RCC building. 10% of the respondents mentioned that their school is Kaccha building. And 76.67% of the respondents mentioned that their school is partly Pucca building. From the above table analyses it is found that most of the schools building in Longleng district is partly Pucca building.

Table No. 38: Infrastructure facilities available in the schools/college as responded by the headmasters/principals

Infrastructure facilities available in the schools/college as responded by the headmasters/principals				
Infrastructure Facilities	Yes	%	No	%
Teacher's common room	26	86.67	4	13.33
Student's common room	1	3.33	29	96.67
Teacher's quarter	3	10.00	27	90.00
Hostel facilities for boys	6	20.00	24	80.00
Hostel facilities for girls	8	26.67	22	73.33

Safe drinking water facilities	18	60.00	12	40.00
Toilet for teachers	30	100	0	0.00
Toilet facilities for boys	30	100	0	0.00
Toilet facilities for girls	30	100	0	0.00
Auditorium/ Recreational Hall	8	26.67	22	73.33
Proper electricity	20	66.67	10	33.33
Schools/college bus	1	3.33	29	96.67
Play ground	10	33.33	20	66.67
Adequate classrooms for the students	20	66.67	10	33.33
Blackboard/White board	29	96.67	1	3.33
Desk for students	29	96.67	1	3.33
Benches for students	29	96.67	1	3.33
Library facilities	7	23.33	23	76.67
Computer room	14	46.67	16	53.33
Guidance and counseling room	1	3.33	29	96.67
Ramp for disabled	0	0.00	30	0.00
Internet facilities	4	13.33	26	86.67
Stationary	14	46.67	16	53.33
Xerox facilities	17	56.67	13	43.33
Printing facilities	12	40	18	60

From the above table no. 38 revealed that 100% of the headmasters/principals responded of having toilet toilets for teachers, separate toilet for boys and separate toilet for girls. 96.67% responded of having blackboard/white board, desk for students, benches for students. 86.67% responded of having teacher's common room. 66.67% responded availability of proper electricity and adequate classrooms for the students in the schools/college. 60.00% responded availability of safe drinking water facilities. 56.67% responded of having xerox facilities in the schools/college. 46.67% responded of having computer room and stationary respectively. 33.33% responded of having playground. 26.67% responded of having hostel facilities for girls and auditorium/recreational hall respectively. 23.33% responded availability of library facilities in the schools/college. 20% responded availability of hostel facilities for boys. 13.33% responded of having Internet facilities in the schools/college. 10% responded availability of teacher's quarter. Only 3.33% responded of having student's common room and guidance and counseling room in the schools/college. And none of the headmasters/principal responded to availability of ramp for disabled for the students in the schools/college.

Table No. 39: Rate of infrastructure as responded by the headmasters/principals

Rate of infrastructure		
Response	Yes	%
Excellent	0	0.00
Very good	4	13.33
Good	14	46.67
Average	8	26.67
Below Average	4	13.33
Total	30	100

From the above table no. 39 indicates that 13.33% of the headmasters/principals responded that the infrastructure of the schools/college were very good. 46.67% responded that the infrastructure of the schools/college was good. 26.67% responded that it were average. And 13.33% responded that the infrastructure of the schools/college were below average. Whereas, none of the headmasters/principals responded that infrastructure of the schools/college were excellent. The table clearly indicates that majority of the headmasters/principals responded that infrastructure of the schools/college were good.

G. TEACHING-LEARNING AIDS

Table No. 40: Whether availability of teaching aids is sufficient in the schools/college as responded by the headmasters/principals

Opinion on teaching aids is sufficient in the Schools/college		
Response	Counts	%
Yes	2	6.67
No	16	53.33
To some extent	12	40.00
Total	30	100

The above table no. 40 shows that majority 53.33% of the headmasters/principals responded that they do not have sufficient teaching aids. While, 6.67% responded that there were sufficient teaching aids for teaching-learning process. And 40% responded that teaching aids were available in the schools/college to some extent.

Table No. 41: Grants for procuring teaching-learning materials as responded by the headmasters/principals

Grants for procuring teaching-learning materials		
Response	Counts	%
Yes	17	56.67
No	3	10.00
Sometimes	10	33.33
Total	30	100

On the basis of the Response given by the headmasters/principals, the above table no. 41 shows that 56.67% responded that institutions get grants from government for procuring teaching-learning materials, 10% have responded that they do not get any grants and 33.33% have responded that sometimes they do not get grants from government for procuring teaching-learning materials.

H. QUALITY OF EDUCATION

Table No. 42: Rating the participation of parents in the meeting as responded by the headmasters/principals

Rating the participation of parents in the meeting		
Response	Counts	%
Active	9	30.00
Moderate	17	56.67
Passive	4	13.33
No Attendance	0	0.00
Total	30	100

The above table no. 42 indicates that 30% of the headmasters/principals responded that parents actively participate in the meeting organized by the schools/college. Whereas, 56.67% responded that parents participation in the meetings were somehow moderate. And 13.33% responded that parents were passive participant in the meeting organized by the schools/college. While, none of the respondents responded to no attendance in the parents-teachers meeting.

Table No. 43: Opinion on satisfaction of quality education provided in the schools/college responded by the headmasters/principals

Opinion on satisfaction of quality education		
Response	Counts	%
Yes	9	30.00
No	1	3.33
To some extent	20	66.67
Total	30	100

From the above table no. 43 it is found that 30% of the headmasters/principals were satisfied with the quality of education provided in the schools/college. 3.33% responded that they were not satisfied. While 66.67% responded that to some extent they were satisfied with the quality of education provided in the schools/college.

Table No. 44: Factors affecting quality of education as responded by the headmasters/principals

Factors affecting quality of education		
Response	Counts	%
Lack of trained teachers	13	43.33
Frequent transfer of teachers	7	23.33
Proxy teachers	12	40.00
Lack of commitment on the part of teacher	12	40.00
Teacher's Absenteeism	13	43.33
Lack of In-service training facilities	6	20.00
Lack of Infrastructure	11	36.67
Financial constraints faced by the institution	8	26.67

Table no. 44 indicates factors affecting quality of education. It was found that 43.33% of the headmasters/principals disclosed that quality of education was affected due to lack of trained teachers. 23.33% responded due to the frequent transfer of teachers, 40% responded of having proxy teachers, 40% responded to lack of commitment on the part of teacher, 43.33% responded due teacher's absenteeism, 20% responded due to lack of in-service training facilities, 36.67% responded lack of infrastructure. And 26.67% responded due to financial constraints, quality of education is affected.

Table No. 45: Level of teacher's commitment to work as responded by the headmasters/principals

Teachers level of commitment to work		
Response	Counts	%
Highly committed	9	30.00
Committed	2	6.67
Less committed	19	63.33
Not at all	0	0.00
Total	30	100

The above table no. 45 indicates that 30% of the headmasters/principals responded that teachers were highly committed to their work, 6.67% responded that teachers were committed to their work, 63.33% responded that teachers were less committed to their work. Therefore, the study indicates that 63.33% responded that teachers were less committed to their work.

Table No. 46: Overall quality of education imparted in the schools/college as responded by the headmasters/principals

Overall quality of education		
Response	Counts	%
Excellent	0	0.00
Very Good	7	23.33
Good	16	53.33
Average	7	23.33
Below average	0	0.00
Total	30	100

From the above table no. 46 it indicates that 23.33% of the headmasters/principals responded that the overall quality of education is very good. Whereas, 53.33% responded that the overall quality of education is good. While, 23.33% responded the overall quality of education is average. While none of them have responded that quality of education were excellent and below average.

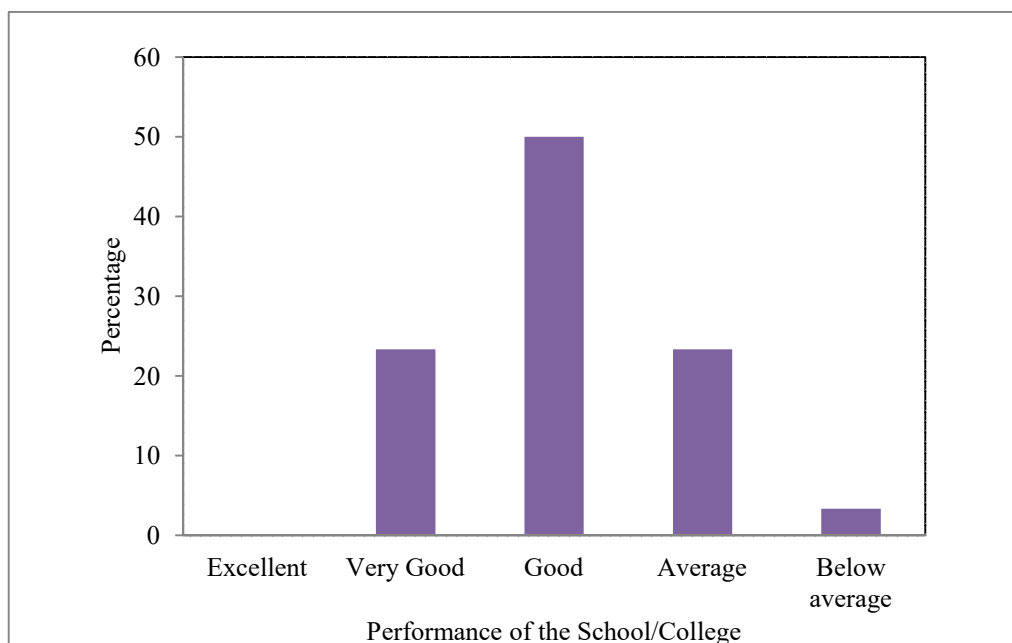


Fig. 2: Quality of education imparted in the schools/college

Table No. 47: Opinion on present system of evaluation as responded by the headmasters/principals

Opinion on present system of evaluation		
Response	Counts	%
Yes	13	43.33
No	2	6.67
To some extent	15	50.00
Total	30	100

Table no. 47 reveals that 43.33% of headmasters/principals are satisfied with the current system of evaluation, while 6.67% are dissatisfied. And 50% said they were satisfied with the present grading system to some extent.

(CATEGORY 2 - TEACHERS)

4.4.4. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE TEACHERS

As per the objective No. 3 which is to find out the progress of education in Longleng district the information received from Teachers were projected in the following segments.

A. PROFILE

Table No. 48: Gender of the teacher

Gender	Count	%
Male	82	54.67
Female	68	45.33
Total	150	100

The above table no. 48 also highlights that out of the total 150 teacher respondents, 54.67% of the respondents were male and 45.33% were female. It is clear that majority of the teacher in Longleng were male.

Table No. 49: Profile of teachers by age

Age	Counts	%
20-25	9	6.00
25-30	44	29.33
30-35	46	30.67
35-40	13	8.67
40-45	16	10.67
45-50	15	10.00
50-55	4	2.67
55-60	3	2.00
Total	150	100

The above table no. 49 shows the information on age and gender of teacher respondents. It indicates that 6% of the teachers age group were from 20-25 years. 29.33% of the respondents age group were from 25-30 years. 30.67% of respondents age were between 30-35 years. 8.67% of the respondents age group were from 35-40 years. 10.67% of the respondents age group were from 40-45 years. 10% of the respondents age group were from 45-50 years. And 2.67% and 2% of the respondents age group were between 50-55 years and 55-60 years respectively. The table reveals the highest percentage i.e., 30.67% of the respondents age group were from 30-35 years and the lowest percentage of age group i.e., 2% of the teachers were from the age group of 55-50.

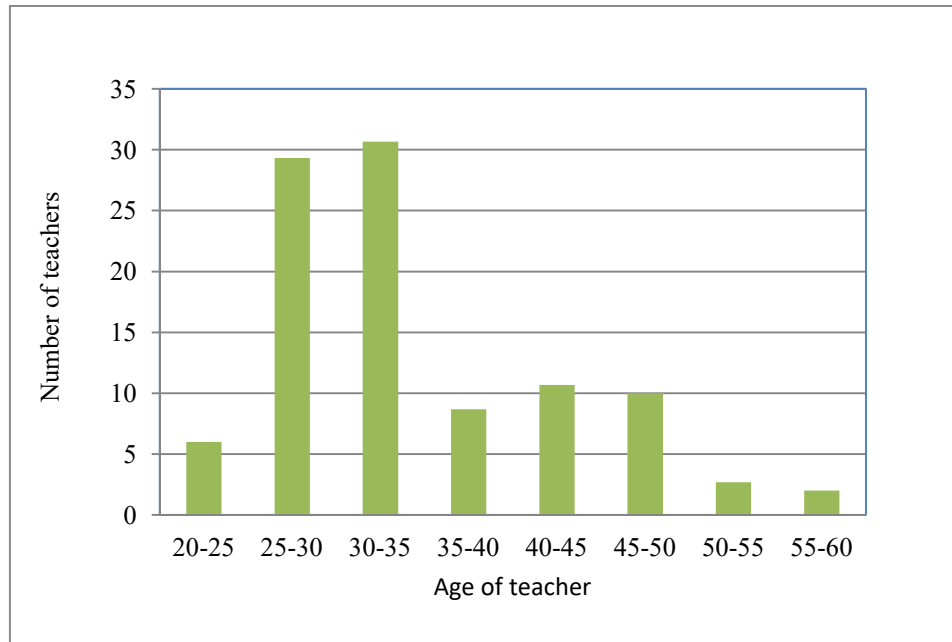


Fig. 3: Profile of teachers by age

Table No. 50: Profile of the teachers by educational qualification

Qualification Level	Count	%
Matriculate	2	1.33
P.U	17	11.33
Graduate	79	52.67
Post Graduate	44	29.33
Ph.D	8	5.33
Total	150	100

As per the above table no. 50 it reveals the educational qualification of the teachers. It is revealed that 1.33% of the teachers were matriculate, 11.33% were pre-university passed, 52.67% were graduates, 29.33% were post graduate and 5.33% were Ph.D degree holder. From the above information it shows that majority of the teachers in Longleng were graduates.

Table No. 51: Professional qualification of the teachers

Professional Qualification	Count	%
B.Ed	34	22.67
B.Ed, M.Ed	3	2.00
D.EL.ED	24	16.00
D.I.E.,T	2	1.33
ECCE	1	0.67
NET	5	3.33
PGDA	1	0.67

The above table no. 51 it reveals the professional qualification of the teachers. The study reveals that 22.67% of the teachers had undergone B.Ed training, 2% had undergone both B.Ed and M.Ed, 16% had under gone D.El. Ed, 1.33% had under gone DIET training, 0.67 had undergone ECCE, 3.33% were NET qualified and 0.67% had undergone PDGA. From the above data it shows that majority of the teachers in Longleng has required qualification in different professional courses. But study also shows that 33% of the teachers are still untrained in various professional courses.

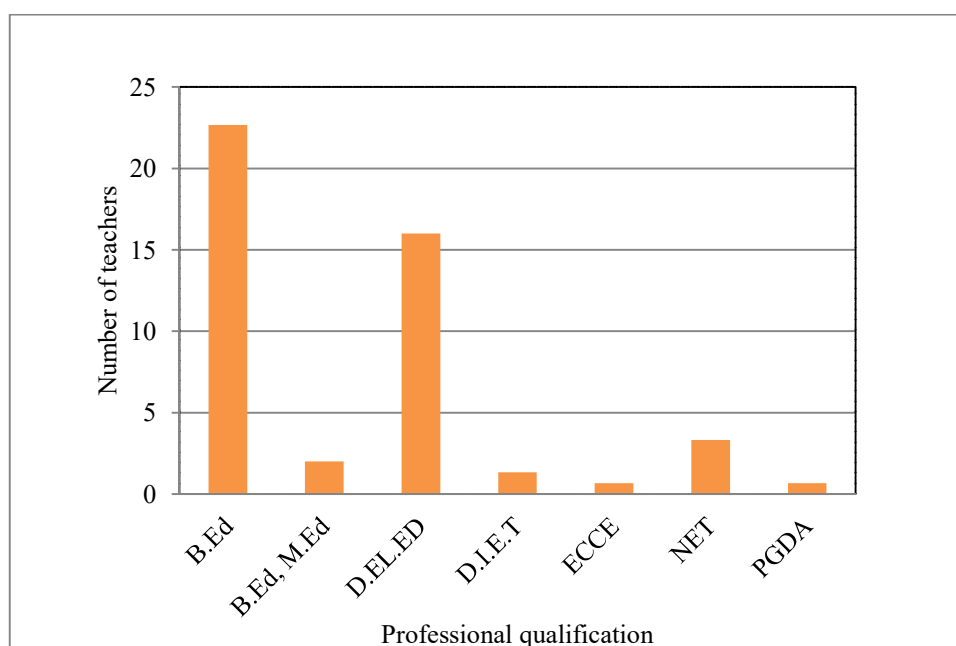


Fig. 4: Professional qualification of the teachers

Table No. 52: Profile of the teachers by teaching experience

Year of teaching experience	Count	%
0-5	78	52.00
5-10	32	21.33
10.-15	9	6.00
15-20	15	10.00
20-25	11	7.33
25-30	2	1.33
30-35	2	1.33
Total	150	100

The above table no. 52 shows that 52% of the teachers had teaching experience of 0-5 years, 21.33% of the respondents had the teaching experience of 5-10 years. 6% of

the respondents had the teaching experience of 10-15 years. And 10% of the respondents has the teaching experience of 15-20, 7.33% of the teacher had 20-25 years of experience. And 1.33% of the respondents had the teaching experience of 25-30 years and 30-35 years of teaching experience. The analysis shows that majority of the respondents had 0-5 years of teaching experience.

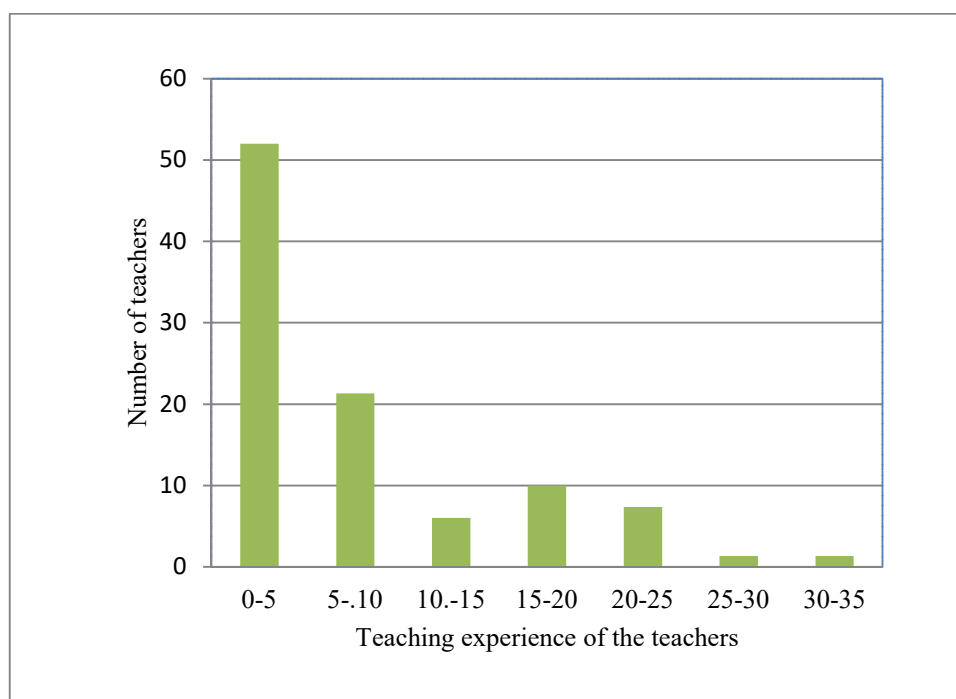


Fig. 5: Profile of the teachers by teaching experience

A. ENROLMENT

Table No. 53: Opinion on teacher-student ratio in the schools/college as responded by the teachers

Teacher-Student Ratio	Respondents	%
Yes	69	46
No	36	24
To some extent	45	30
Total	150	100

The above table no. 53 reveals that 69% of the teachers were satisfied with the teacher-student ratio in the schools/college. 24% felt dissatisfied, while 30% of the teacher felt that to some extent teacher-student ratio in the schools/college were

adequate. The above table clearly indicates that majority of the teachers responded that they were satisfied with the teacher-student ratio in the schools/college.

Table No. 54: Total number of students in single classroom as responded by the teachers

Number of Students	Respondents	%
0-20	48	32.00
21-40	53	35.33
41-60	25	16.66
60 and above	24	16.00
Total	150	100

From the above table no. 54 it is found that 32% of the teachers responded there were 0-20 students in the single classroom. 35.33% responded that there were between 21-40 students in the single classroom. Whereas 16.66% responded that there were between 41-60 students in the single classroom and more than 60 students in the single class. The above table clearly shows that majority of the teachers responded to between 21-40 students in a single classroom.

Table No. 55(A): Opinion on sufficiency of teachers in the schools/college as responded by the teachers

Sufficient Teachers	Respondents	%
Yes	80	53.33
No	37	24.67
To some extent	33	22.00
Total	30	100

Table No. 55(B): Reasons for No

Reasons for no	Respondents	Total	%
Political factors	15	37	40.54
Excess enrolment	8	37	21.62
Unsuitable environment	2	37	5.40
Due to geographical distance from other districts	12	37	32.43

The above table no. 55(A) reveals that majority i.e., 53.33% of the teachers responded that were sufficient teacher in their schools/college. 24.67% responded that there were insufficient teachers. While 22% of the teachers responded that there were sufficient teachers in the schools/college to some extent. The above table

clearly indicates that majority of the teachers responded that they were sufficient teachers in the schools/college.

Table no. 55(B) reveals that out of the total, 24.67% with the statement given above for the various reasons such as majority 40.54% of the responded because of political factors, 21.62% responded due to excess enrolment, 5.40% responded of unsuitable environment, 32.43% responded due to geographical distance from other districts. The above table clearly indicates that 24.67% of the teachers disagreed with the statement on sufficiency of teachers in the schools/college mainly due to political factors.

Table No. 56: Opinion on criteria for student's admission in the schools/college as responded by the teachers

Criteria for Student's Admission		
Response	Counts	%
On Merit basis	4	2.66
First come first	41	27.33
Random basis	69	46.00
Written Test	7	4.66
Interview basis	11	7.33
Any other	0	0
Total	150	100

The above table no. 56 reveals that 2.66% of the teachers responded that student's admission was based on merit basis. 27.33% responded on first come first, 46% responded on random basis. 4.66% responded on written test and 7.33% responded on interview basis. The above table clearly indicates that criteria for student's admission in the schools/college were based on random basis.

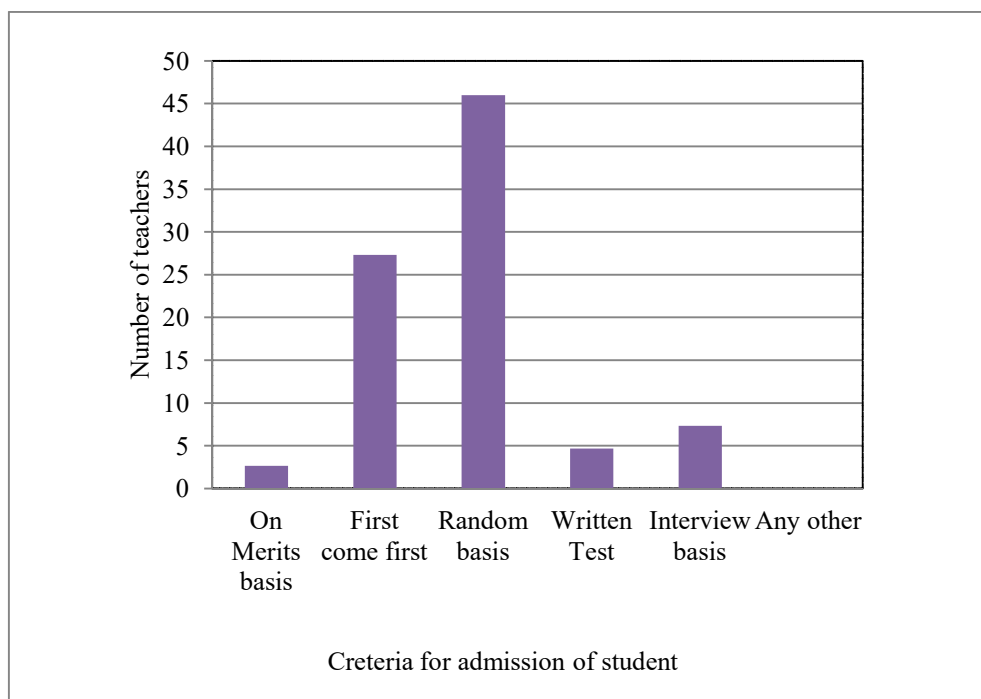


Fig. 6: Criteria for student's admission in the schools/college

B. CURRICULUM

Table No. 57: Number of classes per day as responded by the teacher

Number of Classes per Day		
Response	Counts	%
2 classes	20	13.33
3 classes	52	34.66
4 classes	27	18.00
5 classes	18	12.00
6 classes	33	22.00
Total	150	100

The above table no. 57 reveals the number of classes taken by the teachers in a day. It is found that 13.33% of teachers responded that they take 2 classes in a day 34.66% responded to 3 classes, 18% responded to 4 classes in a day, 12% responded to 5 classes in a day and 22% responded to 6 classes in a day. The above table clearly indicates that most of the teachers were taking 3 classes in a day.

Table No. 58: Preparing lesson plan as responded by the teacher

Lesson plan by the teacher		
Response	Counts	%
Yes	100	66.66
No	2	1.33
Sometimes	48	32
Total	150	100

The above table no. 58 reveals that majority i.e., 66.66% of teacher prepared lesson plan for the subject they teach. 1.33% responded no i.e., they do not prepared lesson plan. Whereas, 32% responded that they prepared lesson plan sometimes only. The above table clearly indicates that most of the teachers prepared the lesson plan for the subject before they teach to the students.

Table No. 59: Whether work load is too heavy for the teachers as responded by the teachers

Whether work load is heavy for teachers		
Response	Counts	%
Yes	20	13.33
No	68	45.33
To some extent	62	41.33
Total	150	100

As per the table no. 59 it is revealed that majority i.e., 45.33% of the teacher responded that work load is not too heavy for the teachers. 13.33% responded that work load is heavy for the teachers yes and 41.33% responded that work load is heavy to some extent. Thus, it clearly indicates that work load is not that too heavy for the teachers.

Table No. 60: Opinion on relevance of present syllabus for students as responded by the teachers

Relevance of present syllabus for students		
Response	Counts	%
Yes	98	65.33
No	13	8.66
To some extent	39	26.00
Total	150	100

The above table no. 60 reveals that majority 65.33% of the teachers responded that there is relevance of the present syllabus for the students. 8.66% responded that there is no relevance of present syllabus for students. Whereas, 26% responded that there is relevance of present syllabus for students to some extent. Thus, it clearly indicates that there is relevance of the present syllabus for the students.

Table No. 61: Hours spent on preparing lessons as responded by the teachers

Hours spend on preparing lesson		
Response	Counts	%
1 to 2	128	85.33
2 to 3	22	14.67
3 to 4	0	0.00
4 to 5	0	0.00
More than 5	0	0.00
Total	150	100

As per the above table no. 61 it reveals that majority 85.33% of the teachers responded that they spent 1 to 2 hours to prepared lessons, 14.67% responded 2 to 3 hours to prepared lesson. It clearly indicates that majority of the teachers responded to 1 to 2 hours on preparing lesson. Whereas, none of the respondents responded of taking 3 to 4 and 4 to 5 hours to prepared their lessons for the class.

C. CO-CURRICULAR ACTIVITIES

Table No. 62: Co-curricular activities conducted in the schools/college as responded by the teachers

Co-curricular activities conducted in the schools/college as responded by the teachers				
Co-curricular activities	Yes	%	No	%
Games and sports	150	100	0	0
Mass social work	127	84.67	12	8
Annual social programmes	134	89.33	9	6
Blood donation camp	0	0.00	150	100
Health awwereness camp	18	12.00	132	88
Excursion/Education tour	18	12.00	132	88
Field trip	18	12.00	132	88
Community work	18	12.00	132	88
Seminar	18	12.00	132	88
Workshop	0	0.00	150	100
Orientation programme	0	0.00	150	100
Literary activities	125	83.33	12	8
Total	150	100	150	100

From the above table no. 62 it shows that the data collected for the different co-curricular activities conducted in the schools/college as responded by the teachers. 100% of the teachers responded of having games and sports in the schools/college. 89.33% responded of conducting annual social program in the schools/college. 84.67% responded of conducting mass social work in the schools/college. 83.33% responded of organizing literary activities. And 12% responded of organizing health awareness camp, excursion/educational tour, field trip, community work and Seminar for the students in the schools/college. While, none of the teachers responded of having workshop and orientation program in the schools/college.

Table No. 63: Clubs/Union/Organization available in the schools/college as responded by the teachers

Clubs/Union/Organization available in the schools/college		
Respondents	Counts	%
NSS	18	12.00
NCC	18	12.00
JRC	0	0.00
RRC	18	12.00
Students Union	18	12.00
Eco Club	18	12.00
Literary Club	0	0.00
Total	150	100

The above table no. 63 reflects each of the teachers responded that 12% National Service Scheme (NSS), National Cadet Corps (NCC), Red Ribbons Clubs (RRC), Students Union, Eco Club were available in the schools/college. While, Junior Red Cross and Literary club were not made available in the schools/college so far.

Table No. 64: Important days observed in the schools/college as responded by the teachers

Important days observed in the schools/college		
Response	Counts	%
Sanitation Day	112	74.67
Teacher's Day	150	100.00
World Environment	73	48.67
Independence Day	78	52.00
World literacy Day	0	0.00
International Women's day	90	60.00
World AIDS Day	0	0.00
World Disabled Day	0	0.00
Earth Day	0	0.00
Water Day	0	0.00
Total	150	100

The above table no. 64 shows the important days observed in the schools/college. The study indicates that 74.67% observes Sanitation day. Teacher's day celebration was found to be 100%. World Environment Day found to be 48.67%. While, Independence Day observation was 52%. International Women's day observation found to be 60%. However, the study reveals that observation of World Literacy Day, World AIDS Day, World Disabled Day, Earth Day, and Water Day were found to be 0.00% in all the sample schools and college. The analysis of the data shows that the observance of Teacher's day celebration 100% and were celebrated by all the schools/college as responded by the teachers.

Table No. 65: Reasons for organizing co-curricular activities as responded by the teachers

Organizing co-curricular activities		
Response	Counts	%
Personal interest	0.00	0.00
To Maintain student-teacher relation	93.00	62.00
Take a break out from routine work	0.00	0.00
To further career	134.00	89.33
Out of compulsion	0.00	0.00
Express co-operation	119.00	79.33
To develop social skills to students	138.00	92.00
To develop values to students	140.00	93.33
To improve human relations	128.00	85.33
Total	150	100

Table no. 65 shows the data why the teachers helped out in organizing co-curricular activities for the following reasons. It is found that 62% helped out to maintain students-teacher relationship. 89% responded to further career, 79.33% responded to express co-operation. 92% responded to developed social skills to students. 93.33% responded to developed values to students. And 85.33% responded to improve human relations. None of the teachers responded to personal interest or out of compulsion for the reason why they organize co-curricular activities.

Table No. 66: Problems related to co-curricular activities as responded by the teachers

Problems related to co-curricular activities		
Response	Counts	%
No Play ground	101	67.33
Inadequate sport facilities	42	28.00
No trained teacher in the field of sports	0	0.00
No funds for such activities	110	73.33
Lack of time to organize co-curricular activities	20	13.33
No interest to organized such activities on the part of school	11	7.33
Total	150	100

From the above table no. 66 it is shown that 67.33% of the teachers responded that there were no play grounds in the schools/college. 28% of the teachers responded that there were inadequate sport facilities. Whereas, 73.33% of the teachers responded that there were no funds for such activities. 13.33% of the teachers responded that there was lack of time to organize co-curricular activities. And 7.33% of the teachers responded that they were no interest to organize such activities on the part of the school. None of the teacher responded that there were trained teachers in the field of sport.

Table No. 67(A): Existence of guidance and counseling cell as responded by the teacher

Guidance and counseling cell		
Response	Counts	%
Yes	18	12.00
No	132	88.00
Total	150	100

Table No. 67(B): Frequency of guidance and counseling conducted

Frequency of guidance and counseling conducted		
Response	Counts	%
Daily	0	0.00
Weekly	0	0.00
Monthly	0	0.00
Bi-annually	1	5.56
Total	150	100

The above table no. 67(A) shows that majority i.e., 88% responded that they do not have guidance and counseling cell. Again 12% responded that they have guidance and counseling cell.

The table no. 67(B) also highlights that only 5.56% responded that they conducted guidance and counseling class bi-annually. None of the respondents conducted or have guidance and counseling sessions neither on daily, weekly or monthly basis.

D. TEACHING METHODS

Table No. 68: Medium of instruction in the institution as responded by the teachers

Medium of instruction in the institution		
Respondents	Counts	%
Phom dialect	17	11.33
English	50	33.33
Nagamese	24	16.00
Nagamese and English	26	17.33
Phom dialect and English	18	12.00
Phom dialect and Nagamese	15	10.00
Total	150	100

From the above table no. 68 shows that majority 33.33% of the teachers responded of using English as a medium of instruction in imparting lessons. 11.33% responded

that Phom dialect was used as a medium of instruction in school. 16% responded that they used Nagamese, 17.33% responded of using both Nagamese and English, while, 12% responded that they used both Phom dialect and English. And 10% used both Phom dialect and Nagamese in the class room. It was also found that in almost all the government schools both headmasters/principals and teachers communicate using different languages/dialects to the students apart from English.

Table No. 69: Kinds of teaching methods used in the classroom as responded by the teachers

Kinds of teaching methods used in the classroom		
Methods used	Counts	%
Lecture	129	86.00
Dictation	59	39.33
Power point presentation	6	4.00
Seminar in the class	18	12.00
Project work	117	78.00
Assignment	89	59.33
Class test	132	88.00
Total	150	100

The above table no. 69 indicates the teaching method imparted in the schools/college as responded by the teachers. The study reveals that 86% respondents used lecture method as teaching method. 39.33% respondents used dictation method. While, 4% of the respondents used power point presentation and seminar in the class teaching methods. The study also highlights that 78% of the respondents assigned project work as teaching method. While, 59% responded of conducting assignments and 88% responded of conducting class test as tool of teaching method.

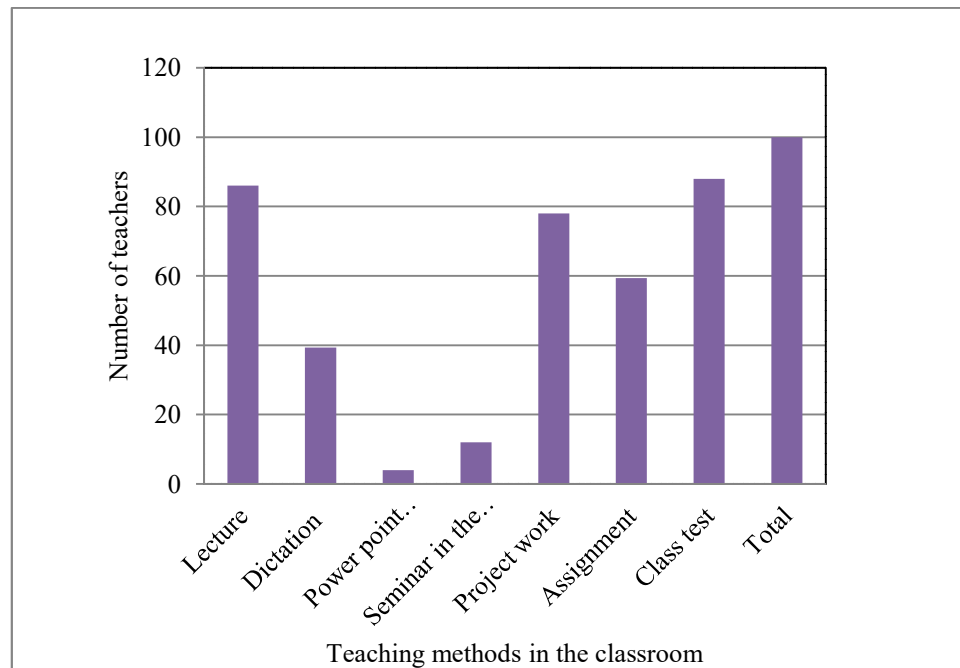


Fig. 7: Kinds of teaching methods used in the classroom

Table No. 70: Different teaching skills used by the teacher as responded by the teacher

Different teaching skills used by the teacher		
Skills used	Counts	%
Skills of Introducing a lesson	129	86.00
Skill of using black board	117	78.00
Skill of Reinforcement	23	15.33
Skill of Illustration with examples	89	59.33
Skill of probing questioning	76	50.67
Skill of stimulus variation	45	30.00
Skill of Integration	78	52.00
Total	150	100

The above table no. 70 highlights the different teaching skills practiced during teaching-learning process. It was found that 86% of the teachers used the skills of introducing a lesson, 78% used the skill of using black board, 15.33% used the skill of reinforcement, 59.33% used skill of illustrating with examples. While, 50.67% used the skill of probing questioning, 30% used the skill of stimulus variation and 52%) of the teachers used the skill of integration in the teaching-learning process.

4.4.5. SOME SUGGESTION FOR IMPROVEMENT OF TEACHING-LEARNING METHODS AS RESPONDED BY THE TEACHERS

Table No. 71: Some suggestion for improvement of teaching-learning methods as responded by the teachers

The following were some of the suggestions for improvement of teaching-learning methods by the teachers area wise	
A.	Academic related
	It can be remarkably improved if the syllabus were not too vast especially history subject where the teacher concern were in hurry only to finish the course.
	Incorporate audio-visual materials to supplement textbooks.
	Conduct regular class test to motivate the students and use of materials relevant to the subjects taught.
	Give assignments according to their level of understanding.
	Feedbacks should be followed after every assignment.
B.	Co-curricular activities related
	Organize seminars, workshops, guidance and counseling programme from time to time.
	Group discussion can boost the confidence of students for further learning with collaborative ideas.
C.	Community related
	Inspection of schools must be made on regular basis by local bodies i.e., NGOs, Students Union etc.
D.	Government related
	The government should offer adequate teaching and learning resources
	Students should be subjected to detention policies in order to improve their teaching-learning methods
E.	Infrastructure related
	The use of information and communication technologies will help to improve the teaching and learning process.
	Proper infrastructure of pedagogical system of education.
F.	School related

	To create a healthy environment in every school.
G.	Students related
	Motivating students will determine, direct, and sustain what they learn.
	Students should get involved during the teaching-learning process.
	Students should be given more opportunity to experience themselves in real situation. Imbibe on them, critical thinking skills.
	Having an interactive class with the students, sharing ideas and questioning too will build confidence on them.
	Motivate the students and create safe, supportive and friendly environment.
	Stimulating classroom environment by keeping the students attentive and interactive in the lesson being taught.
	Outdoor classes at times to enhance student's enthusiasm in learning etc.
	Creating a friendly atmosphere where students can express their views, opinions and ask questions etc.
I.	Teacher related
	A teacher should have the habit of updating the knowledge in the area of subject of which he/she is teaching. One should also update the general knowledge.
	Teachers should encourage the students to apply methods like group discussion, project work and seminar in the classroom teaching
	Sufficient teaching learning materials should be made available to the teachers to stimulate creativity.
	Teachers should employ problem solving method which is one of the best methods for effective teaching- learning process.
	Teachers should know how to apply practical skills with relevant topics and subject on which they were imparting.
	Teacher should understand the student's background and classroom situation then only they can teach according to their level of understanding and ask the questions to speak out if they understood any points from the lesson. Many teachers were lacking in this area. Our teachers need room of improvement on these areas.

J.	Teaching-learning related
	Teaching should be focused more on interaction rather than lecture method.
	To have more teaching materials to enhance the skills of teaching.
	Information Communication and Technology applications should be introduced in every school to make classes more inviting and interesting for the students.
	Constructivist method has been introduced recently but has not been successful. Therefore, to have positive implications, constructive method should be implemented in a uniform manner.
	Use resources to inspire creativity, such as audio-visual tools, brainstorming sessions, role play, and storytelling to introduce lessons and engage students in activities.
	To inculcate creative thinking skills, encourage different ideas, give students freedom to explore, work together as a team so that they can have open minded attitude which helps in innovating new teaching methods.
	It is very important to impose learning by doing. Teaching should be child- centered, adequate Teaching –Learning Materials and remedial classes etc. should be encouraged.
K.	Teacher-students related
	Maintain a good relationship with the students. Having awareness of student’s abilities make the subject matter simple, clear and applicable, since the teachers teach accordingly to their level.
	To have co-ordination between the teachers and the students, one need to implement the constructivist approach. And avoid traditional method of teaching.
	There should be more of interactive and discussion in the classroom among teachers and students.
	Teaching-learning should be done through co-operation between teacher and students.

F. INFRASTRUCTURE

Table No. 72: Infrastructure facilities available in the schools/college as responded by the teachers

Infrastructure facilities available in the schools/college				
Response	Yes	%	No	%
Teacher's common room	125	83.33	25	16.67
Student's common room	0	0.00	150	100.00
Teacher's quarter	32	21.33	118	78.67
Hostel facilities for boys	31	20.67	119	79.33
Hostel facilities for girls	34	22.67	116	77.33
Safe drinking water facilities	98	65.33	52	34.67
Toilet for teachers	150	100.00	0	0.00
Toilet facilities for boys	150	100.00	0	0.00
Toilet facilities for girls	150	100.00	0	0.00
Auditorium/ Recreational Hall	45	30.00	105	70.00
Proper electricity	102	68.00	48	32.00
Schools/college bus	18	12.00	132	88.00
Play ground	34	22.67	116	77.33
Adequate classrooms for the students	124	82.67	26	17.33
Blackboard/White board	147	98.00	3	2.00
Desk for students	145	96.67	5	3.33
Benches for students	146	97.33	4	2.67
Library facilities	18	12.00	132	88.00
Computer room	80	53.33	70	46.67
Guidance and counseling room	18	12.00	132	88.00
Ramp for disabled	0	0.00	150	100.00
Internet facilities	0	0.00	150	100.00
Stationary	80	53.33	70	46.67
Xerox facilities	98	65.33	52	34.67
Printing facilities	78	52.00	72	48.00
Total	150	100	150	100

From the above table no. 72 it reveals that 100% of the teachers responded of having toilet toilets for teachers, separate toilet for boys and separate toilet for girls. 98% responded of having blackboard/white board. 97.33% responded of having Benches for students. 96.67% responded of having desk for students. 83.33% responded of having teacher's common room. 82% responded of having adequate classrooms for the students. 68% responded availability of proper electricity and adequate

classrooms for the students in the schools/college. 65.33% responded availability of safe drinking water facilities and xerox facilities in the schools/college. 53.33% responded of having computer room and stationary respectively. 52% responded of having printing facilities. 30% responded of having auditorium/recreational hall. 22.67% responded of having hostel facilities for girls. 21.33% responded availability of teacher's quarter. 20.67% responded availability of hostel facilities for boys. 12% responded availability of schools/college bus, library facilities and guidance and counseling room in the schools/college. And none of the teachers responded to availability of student's common room, ramp for disabled and Internet facilities for the students in the schools/college.

Table No. 73: Specific needs of the schools/college as responded by the teachers

Specific needs of the schools/college		
Response	Counts	%
Land for school	45	30.00
Building construction	87	58.00
Furniture	102	68.00
More teaching learning aids	131	87.33
Skilled trained teachers	96	64.00
Residential facilities for teachers	102	68.00
Transport facilities	70	46.67
Better equipped Library	123	82.00
Playground	102	68.00
Hostels for Students	95	63.33
Total	150	100

The above table no. 73 analyse the specific needs of the schools/college in Longleng district as responded by the teachers. Here, the table indicates that 30% of the teachers responded for land for the school. 58% responded for the requirement of good building. 68% responded for the necessity of good furniture and residential facilities for teachers as well as for the need of having playground. 87.33% responded for requirement of more teaching-learning aids. 64% responded of having skilled trained teachers. The need for transport facilities was 46.67% of the teachers. And the need for better equipped library and hostels facilities for students was responded by 82% and 63.33% of the teachers respectively.

Table No. 74: Status of infrastructures in schools as responded by the teachers

Status of Infrastructures		
Response	Counts	%
Excellent	0	0.00
Very good	9	6.00
Good	25	16.67
Average	89	59.33
Below Average	27	18.00
Total	150	100

As per the above table no. 74 it is found that 6% of the teacher responded that infrastructures of the schools/college were very good. 16.67% responded that the infrastructures of the schools/college were good. 59.33% responded that the infrastructures of the schools/college were average. While, (18%) responded that the infrastructures of the schools/college were below average. But the study found that none of the teachers responded that the infrastructure of the schools/college were excellent.

G. TEACHING-LEARNING AIDS

Table No. 75: Teaching-learning materials available in the schools/college as responded by the teachers

Teaching-learning materials available in the schools/college		
Response	Counts	%
Chart	94	62.67
Globe	113	75.33
Map	119	79.33
Model	28	18.67
Calendar	145	96.67
Clip chart	80	53.33
Flash card	88	58.67
Poster	123	82.00
Video Clips	0.00	0.00
Books	150	100.00
Magazines	150	100.00
Black Board	150	100.00
Projector	40	26.67
CD/DVD	20	13.33
Television	37	24.67
Computer	80	53.33
Radio	0.00	0.00
Total	150	100

The above table no. 75 reflects that 100% of the teachers responded of the availability of books, magazines and blackboard in the schools/college. 96.67% responded of having calendar in the schools/college. While, 82% responded of having poster in the schools/college. 79.33% responded of having map and 75.33% responded of having globe in the schools/college. 62.67% responded of having chart in the schools/college while 58.67% responded of having flash card. The study also indicates that 53.33% responded of having clip chart and computer. While 26.67% responded of having projector in the schools/college. The study also indicates that 24.67% responded of having television and 18.67% and 13.33% responded of having model and CD/DVD in the schools/college respectively.

Table No. 76: Sufficiency of teaching-learning resources as responded by the teachers

Teaching-Learning Resources		
Response	Counts	%
Yes	37	24.67
No	88	58.67
To some extent	25	16.67
Total	150	100

The above table no. 76 indicates that 58.67% responded that there were no sufficient teaching-learning resources. 24.67% of the teachers responded that there were sufficient teaching-learning resources in the schools/college. While 16.67% responded that to some extent teaching-learning resources is sufficient in the schools/college.

Table No. 77: Use of audio-visual aids to teach students as responded by the teachers

Use of audio-visual aids to teach students		
Response	Counts	%
Yes	0	0.00
No	150	100
To some extent	0	0.00
Total	150	100

As per the above table no. 77 it is found that 100% of the teachers responded that they were not using any audio-visual aids to teach students due to the non-availability of materials.

H. QUALITY OF EDUCATION

Table No. 78(A): Opinion on updating of subject area as responded by teachers

Need for updating of subject area		
Response	Counts	%
Yes	81	54.00
No	0	0.00
To some extent		46
Total	12	100

The above table no. 78(A) indicates that majority 54% of the teachers responded on updating of subject area. While, 46% of the teachers responded that to some extent teachers updates on their subject area.

Table No. 78(B): With regard to yes response (How to update in subject area)

In what way?		
Response	Counts	%
Reading relevant books/journals	137	91.33
Attending refresher/orientation courses	18	12.00
Participation in workshops/seminar/conference	18	12.00
Forming study circles with friends and subjects experts	0	0.00
Internet	122	81.33
Total	81	100

The above table no. 78(B) indicates that majority 91.33% of the teachers responded that they were having relevant books and journals for reading. While 12% responded that they attended various refresher and orientation courses, workshops, seminars and conferences. And 81.33% teachers responded of having access to internet facility in the institution.

Table No. 79(A): In-service training to the teachers as responded by the teachers.

In-Service Training to the Teachers		
Response	Counts	%
Yes	18	12.00
No	132	88.00
To some extent	0	0.00
Total	150	100

Table No. 79(B): Frequency of yes

Frequency of yes		
Response	Counts	%
Refresher Courses	0	0.00
Orientation Programme	0	0.00
Summer/Winter School	0	0.00
Seminar	18	12.00
Workshops	18	12.00
Guest Lecture	0	0.00
Total	18	100

The above table no. 79(A) highlights on in-service training of the teachers. It is found that 12% of the teachers responded of having in-service training. Due to a lack of training institutes in the district, the bulk of the teachers, 88 percent, did not attend in-service training.

Table no. 79(B) indicates that 12% of the teacher responded that they were provided in-service training for the teachers in the form of attending seminars and workshops, While none of the teachers responded of attending refresher course and orientation programme, summer/winter school and going for guest lecture.

Table No. 80: Quality of education as responded by the teachers

Quality of education		
Response	Counts	%
Excellent	0	0
Very good	0	0
Good	46	30.67
Average	104	69.33
Below Average	0	0
Total	150	100

From the above table no. 80 it shows that 30.67% responded that the quality of education was good and 69.33% responded that it was average. The study also reveals that none of the teachers responded the quality of education were excellent, very good and below average.

I. EVALUATION

Table No. 81(A): Opinion on satisfaction with the evaluation system as responded by the teachers

Opinion on satisfaction with the evaluation system		
Response	Counts	%
Yes	85	56.66
No	23	15.33
To some extent	42	28.00
Total	150	100

Table No. 81(B): Reason for no response

Reasons for No (lack of satisfaction)		
Response	Counts	%
Too Lengthy	12	52.17
Too theoretical/less practical	4	17.39
Too short sighted	2	8.70
Too bookish	5	21.74
Total	23	100

The above table no. 81(A) it is revealed that majority i.e., 56.66% of the teachers were satisfied with the evaluation system. 15.33% of the respondents dissatisfied with the present evaluation system. While, 28% responded to some extent they were satisfied with the evaluation system. The above table clearly indicates that majority of the teachers were satisfied with the evaluation system.

Table no. 81(B) also highlights the reason of not satisfied with the present evaluation system. The analysis of the study of the evaluation reveals that majority i.e., 52.17% responded that it is too lengthy, 17.39% respondents found that it to be too theoretical/less practical, 8.70% responded that was too short sighted. Whereas, 21.74% responded that it was too bookish. From here, we can analyze that the present system of evaluation was too lengthy.

Table No. 82: Assessment on overall performance of students through evaluation system as responded by the teachers

Assessment on overall performance of students through evaluation system		
Response	Counts	%
Yes	107	71.33
No	12	8.00
To some extent	31	20.67
Total	150	100

From the above analysis, table no. 82 it indicates that 71.33% of the teachers assesses the overall performance of students through evaluation system. 8.00% of the teachers reveals that they did not assessed the overall performance of students through evaluation system. On the other hand, 20.67% of the teachers responded to some extent they assessed the overall performance of students through evaluation system.

(CATEGORY 3-STUDENTS)

4.4.6. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE STUDENTS

As per the objective No. 3 which is to find out the progress of education in Longleng district the information received from Students were projected in the following segments.

A. PROFILE

Table No. 83: Profile of students by age and gender

Age			Gender		
Response	Counts	%	Response	Counts	%
10-14	75	21.43	Male	152	43.43
15-19	233	66.57			
20-24	37	10.57	Female	198	56.57
25-29	5	1.43			
Total	350	100	Total	350	100

The above table no. 83 shows the information on the age and gender of the students. The total number of students between the age group of 10-14 years was 21.43%, for age group between 15-19 years was 66.57%. While 10% of respondents age lies between 20-24 and finally the lowest percentage was 1.43% is from age group of 25-29. The above table also highlights that out of the total 350 student respondents, 43.43% of the respondents were male and 56.57% were female. It is clearly indicates that majority of the students in Longleng district were female.

Table No. 84: Profile of students by grade and number

Grade and number of students		
Response	No. of Students	%
Secondary	250	71.42
Higher Secondary	50	14.29
Degree	50	14.29
Total	350	100

Table no. 84 shows that 71.42% of the respondents were secondary students, 14.29% of the respondents were from higher secondary students and 14.29% of the respondents were degree students.

C. ENROLMENT

Table No. 85: Enrolment of students in the schools/college as responded by the students

Response	Counts	%
Increasing	244	69.71
Decreasing	42	12.00
Same	8	2.28
No idea	56	16.00
Total	350	100

The above table no. 85 shows that 69.71% of the students responded that enrolment of the students is increasing in Longleng. Whereas, 12% of the students responded that the enrolment of the students was decreasing. While, 2.28% of the students responded that it was neither increasing nor decreasing but had remained the same. Finally, 16% of the students responded that they do not have much idea whether enrolment of the students was increasing or decreasing.

C. CURRICULUM

Table No. 86: Number of class test taken and response in percentage as responded by the students

Number of class test taken			Response in percentage		
Response	Counts	%	Response	Counts	%
Yes	78	22.28	Daily	10	2.85
No	14	4.00	Weekly	47	13.42
Sometimes	258	73.72	Monthly	21	6.00
Total	350	100	Total	78	22.27

From the above table no. 86 it shows that majority 73.72% of the students responded that class test were conducted sometimes only. 22.28% of the students responded that class test is conducted regularly. Whereas, only 4% of the students responded that class test were not conducted. The table also indicates that majority 13.42% of the students responded that class test were conducted on weekly basis. While 6% of the students responded that class test were conducted on monthly basis. Only 2.85% responded those class tests were conducted on daily basis.

Table No. 87(A &B): Home work given by teachers as responded by the students

Home work given by teacher					
Response	Counts	%	Response	Counts	%
Yes	264	75.42	Daily	43	16.28
No	6	1.71	Weekly	102	38.63
Sometime	80	22.85	Monthly	119	45.07
Total	350	100	Total	264	100

Table no. 87(A) shows that majority 75.42% of the students responded that they get homework, while only 1.71% of the students responded that they do not get any home work. Whereas 22.85% of the students responded that they get home work sometimes.

The table no 87(B) also highlights that out of 100% students who responded that the teachers give homework regularly is only 16.28%. However, 38.63% of the students responded that teachers give homework on weekly basis and 45.07% students responded that they get monthly home work.

Table No. 88: Regularity of teacher as responded by the student

Regularity of teacher		
Response	Counts	%
Yes	283	80.86
No	26	7.43
Sometime	41	11.71
Total	350	100

From the above table no. 88 it is found that majority i.e., 80.86% of the students responded that teachers were regular. While, 7.43% of the students responded that teachers were not regular. Whereas, 11.71% of the students responded that they were regular to some extent.

Table No. 89: Classes conducted in the schools/college as responded by the students

Classes conducted in the schools/college		
Response	Counts	%
Tutorial classes	89	3.71
Remedial classes	Nil	7.71
Extra classes	100	33.43
Coaching classes	200	14.86
None of the above	Nil	29.43
All of the above	Nil	10.86
Total	350	100

The table no. 89 indicate the classes conducted in the schools/college as responded by the students. The table also highlights that a tutorial class 3.71% of the students had tutorial classes. 7.71% of the students had remedial classes. 33.43% of the students had extra classes. 14.86% of the students had coaching classes. However, 29.43% and 10.86% of the students responded that they did not have any of the classes as mentioned in the table.

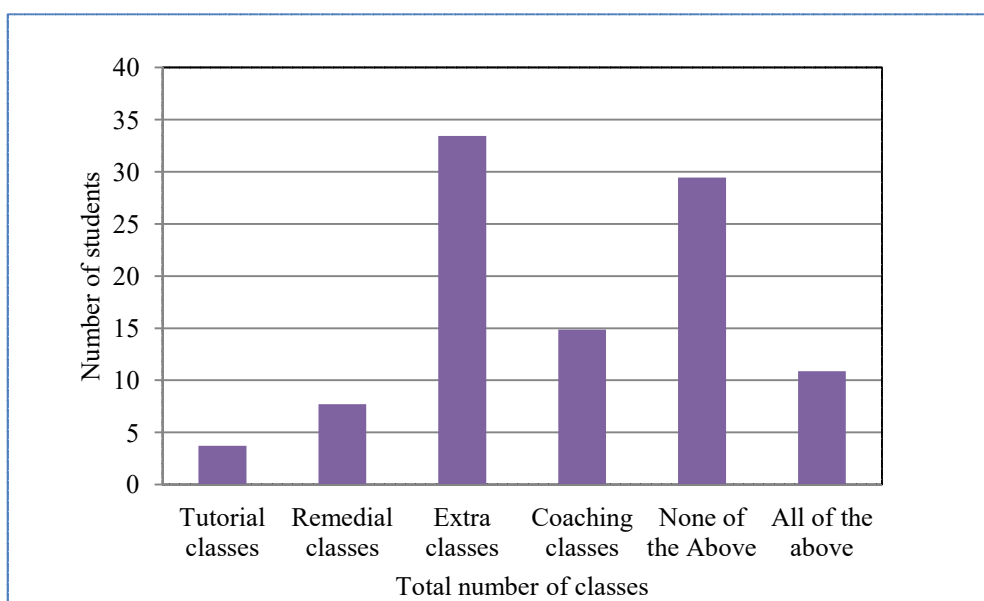


Fig. 8: Classes conducted in the schools/college

D.CO-CURRICULAR ACTIVITIES

Table No. 90: Co-curricular activities conducted in the schools/college as responded by the students

Various co-curricular activities conducted in the schools/college		
Response	Counts	%
Games and sports	350	100
Mass social work	240	68.57
Annual social programmes	320	91.43
Celebration of important event	207	59.14
Blood donation camp	Nil	0.00
Health awareness camp	50	14.29
Excursion/educational tour	50	14.29
Field Trip	50	14.29
Community work	60	17.14
Seminar	50	14.29
Workshop	Nil	0.00
Orientation programme	50	14.29
Literary programme	350	100
Morning Assembly	350	100
Total	350	100

From the above table no. 90 shows the data collected for the different co-curricular activities conducted in the schools/college. 100% of the students responded of having games and sport and morning assembly in the schools/college. 14.29% responded that their institution organized health awareness camp, excursion/educational tour, orientation program and field trip. The finding also shows that 91.43% responded that their schools conduct annual social program for the students. While, 68.57% responded of having mass social work in the schools/college every year. Also, as responded by the students, it was found that 59.14% responded to the schools/college having observing of important event like Phom Day. The study also indicates that none of the students responded of having blood donation camp and workshop in their schools/college.

The table also reveals that 17.14% responded that the schools/college organizes field trip. Meanwhile, 14.29% responded of having seminar in their schools/college. It must be noted that all the educational institutions must organize/conduct co-curricular activities to inculcate values in children and build to leadership qualities so as to cater for the holistic development of the students.

Table No. 91: Important days observed in the schools/college as responded by the students

Important days observed in the Schools/college		
Response	Yes	%
Sanitation Day	350	100
Teacher's Day	350	100
World Environment Day	200	57.14
Independence Day	350	100
World literacy Day	Nil	0.00
International Women's day	Nil	0.00
World AIDS Day	Nil	0.00
World Disabled Day	Nil	0.00
Earth Day	Nil	0.00
Water Day	Nil	0.00
Children's Day	320	91.42
Parents's Day	152	43.42
Total	350	100

The above table no. 91 indicates the important days observed in the schools/college as responded by the students. The table indicates that 100% of observation of sanitation day, Teacher's day and Independence Day. While, observation of World Environment day stands at 57.14%. However, observation of World Literacy Day, International Women's Day, World AIDS Day, World Disabled Day, Earth Day, and Water Day were found to be 0.00% in all the sample schools and college. Other important days observed by the students as mentioned, were Children's Day (91.42%) and Parent's Day, 43.42%.

E. TEACHING METHOD

Table No. 92: Kinds of teaching methods use in the classroom as responded by the students

Kinds of teaching methods use in the classroom		
Response	Yes	%
Lecturer method	302	86.29
Dictation method	180	51.43
Demonstration method	Nil	0.00
Experimental method	Nil	0.00
Observation	Nil	0.00
Power point presentation	50	14.29
Practical teaching	Nil	0.00
Group discussion	Nil	0.00
Panel discussion	Nil	0.00

Team teaching	Nil	0.00
Seminar in the class	50	14.29
Project work	330	94.29
Assignment	280	80.00
Class test	345	98.57
Distribution of handouts	150	42.85
Group activity based learning	Nil	0
Total	350	100

The above table no. 92 indicates the teaching methods imparted in the schools/college as responded by the students. It is found that 86.29% of the teachers used lecture method, 51.43% used dictation method, 14.29% used Power point presentation, 14.29% conducted seminar in the class, 94.29% assigned Project work, 80% given assignment, 98.57% conducted class test and 42.85% distributed handouts to the students.

Table No. 93: Teaching skills used by the teacher as responded by the students

Different teaching skills used by the teacher in the classroom		
Response	Counts	%
Skills of Introducing a lesson	189	54.00
Skill of using Black board	109	31.14
Skill of Reinforcement	167	47.71
Skill of Illustrating with examples	323	92.29
Skill of Probing questioning	213	60.86
Skill of Stimulus variation	171	48.86
Skill of Integration	112	32.00
Total	350	100

The above table no. 93 highlights the different teaching skills practiced during teaching-learning process as responded by the students. It was found that 54% of the teachers used the skills of introducing a lesson, 31.14% used the skill of using black board, 47.71% used the skill of reinforcement, 92.29% used the skill of illustrating with examples, 60.86% used the skill of probing questioning, 48.86% used the skill of stimulus variation and 32% of the teachers used the skill of integration in the teaching-learning process. Therefore, the study reflects that most of the teachers used the skills of illustrating with examples.

F. INFRASTRUCTURE

Table No. 94: Infrastructure facilities available in the schools/college as responded by the students

Infrastructure facilities available in the schools/college				
Response	Yes		No	
	C	%	C	%
Teacher's common room	350	100	Nil	0.00
Student's common room	Nil	0.00	350	100
Teacher's quarter	87	24.85	263	75.14
Hostel facilities for boys	100	28.57	250	71.43
Hostel facilities for girls	100	28.57	250	71.43
Safe drinking water facilities	220	62.86	130	37.14
Toilet for teachers	350	100	Nil	0.00
Toilet facilities for boys	250	71.43	100	28.57
Toilet facilities for girls	250	71.43	100	28.57
Auditorium/ Recreational Hall	50	14.29	300	85.71
Proper electricity	250	71.43	100	28.57
Schools/college bus	50	14.29	300	85.71
Play ground	200	57.14	150	42.86
Library facilities	50	14.29	300	85.71
Computer room	250	71.43	100	28.57
Guidance and counseling room	Nil	0.00	350	100
Ramp for disabled	Nil	0.00	350	100
Internet facilities	Nil	0.00	350	100
Stationary	Nil	0.00	350	100
Xerox facilities	50	14.29	300	85.71
Printing facilities	Nil	0.00	350	100
Teaching aids	171	48.10	179	51.90
Internet facilities	NIL	0.00	350	350
Transport facilities	50	14.29	300	85.71
Total	350	100	350	100

From the above table no. 94 it reveals that 100% of the students responded that the schools/college have separate common room and toilets for teachers. Only 28.57% of the students responded that their institutions had hostel facilities for the students for both boys and girls. The finding also shows that 71.43% of the students responded that the schools had infrastructure facilities for the students like having separate toilet for boys and girls, electricity and computer room. While 14.29% of the students responded that they have facilities like transport, auditorium/recreational hall, xerox and library in the school. The finding also shows that 48.10% of the respondents agreed that the schools/college had teaching aid facilities which were comparatively very low compared to other districts. The result also shows that 24.85% of the students responded that the schools had teacher's quarters in the campus. It is reveals

that 57.14% of the students responded that the school had playground in the institutional. Finally as per the students' response it was revealed that 62.86% responded that the schools provided safe drinking water facilities in the institution for both students and teachers.

Table No. 95: Rate of infrastructure as responded by the students

Rate of infrastructure		
Response	Counts	%
Excellent	43	12.28
Very good	86	24.57
Good	120	34.28
Average	71	20.28
Below average	30	8.57
Total	350	100

From the above table no. 95 shows that 12.28% of the students responded that infrastructure of the schools/college was excellent. 24.57% responded that it was very good, 34.28% responded that it is good, 20.28% responded that it was average. However, 8.57% of the responded said that it is below average.

G. TEACHING-LEARNING AIDS

Table No. 96: Teaching-learning materials available in the schools/college as responded by the students

Teaching-learning materials available in the schools/college		
Response	Counts	%
Chart	280	80.00
Globe	256	73.14
Map	260	74.29
Model	134	38.29
Calendar	123	35.14
Clip chart	235	67.14
Flash card	147	42.00
Poster	170	48.57
Video Clips	50	95.71
Books	278	79.43
Magazines	260	74.29
Black Board/White Board	350	100
Projector	50	14.28
CD/DVD	Nil	0.00
Televisions	Nil	0.00
Computer	180	51.42
Radio	Nil	0.00
Total	350	100

Above table no. 96 reflects that 100% of the students responded of the availability of blackboard in the schools/college. 95.71% responded of having video clips. 80% responded of having charts in the schools/college. While, 79.33% responded of having books. 74.29% responded of having map and magazines calendar in the schools/college. 73.14% responded of having globe. 67.14% responded of having clip chart and 51.42% responded of having computer. While, 48.57% responded of having poster in the schools/college. 42% responded of having flash card. The study also indicates that 38.29% responded of having model and 18.67% responded of having calendar in the in the schools/college. While 13.33% responded of having projector in the schools/college. The study also indicates that none of the students responded of having CD/DVD, television and radio in the schools/college.

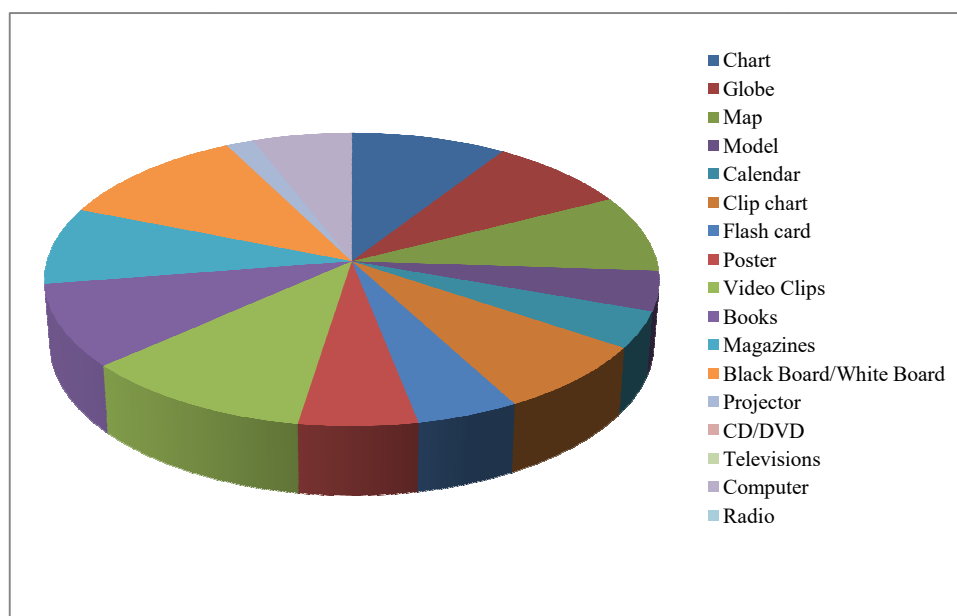


Fig. 9: Teaching-learning materials available in the schools/college

G. QUALITY OF EDUCATION

Table No. 97: Regularity of teachers in the class as responded by the students

Regularity of Teachers		
Response	Counts	%
Yes	275	78.57
No	19	5.43
To some extent	56	16
Total	350	100

Above table no. 97 reveals that 78.57% of the students responded that teachers were regular in the class. Whereas, 5.43% of the students responded that teachers were not regular. Also, 16% of the students responded that to some extent teachers were regular in the class.

Table No. 98(A): Private tuition taken by the students as responded by the students

Private Tuition taken by the Students		
Response	Counts	%
Yes	105	30
No	210	60
Sometimes	35	10
Total	350	100

Table No. 98(B): With regard to yes response

Reasons for taking private tuitions		
Response	Counts	%
Teachers do not teach properly in the class	24	22.86
Need special help in some subject	58	55.24
Nobody to help at home	23	21.9
Total	105	100

The above table no. 98(A) shows that 30% of the students responded that they take private tuition. 60% of the students responded that they do not take any private tuition. While 10% of the students responded that they take private tuition sometimes only.

The table no. 98(B) also highlights that 30% of the students responded that they take private tuition. 22.86% of the students responded that they take private tuition because teachers do not teach properly in the class. While, 55.24% of the students responded that they take tuition because they need special help in some subject. And 21.90% of the students responded that since there was nobody to help at home therefore, they take private tuition.

Table No. 99(A): Library in the schools/college as responded by the students

Library in the schools/college		
Response	Counts	%
Yes	50	14.29
No	300	85.71
Total	350	100

Table No. 99(B): With regard to yes response

Whether library is properly equipped		
Response	Counts	%
Yes	10	20
No	31	62
To some extent	9	18
Total	50	100

The above table no. 99(A) shows that majority 85.71% of the students responded that they do not have library facilities in the schools/college. Only 14.29% of the students responded that they have library facilities.

The table no. 99(B) also reveals that 20% of the students responded that the library was properly equipped with the books. Whereas, 62% of the students responded that the library was not properly maintained by the librarian. And 18% of the students responded that the library was properly maintained to some extent.

Table No. 100: Quality of teaching as responded by the students

Quality of teaching		
Response	Counts	%
Excellent	39	11.14
Very Good	170	48.57
Good	119	34.00
Average	19	5.43
Below average	3	0.86
Total	350	100

From the above table no. 100 it shows that 11.14% of the students responded that the quality of teaching is excellent, 48.57% responded that the quality of teaching was very good, 34% of the students responded good, 5.43% responded that the quality of teaching was average and 0.86% responded that the quality of teaching was below satisfactory. The study clearly indicates that the quality of teaching was very good.

Table No. 101: Opinion of students on quality of teaching imparted to them can be competed with other district as responded by the students

Compete with others outside the district		
Response	Counts	%
Yes	70	20.00
No	180	51.42
To some extent	100	28.57
Total	350	100

The above table no. 101 reveals that 51.42% of the students responded that they cannot compete with others districts. Only 20% confidently responded that with the quality of education imparted to them, they can compete with other districts. While, 28.57% of the students responded that to some extent they can compete with others with the quality of education they receive from Longleng.

I. EVALUATION

Table No. 102: Opinion of students on quality of teaching imparted to them can compete with other district as responded by the students

Compete with others outside the district		
Response	Counts	%
Yes	70	20
No	180	51.42
To some extent	100	28.57
Total	350	100

The above table no. 102 reveals that 20% confidently responded that with the quality of education imparted to them, they could compete with other districts. Only 51.42% responded that they cannot compete with other districts. While, 28.57% responded that to some extent they can compete with others.

(CATEGORY 4- PARENTS)

4.4.7. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE PARENTS

As per the Objective No. 3 which is to find out the present Status of education in Longleng district the information received from parents were projected in the following segments.

Table No. 103: Opinion on satisfaction with the present status of education as responded by the parents

Satisfaction with the present status of education in Longleng		
Response	Counts	%
Highly developed	0	0
Sufficiently developed	10	40
Backward	8	32
Very backward	7	28
Total	25	100

As per the above table no.103 reveals that 40% of the parents responded that the status of education in Longleng district is sufficiently developed. While, 32% of the parents responded that status of education in Longleng district is still backward. And while, 28% of the parents responded that status of education is still very backward. None of the respondents gave the feedback that education in Longleng district is highly developed.

Reasons for sufficiently developed

- It is also observed that it can be categorized into three groups, the groups of students, particularly in villages it is still very poor. Those in towns were doing well particularly in private schools. And the last groups were the children of well to do parents, who were doing very good in their overall academic performance
- The status of education at present is improving regardless of the optimal resources. Parents responded that they have seen teachers who were well-trained and qualified. The study also indicates that students equally giving their best efforts in their academic performance. The study also reveals that 30-40% of the teachers were qualified. Moreover, it was indicated that 65% of the school have a basic necessities like sufficient classroom and toilet etc.

Reasons for backward status of the district

The present status of education in Longleng district at present is backward because of the following reasons;

- Most of the schools in Longleng does not fulfill the norms of Nagaland Board of School Education and most educational institution have no proper physical infrastructure education.
- Quality educational institute and higher secondary and colleges have to be established to develop the status of education in Longleng district.
- Education in our district is steadily improving but it is still poor. The state of higher education is still below the desired performance but one can safely observed that primary education is improving with the mushrooming of private schools.

Table No. 104: Facilities provided to the students in the school as responded by the parents

Response	Yes	%	No	%
Free textbooks	23	92	2	8
Uniform	20	80	5	20
Mid-day meal	22	88	3	12
Scholarship	18	72	7	28
Total	25	100	25	100

As per the table no. 104 it reveals the facilities provided to the children in the school as per the parents Response. The finding shows that 92% responded that free textbooks for government school students of the state up to class 8 were provided every year. While 80% of the respondents stated that free uniform were issued to the student. Their retention in schools until compulsory stage depends upon effective programme like mid-day meal scheme which was introduced in all the government schools. The results also highlights that 88% of the respondents stated that students receive mid-day meal every week. The study further reveals that 72% responded that students received scholarships

Table No. 105: Opinion on schools/college atmosphere suitable for child's growth and learning as responded by the parents

Response	Counts	%
Yes	8	32
No	10	40
To some extent	7	28
Total	25	100

As per the above table no. 105 it is revealed that majority 40% responded that schools/college is not suitable for child's growth and development. Whereas, 32% of the parents responded that they were satisfied with the existing environment which is suitable for child's growth and development. While 28% agreed to some extent that the existing environment were suitable for child's growth and development.

Table No. 106: Involvement in children's education as responded by the parents

Involvement in children's education				
Response	Yes	%	No	%
Mentoring	17	68	8	32
Guiding	22	88	3	12
Helping in homework	15	60	10	40
Total	25	100	25	100

As per the table no.106 reveals involvement in children's education as responded by the parents. In mentoring, 68% responded that they were involved in children's education. In guiding, 88% responded that they were involved in children's education. Moreover, in helping out in homework, 60% responded that they were involved in children's education.

Table No. 107(A): Parents-teachers meeting in the schools/college as responded by the parents

Parents-teachers meeting in the schools/college		
Response	Counts	%
Yes	25	100
No	Nil	0.0
Total	25	100

The above table no. 107(A) reveals that 100% of the parents attended parents-teachers meeting in the school, as parents-teacher interaction helps in nurturing child at home as well as at school equally.

Table No. 107(B): Referring to yes response

Parents-teachers meeting in the schools/college		
Response	Counts	%
Yes	20	80
No	0	0.00
Sometimes	5	20
Total	25	100

The above table no. 107(B) reveals that 80% of the parents attended all the schools functions and meeting organized by schools/college. Whereas, 20% of parents revealed that they could attend but sometimes only due to their working place far away from home. They also stated that because of the burden of other household works, they could not give time for parents-teachers meeting in the schools/college.

Table No. 108: Opinion on children taking private tuition as responded by the parents

Opinion on Children Taking Private Tuition		
Response	Counts	%
Yes	18	72
No	7	28
Total	25	100

The above table no. 108 reveals that 72% of the parents give private tuition to their children. While 28% parents revealed that they do not given any private tuition to their children.

(CATEGORY 5- COMMUNITY LEADERS/ELDERS)

4.4.8. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE COMMUNITY LEADERS/ ELDERS

As per the objective No. 3 which is to find out the progress of education in Longleng district the information received from community leaders and elders were projected in the following segments.

Table No. 109: Opinion on the present status of education in Longleng as responded by the community leaders/elders.

Response	Counts	%
Highly developed	0	0
Moderately developed	11	44
Backward	9	36
Very Backward	5	24
Total	25	100

The table no. 109 indicates opinion of the quality of education as responded by the community leaders/elders. The above table shows that 44% of the respondents reveals that present status of education in Longleng is moderately developed. While 36% of the respondents reveals that it is backward. Whereas, 24% of the respondents reveals that status of education is still very backward. The study also reveals that none of the respondents found the present status of education as highly developed. On this area, system of education, schools should be rigorously monitored by the

community/NGOS and the administrators to develop the system of education in Longleng district.

Reasons for developing stage

- Though it is not sufficiently developed due to emergence of various central programme, the mindset of the parents and students have widened, the curiosity of the children has increased. Hence, they were trying hard to receive better education.
- It needs more efforts to accelerate the progress basing on qualitative and productive education.

Reasons for backward status

- In comparison to other districts, the current status of education is still lagging behind. The quality of education is apparently harmed by teacher absenteeism at government institutions, as well as the practise of "proxy teaching." Because of these substitute teachers frequently lack the necessary qualifications, school children have been short changed in terms of education and knowledge.
- Whatever appears to be progressing in education were not the outcome of education system in Longleng. But these were all the product of education received from of Kohima and Dimapur and education received beyond the state.
- The results show that the district is still backward because there is absence of seriousness in both teachers and students as classroom becomes the normal routine. Every year hundreds of students pass out with poor result unfit to compete in any other competitive exams and thus, remain as educated unemployed youth putting additional burden to the family and society.

Table No. 110: Opinion on satisfaction with the present status of development of education in Longleng as responded by the community leaders/elders

Opinion on satisfaction with the present status of development of education		
Response	Counts	%
Satisfied	6	24%
Not satisfied	15	60%
Partially satisfied	4	16%
Total	25	100

The above table no. 110 it reveals that majority i.e., 60% of the community leaders/elders responded that they were dissatisfied with the present status of education in Longleng district. While, 24% of the community leaders and elders responded that they were satisfied with the present status of education in Longleng district. And 16% of the respondents revealed that they were partially satisfied with the present status of education in the district.

(CATEGORY 6- OFFICIALS/OTHER STAKEHOLDERS)

4.4.9. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE OFFICIALS/ OTHER STAKEHOLDERS

Objective No. 3 Present Status of Education in Longleng district

As per the objective No. 3 the present status of education in Longleng was analyzed and highlighted as per the information given by the officials/other stakeholders. The following dimensions were analyzed under the present objective.

Table No. 111: Opinion on the present status of education in Longleng district as responded by officials/other stakeholders

Opinion on the present status of education in Longleng district as responded by officials/other stakeholders		
Response	Counts	%
Highly developed	0	0
Sufficiently developed	8	40
Backward	7	35
Very backward	5	25
Total	20	100

The above table no. 111 reveals that 40% of the officials/stakeholders responded that the status of education in Longleng district at present is sufficiently developed but need to improve by providing more facilities, more opportunities to the students. Whereas 35% responded that the district is still backward in the field of education and 25% responded that the district is very backward in the field of education.

SECTION IV

4.5. ANALYSIS AND INTERPRETATION OF DATA COLLECTED RELATED TO OBJECTIVE NO. 4

Objective No. 4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

The following segments project the analysis and interpretation of data relating to objective No. 4 of the study and various dimensions on this objective as per the response of all the headmasters/principals, teachers, students, parents, community leaders/elders and officials/other stakeholders were projected in the following segments.

(CATEGORY 1- HEADMASTER/PRINCIPALS)

4.5.1. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE HEADMASTER/PRINCIPALS

The following segments project the analysis and interpretation of data relating to objective no. 4 of the study and various dimensions on this objective as per the Response of all the headmasters/principals were shown.

Table No. 112: Performance of the schools/college as responded by the headmasters/principals.

Performance of the schools/college		
Response	Counts	%
Excellent	0	0.00
Very Good	7	23.33
Good	15	50.00
Average	7	23.33
Below average	1	3.33
Total	30	100

From the above table no. 112 it shows that none of the headmasters/principals responded that the performance of the schools/college were excellent. Only 23.33% of the headmasters/principals responded that the performance of the schools/college was very good. The study also reveals that 50% of the headmasters/principals responded that the performance of the schools/college was good. While, 23.33% of

the headmasters/principals responded that the performance of the schools/college is average. Whereas, 3.33% of the headmasters/principals responded that the performance of the schools/college is below satisfactory.

Table No. 113: Performance of HSLC, HSSLC and Degree exam result as responded by headmasters/principals

Year	HSLC	HSSLC	Degree
2016	32.66	33.68	8.33
2017	35.20	76.72	25.64
2018	30.93	85.38	63.27
2019	36.85	95.32	68.89
2020	40.05	94.77	100

Source: Nagaland Board of School Education and Nagaland University 2016-2020

Table No. 114: Performance of HSLC, HSSLC and Degree exam result as responded by headmasters/principals

Opinion on performance of HSLC, HSSLC and Degree Exam Result						
	Yes		No		To some extent	
Response	Count	%	Count	%	Count	%
HSLC	2	8	22	88	6	24
HSSLC	20	80	3	12	7	28
Degree	8	32	5	20	17	68
Total	30	100	30	100	30	100

The above table no. 113 highlights the performance of the various examinations conducted in the district. In the case of HSLC result it was found that 8% of the headmasters/principals responded that they were satisfied with the result. Whereas 88% responded that they were not satisfied with the result. And 24% responded that they were satisfied with the result to some extent. For HSSLC 80% of the respondents were satisfied with the result. Whereas, 12% responded that they were not satisfied with the result. And 28% of the respondents were satisfied with the result to some extent. However, the degree result shows that 32% of the respondents were satisfied with the result. Whereas, 20% responded that they were not satisfied. However 68% responded that they were satisfied with the result to some extent.

Reasons for satisfactions

- In recent years, the pass percentage in HSLC, HSSLC and under graduate level was very good except Government high schools which need improvement.

Reasons for dissatisfaction

- Low pass percentage in government schools was because of the absence of mathematics and science teachers.
- At the primary level, the fundamentals of English are not properly taught. One of the most critical goals is to significantly increase the quality of teacher involvement in schools.
- In Longleng high school results were so discouraging. Students need to give more effort to bring better results.
- Private schools were somehow doing well but competitive spirit should be created among the schools.
- HSLC pass percentages were very discouraging. Extra effort should be incorporated by the teachers as well as students to bring good pass percentage.

Table No. 115 Type of schools/college that perform better as responded by the headmasters/principals

Type of schools/college that perform better		
Response	Counts	%
Government	1	3.33
Private	29	96.67
Total	30	100

The above table no. 115 shows that only 3.33% of the headmasters/principals responded that government schools were performing better. Whereas 96.67% of the headmasters/principals responded that private school were performing better because of good management system, sincere and committed teachers in the schools/college.

4.5.2. Reasons for private institutions performing better than the government institutions as responded by headmasters/principal

- Private schools were regular in teaching learning process and were more discipline.
- Private institution have more strong grounded rules for the teachers thereby, teachers were contributing their work with dedication and sincerity.
- Dedication of teachers and co-operation and hard work of the students.
- Parent's co-operation and teachers team work are better in private schools.
- Teachers teach the students with sincerity and dedication under the strict supervision of the principal or the administrator.
- In private schools; there are hostels where daily/regular studies are imposed following timetable.
- Better infrastructure facilities help the students to do well in private institutions.
- System of imparting quality education was strictly maintained by the administrator in the private school.
- The private institutions were managed by certain individual or organization. It is well-managed, well-coordinated between administration, teachers and management board.
- Private school strives to create the best possible learning environment as they thrive on their reputation.
- Many people prefer private schools because private schools produce good results. Having good enrolment gives competitive spirit among the students.

Table No. 116: Factors of good performance in the schools/college as responded by the headmasters/principals

Good Performance	Yes	%	No	%	TSE	%
Qualified teachers	22	73.33	3.00	10.00	5.00	16.67
Regular teachers	25	83.33	1.00	3.33	4.00	13.33
Experienced teachers	25	83.33	5.00	16.67	0.00	0.00
Trained teachers	21	70.00	4.00	13.33	5.00	16.67
Dedicated teachers	25	83.33	3.00	10.00	2.00	6.67
Remedial classes for students	10	33.33	9.00	30.00	11.00	36.67
Coaching classes	19	63.33	4.00	13.33	7.00	23.33
Strict discipline	25	83.33	3.00	10.00	2.00	6.67
Good communication skills	17	56.67	4.00	13.33	9.00	30.00
Good teaching skills	25	83.33	1.00	3.33	4.00	13.33
Private tuitions	12	40.00	6.00	20.00	12.00	40.00

The above table no. 116 highlights the percentages of the factors responsible for the good performance of the schools/college. The analysis of the table indicates that (83.33%) of the headmasters/principals responded that the schools/college have regular teachers, good teaching skills, experienced teachers, dedicated teachers and strict teacher. The study also reveals that 73.33% of the headmasters/principals responded that the schools/college have qualified teachers and committed head of the institutions who sincerely works for the institution. Institutional commitment of the head of the institution will be reflected in relation to his/her identification with and involvement in the organizational activities of his/her school. It refers to the principal's commitment to his/her profession, e.g., a sense of pride in his profession, adherence to professional ethics and commitment to his professional ethics. Only 70% of the respondents felt that their institutions have trained teachers which is very important for the students in building their career. The finding also shows that 33.33% responded that the schools conduct remedial classes for students. While 63.33% of the respondents responded that the school conducts coaching classes for students. The finding also reveals that 56.67% responded that the schools/college had good communication skills of the teachers in the schools which were comparatively low compared to the other districts. The result moreover indicates that 40% of the respondents responded that the students take private tuitions, which is somehow discouraging.

Table No. 117: Factors of poor performance in the schools/college responded by headmasters/principals

Factors of Poor Performance	Yes	%	No	%	TSE	%
Weak management	18	60.00	3	10.00	9	30.00
Lack of infrastructure	21	70.00	2	6.67	7	23.33
Financial constraint	19	63.33	2	6.67	9	30.00
Less emphasis on co-curricular activities	24	80.00	4	13.33	2	6.67
Lack of ICT facility	11	36.67	12	40.00	7	23.33
Frequent teacher's absenteeism	28	93.33	1	3.33	1	3.33
Frequent transfer of teachers	20	66.67	4	13.33	6	20.00
Lack of remedial teaching	18	60.00	9	30.00	3	10.00
To many extra-curricular activities	16	53.33	2	6.67	12	40.00
Lack of proper library	24	80.00	2	6.67	4	13.33
Lack of coaching	22	73.33	4	13.33	4	13.33

The above table no. 117 highlights the percentages of the factors responsible for the poor performance of the schools/college. The study reveals that 60% of the head of the institutions responded that schools/college in Longleng has weak system of managing institutions. The study also reveals that 70% of the head of the institution responded that the schools/college has poor infrastructure. The study indicates that 63.33% of the head of institutions responded that the institution faced financial problem. While 80% of the head of institutions responded that they gave less emphasis on co-curricular activities. The study reveals that 36% of the head of institutions responded that they were lacking in Information Communication Technology (ICT) facilities in the institutions. Again, it was found that 93.33% of the head of institutions responded that there were frequent teacher's absenteeism and this problem mostly occurs in the government run institutions. While 66.67% of the head of the institution responded that there was frequent transfer of teachers in urban areas, which led to the shortage of functioning teachers. The finding also shows that 53.33% of the head of institutions responded that the schools conduct too many extra-curricular activities in the schools/college. The finding also indicates that 80% of the head of institutions reveals that the schools/college do not have library facilities for both the teachers and students. Finally, 73.33% of the respondents reveal that the school organized coaching classes for the students.

(CATEGORY 2-TEACHERS)

4.5.3. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE TEACHERS

Objective 4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

The following segments project the analysis and interpretation of data relating to objective No. 4 of the study and various dimensions on this objective as per the response of all the teachers were shown.

Table No. 118: Satisfied with the performance as responded by the teachers

Satisfied with the performance						
Response	Yes		No		To some extent	
	C	%	C	%	C	%
HSLC	0	0.00	131.00	87.33	19.00	12.67
HSSLC	136	90.67	0.00	0.00	14.00	9.33
Degree	78	52.00	14.00	9.33	58.00	38.67
Total	150	100	150	100	150	100

The above table no. 118 highlights the performance of the various examinations conducted in the district. In the case of HSLC result it was found that none of the teachers responded that they were satisfied with the result. Whereas 87.33% responded that they were not satisfied with the result. And 12.67% responded that they were satisfied with the result to some extent. For HSSLC 90.67% of the respondents were satisfied with the result. Whereas, 0% respondents that they were not satisfied with the result. And 9.33% of the respondents were satisfied with the result to some extent. However, for the degree result, the study reveals that 52% of the respondents were satisfied with the result. Whereas, 9.33% responded that they were not satisfied. However 38.67% responded that they were satisfied to some extent.

Table No. 119: Type of schools/college that perform better as responded by the teachers

Type of schools/college that perform better		
Response	Counts	%
Government	135	90
Private	15	10
Total	150	100

The above table no. 119 revealed that 90% of the teachers responded that private institutions were performing better. Only 10% responded that government institutions were performing better.

Table No. 120: Factors of poor performance of schools/college as responded by the teachers

Factors of poor performance	Yes	%	No	%	TSE	%
Weak management	18	60.00	3	10.00	9	30.00
Lack of infrastructure	21	70.00	2	6.67	7	23.33
Improper location of the School/ College	12	40.00	5	16.67	13	43.33
Financial Constraint	19	63.33	2	6.67	9	30.00
Less emphasis on co-curricular activities	24	80.00	4	13.33	2	6.67
Lack of ICT facility	11	36.67	12	40.00	7	23.33
Frequent teacher's absenteeism	28	93.33	1	3.33	1	3.33
Inability of teachers to finish course	21	70.00	6	20.00	3	10.00
Lack of students interest	24	80.00	4	13.33	2	6.67
Lack of teacher's dedication	20	66.67	5	16.67	8	26.67
Lack of concern on the part of Principal	17	56.67	2	6.67	11	36.67
Insincerity of Ministerial staff	5	16.67	12	40.00	13	43.33
Frequent transfer of teachers	20	66.67	4	13.33	6	20.00
Lack of Remedial teaching	18	60.00	9	30.00	3	10.00
Lack of Resources	19	63.33	3	10.00	8	26.67
To many Extra-curricular activities	16	53.33	2	6.67	12	40.00
Lack of proper class room arrangement	5	16.67	20	66.67	5	16.67
Lack of proper Library	24	80.00	2	6.67	4	13.33
Lack of proper Academic guidance	17	56.67	3	10.00	10	33.33
Lack of qualified Teachers	29	96.67	0	0.00	1	3.33
Lack of student's responsibility	24	80.00	1	3.33	5	16.67
Less concern of Managing Board	6	20.00	20	66.67	4	13.33
Weak Teachers-Students Relationship	20	66.67	6	20.00	4	13.33
Weak Co-ordination among teachers	15	50.00	9	30.00	6	20.00
Lack of coaching	22	73.33	4	13.33	4	13.33

The above table no. 120 highlights the percentages of the factors responsible for the poor performance of the schools/college as responded by the teachers. The study reveals that 96.67% of the teachers responded that schools/college in Longleng had poor performance due to lack of qualified teachers. 93.33% responded that there

were frequent teacher's absenteeism. The study also reveals that 80% of the teachers responded that the schools/college gave less emphasis on co-curricular activities, lack of student's interest, lack of proper library facilities for both the teachers and students and lack of student's responsibility in the institutions.

While 73.33% of the teachers responded that there was lack of coaching classes. 70% responded that there were lack of infrastructure and inability of teachers to finish their course on time. While, 66.67% responded that there was lack of teacher's dedication, frequent transfer of teachers and weak teachers-students relationship in the schools/college. The study indicates that 63.33% of the teachers responded that the institution faced financial constraint and lack of resources respectively. While 60% of the teachers responded that there were weak management and lack of remedial teaching respectively.

The finding also shows that 56.67% of the teachers responded that the schools/college lack of proper academic guidance. 53.33% responded that the schools/college conduct too many extra-curricular activities. The study reveals that 50% of the teachers responded that the schools/college were weak in co-ordination among teachers. 40% responded to improper location of the School/ College. The finding also indicates that 36.67% of the teachers revealed that the schools/college do not have Information Communication Technology (ICT) facility and 20% of the teachers responded that there was less concern from the managing board. Finally, 16.67% of the respondents reveal the insincerity of ministerial staff and Lack of proper class room arrangement in the schools/college respectively.

4.5.4. SOME SUGGESTIONS FOR IMPROVEMENT OF STUDENT'S PERFORMANCE AS RESPONDED BY THE TEACHERS

Table No. 121: Some suggestions for improvement of student's performance as responded by the teachers

Some suggestions for improvement of students performance as responded by the teachers area wise	
A.	Academic related
	More importance should be given to improve academic performance rather than curricular activities.

	Maintaining strict attendance, understand the needs of students and provision of basic facilities to enhance teaching and learning process.
	Regularity, proper library, proper transportation, healthy students- teachers relationship etc. were needed.
	Quality education should be from lower primary.
	Tutorial class or remedial teaching is very much needed.
	Continuous evaluation on the teaching-learning process of the students is required.
	Give assignments according to their level of understanding.
	Feedbacks should be followed after every assignment.
	Give praise when earned and correct the mistakes whenever it is needed.
	Should try to create an academics environment that can support their improvement
	Remedial classes for weak students should be conducted.
	Assign the students some project based on syllabus/curriculum.
	Regular assessment and feedback on their performance.
	Class test should be conducted weekly or after every chapter is over.
B.	Co-curricular activities related
	Apart from the study, students should also try to involve in co-curricular activities too.
C.	Community related
	Not to involve too much in community and social activities.
D.	Infrastructure related
	Need proper infrastructure, library and sufficient number of teachers.
	There should be hostel facilities with adequate infrastructure for the students.
E.	Parents related
	Teaching and learning in school is not sufficient.
	Proper guidance at the primary section. One should not give too much of free time to spend with their friends.
	To improve student's performance, parents should encourage them to

	study at home. And should also try to provide basic needs of their wards.
	Parents should know how to guide their children in proper way and should equally participate in the education of the child.
	Regular home assignments of practice should be encourage like, reading, writing and learning by heart etc.
F.	Parents-teachers related
	Monthly parents-teachers interaction to discuss the child's development and performance.
	Both the parents and the teachers should strive to make education interesting to the students by bringing relevance and practical assets to their learning. We should let them enjoy learning instead of always pushing them too hard for a good grade. Learning should be fun.
G.	School related
	The institutions should have a strong administrative power in co-operation with the managing board and teaching faculties.
	The student's performance can be improved only when the higher authority from the concern department changes the system by visiting all the school frequently.
H.	Students related
	Students must pay more attention in class and ask questions.
	Student's attendance should be strictly maintained and they should be debarred from appearing exams if they fail to acquire minimum attendance percentage.
	To apply formative assessment process which helps the students to show where they need improvement.
	Students should be regular in the class. At the same time, they should perform all the activities both curricular and co-curricular activities.
	Maintaining cordial relationship with students and trying to know and understand their problems both inside and outside the school. Identifying weak as well as bright students and motivating and encouraging them according to their level.
	The students should also know their responsibilities, extent co-operation

	to their teachers and give interest to every subject that he/she has been taught.
	Teach students to think critically instead of giving them to memorize the facts.
	Giving more platforms for the students to participate in the lesson.
	Educate the students about the importance of education for better life and for better society. So we need teachers who can impart both bookish knowledge and life- long value education for the students.
I.	Teachers related
	Teachers should be regular and do his/her duty with sincerity and dedication.
	Teachers need to motivate students in order to make students improve in performance.
	Teachers should create interest in students so that students participate in whatever activity teachers were involved.
	Teacher should understand the student's caliber, their feelings, problems, their strengths and weaknesses then with proper guidance and motivation encourage them to learn. Through these ways, teacher can bring out the best of each student in different areas.
J.	Teaching-learning related
	Proper learning materials should be made available for the students in the school.
	Teaching- learning should be more of pupil centred.
	Co-operation of parents, teachers and students were required in the teaching learning process.
	Use of different teaching strategies according to the needs of the students.
	Provide feedbacks for constructive learning.
	Effective communication with visual aids or any teaching aids.
K.	Teachers- students related
	Student's performance can be improved only when both teachers and students were dedicated and when there is good relation among parents- teacher-students.

(CATEGORY 3- STUDENTS)

4.5.5. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE STUDENTS

Objective No. 4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

The following segments project the analysis and interpretation of data relating to objective No. 4. of the study and various dimensions on this objective as per the response of all the Students were shown.

Table No. 122: Performance of the schools/college as responded by the students

Performance of the schools/college		
Response	Counts	%
Excellent	28	8.00
Very Good	45	12.86
Good	67	19.14
Average	145	5.43
Below average	65	18.57
Total	350	100

From the above table no. 122 shows that 8% of the students responded that the performance of the schools/college was excellent, 12.86% responded that the performance of the schools/college was very good, 19.14% responded that the performance of the schools/college was good, only 5.43% responded average and 18.57% responded that the performance of the schools/college were below satisfactory.

Table No. 123: Poor performance in the schools/college as responded by the students

Factors of poor performance in the schools/college						
Factors of poor performance	Yes	%	No	%	To some extent	%
Weak management	140	40	99	28.29	111	31.71
Lack of infrastructure	245	70	34	9.71	71	20.29
Improper location of the School/ College	45	12.86	251	71.71	54	15.43
Financial Constraint	127	36.29	76	21.71	147	42.00
Less emphasis on co-curricular activities	267	76.29	23	6.57	60	17.14

Lack of ICT facility	350	100	Nil	0	Nil	0.00
Frequent teacher's absenteeism	230	65.71	31	8.86	89	25.43
Inability of teachers to finish course	120	34.29	89	25.43	141	40.29
Lack of students interest	73	20.86	211	60.29	66	18.86
Lack of teacher's dedication	179	51.14	67	19.14	104	29.71
Lack of concern on the part of Principal	146	41.71	74	21.14	130	37.14
Insincerity of Ministerial staff	66	18.86	236	67.43	48	13.71
Frequent transfer of teachers	218	62.29	34	9.71	98	28
Lack of Remedial teaching	245	70	43	12.29	62	17.71
Lack of Resources	187	53.43	71	20.29	92	26.29
To many Extra-curricular activities	78	22.29	212	60.57	60	17.14
Lack of proper class room arrangement	80	22.86	200	57.14	70	20.00
Lack of proper Library	300	85.71	50	14.29	Nil	0.00
Lack of proper Academic guidance	280	80	30	8.57	40	11.43
Lack of qualified Teachers	196	56	70	20	84	24.00
Lack of student's responsibility	177	50.57	59	16.86	114	32.57
Less concern of Managing Board	80	22.86	209	59.71	61	17.43
Weak Teachers-Students Relationship	180	51.43	77	22	93	26.57
Weak co-ordination among teachers	101	28.86	146	41.71	103	29.43
Lack of coaching	240	68.57	67	19.14	43	12.29

The above table no. 123 reveals the factor responsible for the poor performance of the schools/college as responded by the students. The study reveals that 100% of the students responded that the schools/college has poor performance due to lack of ICT facility. 85.71% responded that there was lack of library facility.

The study also reveals that 80% of the students responded that the schools/college Lack of proper Academic guidance. 76.29% of the students responded that their schools/college gave less emphasis on co-curricular activities.

70% of the students responded there were lack of infrastructure and remedial teaching in the schools/college respectively. 68.57% of the students responded that there was no coaching class facility in the schools/college. 65.71% of the students responded that there was frequent teacher's absenteeism. 62.29% responded on frequent transfer of teachers. 56% of the students responded that there is lack of qualified teachers.

The findings reveals that 53.43% of the students responded that there were lack of resource, 51.43% and 51.14% of the responded that there were weak teachers-students

relationship and lack of teacher's dedication in the schools/college. 50.57% responded that there was lack of student's responsibility in the schools/college.

41.71% and 40% of the students responded that there was lack of concern on the part of principal and weak management in the schools/college respectively. 36.29% and 34.29% of the students responded that the schools/college faced financial constraint and inability of teachers to finish course. 28.86% responded that there was weak co-ordination among teachers.

22.86% of the students responded that there was lack of proper class room arrangement and less concern of managing board in the schools/college. 22.29% responded that there were too many extra-curricular activities in the schools/college. 20.86% responded that there was lack of student's interest. 18.86% of the students responded that there was insincerity of Ministerial staff. And 12.86% of the students responded that there was improper location of the school/college.

Table No 124: Type of schools/college that perform better as responded by the students

Type of schools/college that perform better		
Response	Counts	%
Government	136	38.85
Private	214	61.14
Total	350	100

The above table no. 124 shows the poor performance of the government in the district with 38.85%. Whereas the private school results indicates 61.14%. The better performance of the private institution is because of good management system, qualified and regular teachers, sincere and committed teachers in the schools/college etc. as responded by the students.

(CATEGORY 4- PARENTS)

4.5.6. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY PARENTS

Objective No. 4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

The following segments project the analysis and interpretation of data relating to objective No. 4 of the study and various dimensions on this objective as per the response of parents were shown.

Table No. 125: Performance of students in educational institutions of Longleng as responded by the parents

Satisfaction with the performance of teachers in educational institutions of Longleng		
Response	Counts	%
Satisfied	15	60
Not satisfied	8	32
Partially satisfied	2	8
Total	25	100

The above table no. 125 it was revealed that 60% of the parents responded that they were satisfied with the performance of students in the schools/college. While, 32% responded that they were dissatisfied with the performance of students in the schools/college. While 8% revealed that they were partially satisfied with the performance of students in the schools/college.

Table No. 126: Opinion on performance of private and government educational institutions of Longleng as responded by the parents

Opinion on performance of private and government educational institutions of Longleng		
Response	Counts	%
Private institutions	15	96
Government institutions	8	4
Total	25	100

As per the above table no. 126 it was revealed that 96% of the parents responded that private institutions were performing better. Only 4% of the parents responded government institutions were performing better.

(CATEGORY 5- COMMUNITY LEADERS/ELDERS)

4.5.7. ANALYSIS AND INTERPRETATION OF DATA PERFORMANCE OF EDUCATION AS RESPONDED BY COMMUNITY LEADERS/ELDERS

Objective No. 4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

The following segments project the analysis and interpretation of data relating to objective No. 4 of the study and various dimensions on this objective as per the response of all the community leaders/ elders were shown.

Table No. 127: Opinion on performance of students in educational institutions as responded by the community leaders/elders

Response	Counts	%
Satisfaction	15	60
Dissatisfaction	7	28
To some extent	3	12
Total	25	100

As per the above table no. 127 it is reveals that majority 60% of the community leaders/elders were satisfied with the performance of the students in educational institutions of Longleng district. Whereas, 28% of the respondents felts dissatisfied with the students' performance in educational institutions. Only 12% of the responded felts that to some extent they were satisfied with the performance of the students in educational institutions of Longleng district.

Table No. 128: Opinion on performance of HSLC, HSSLC and Degree exam result as responded by the community leaders/elders

Year	HSLC	HSSLC	Degree
2016	32.66	33.68	8.33
2017	35.20	76.72	25.64
2018	30.93	85.38	63.27
2019	36.85	95.32	68.89
2020	40.05	94.77	100

Table No. 129: Opinion on performance of HSLC, HSSLC and degree exam result as responded by the community leaders/elders

Opinion on performance of HSLC, HSSLC and Degree Exam Result						
	Yes		No		To some extent	
Response	C	%	C	%	C	%
HSLC	2	8	22	88	6	24
HSSLC	20	80	3	12	7	28
Degree	8	32	5	20	17	68
Total	25	100	25	100	25	100

The above table no. 128 highlights the performance of the various examination conducted in the district as responded by the community leaders/elders. In the case of HSLC, result it was found that 8% community leaders/elders responded that they were satisfied with the result. Whereas 88% responded that they were not satisfied with the result. And 24% responded that they were satisfied with the result to some extent. For HSSLC, 80% community leaders/elders were satisfied with the result. Whereas, 20% respondents that they were not satisfied with the result. And 68% of the respondents were satisfied with the result to some extent. However, the degree result shows that 35.71% community leaders/elders were satisfied with the result. Whereas, 26% responded that they were not satisfied with the result. However, 38.29% responded that they were satisfied to some extent.

Table No. 130: Opinion on which is performing better private or government institution as responded by community leaders/elders

Opinion on which is performing better- private or government institutions		
Response	Counts	%
Private institutions	24	96
Government institutions	1	04
Total	25	100

As per the above table no. 130 it reveals that 96% of the community leaders/elders responded that private institutions were performing better than government institutions. Only 4% of the community leaders and elders have responded that government institutions were performing better.

(CATEGORY 6- OFFICIAL/OTHER STAKE HOLDERS)

4.5.8. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE OFFICIALS/ OTHER STAKE HOLDERS

Objective No.4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

The following segments project the analysis and interpretation of data relating to objective No. 4 of the study and various dimensions on this objective as per the response of all officials/other stakeholders were shown.

Table No: 131: Opinion on performance of students in educational institutions of Longleng district as responded by the official/other stakeholders

Opinion on performance of students in educational institutions of Longleng district		
Response	Counts	Percentage
Satisfaction	13	65
Dissatisfaction	5	25
To some extent	2	10
Total	20	100

As per the above table no. 131 it reveals that 65% of the official and other stakeholders were satisfied with the performance of the students in educational institutions of Longleng district. And 25% of the respondents felt dissatisfied. Only 10% of the respondents to some extent they were satisfied with the performance of the students in educational institutions of Longleng district.

Table No. 132: Opinion which is performing better private or government institutions as responded by the officials/other stakeholders

Opinion on the satisfaction with the performance of the teachers in educational institutions of Longleng district		
Response	Counts	Percentage
Private institution	18	90
Government Institution	2	10
Total	20	100

As per the table no. 132 reveals that 90% of official/other stakeholders responded that private institutions were performing better. And only 10% have responded that government institutions were performing better.

Reasons for better performance of private institutions

- Private institutions were performing better as compared to government institutions because the percentages of result from private institute were always higher than the government institution.
- Private institutions were performing better than the government institution, because the private school teachers were more sincere and dedicated than government school teachers.
- At present private institutions school is performing better. One of the reasons could be the regular attendance of the teachers

SECTION V

4.6. ANALYSIS AND INTERPRETATION OF DATA COLLECTED RELATED TO OBJECTIVE NO. 5

Objective No. 5: To identify the educational problems and challenges faced in the district

The following segments project the analysis and interpretation of data relating to objective No. 5 of the study and various dimensions on this objective as per the response of headmasters/principals, teachers, students, parents, community leaders/elders and officials/other stakeholders were shown.

(CATEGORY 1- THE HEADMASTERS/PRINCIPALS)

4.6.1. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

Table No. 133: Problems related to academic achievement as responded by the headmasters/principals

Problems related to academic achievement						
Response	Yes		No		To some extent	
	C	%	C	%	C	%
Insufficient number of teachers	20	66.67	4	13.33	6	20.00
Incompetency of teachers	18	60.00	7	23.33	5	16.67
Absenteeism of teachers	10	33.33	9	30.00	11	36.67
Lack of teacher's dedication	23	76.67	3	10.00	4	13.33
Course could not be covered on time	3	10.00	21	70.00	6	20.00
Students don't attend the class regularly	17	56.67	9	30.00	4	13.33
Political interference	3	10.00	20	66.67	7	23.33
Proxy teachers	12	40.00	14	46.67	4	13.33
Lack of learning resources	15	50.00	6	20.00	9	30.00
Total	30	100	30	100	30	100

Above table no. 133 shows that 66.67% of schools/college in Longleng has insufficient number of teachers as responded by the headmasters/principal. The study reveals that 60% of the teachers faced problems in teaching because of the lack of skill training. The study also indicates that 33.33% of the respondents reveals of

absenteeism of teachers in the schools/college. The study highlights that 76.67% of the respondents reveals that they observed lack of dedication among the teachers. While, 10% of the headmasters/principals responded that teachers cannot complete the courses on time due to irregularity of the teachers in the class and because of the lack of teaching skills. Again 56.67% of the Headmasters/ principals responded that teachers do not study because of household activity. The results depicted that 10% of the headmasters/principals responded that there were political interference in the institution. The finding shows that 40% of the respondents reveals that the institution practice appointment of proxy teacher. The study moreover, highlights that 50% of the respondents reveals that there were lack learning resources in the institutions.

4.6.2. PROBLEMS FACED AS THE HEADS OF THE INSTITUTIONS AS RESPONDED BY HEADMASTERS/PRINCIPALS

Table No. 134: Some of the problems faced as the heads of the institutions

The following were some problems faced by the heads of institutions area wise	
A.	Institution related
	Involving in many social activities hampers the proper functioning of the institution
	There is management and administration problem, staffs were not sincere in their duties thus affecting the smooth functioning of the school.
	Lack of co-operation from parents, absenteeism among teachers and students and not paying school fees on time.
B.	Infrastructure related
	There is insufficient number of teachers, no internet facilities and improper infrastructure etc.
C.	Teachers related
	There is no staff quarter for teachers.
	Due to lack of mathematics and science teacher, one cannot impart quality education to the students.
	School teachers were made to engaged in other duties/activities like election duty, census duty. Also appointment of some teachers was purely on adhoc and contract basis and some teachers were even appointed on fix pay which hampers the classes. With very meagre salary one cannot afford to give 100% to one's service.
	Difficulty in finding qualified and dedicated trained and regular teachers.
D.	Government related
	Government never supplies text books on time which hampers the career of the students.

E.	Financial related
	Due to financial problem, one cannot maintain good infrastructure and henceforth, academic problem arises.
	No sufficient fund was allotted to the school for proper maintenance of school.
	There is inadequate fund and resources for developmental work which results in inadequate physical infrastructure.
F.	Students related
	Most of the students does not study at home.
	Lack of interest on the part of students and irregularity of the students make the coaching class ineffective.
G.	Parents related
	Parents do not realize the value of education.
	Illiterate parents.
I.	Academic related
	There is no vocational education.
	Insufficient teaching learning aids.
	Difficulty in monitoring the entire class, involvement of parents and monetary concern.
J.	Community related
	Lack of co-operation from the community side.

Table No. 135: Opinion on whether the fund allotted by the government managing board is sufficient to meet the requirements of the schools/college as responded by the headmasters/principals

Opinion on Whether the fund allotted by the government managing board is sufficient to meet the requirements of your schools/college		
Response	Counts	%
Yes	8	26.66
No	20	26.66
Somehow	2	6.66
Total	30	100

From the above table no. 135 it reveals that 26.66% of the headmasters/principal responded that the fund allotted by the Government Managing Board is sufficient to meet the schools/college requirements. Whereas, 26.66% have responded that the fund allotted by the Government were not sufficient to run the schools/college for which the other source of income were mentioned below for references. While,

6.66% have responded that somehow they were able to manage it for school requirements.

(CATEGORY 2 - TEACHERS)

4.6.3. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE TEACHERS

Objective No. 5: Problem and Challenges in the Longleng district.

The following segments project the analysis and interpretation of data relating to objective No. 5 of the study and various dimensions on this objective as per the response of the teachers were shown.

Table No. 136: Factors that hinders professional development as responded by the teachers

Personal professional development		
Response	Count	%
Demanding workload	67	44.67
Lack of family support	102	68.00
Home responsibilities	122	81.33
Social obligations	134	89.33
Lack of opportunities for career advancement	112	74.67
Lack of in service training programme	137	91.33
Lack of Infrastructure development	109	72.67
Total	150	100

From the above table no. 136 it reveals the factor that hinders teacher's personal professional development. The study reveals that 44.67% of the teachers responded that there were demanding workload which hinders personal professional development. 68% responded there were lack of family support. 81.33% responded due to home responsibilities which hinders personal professional development. 89.33% responded due to social obligations. 74.67% responded due to lack of opportunities for career advancement. 91.33%of the teachers responded due to lack of in service training programme. And 72.67% of the teachers responded due to lack of Infrastructure development personal professional development gets hindered.

Table No. 137: Difficulties in dealing with students as responded by the teachers

Difficulties faced by teacher in dealing with your student	Counts	%
Too many social activities	115	76.67
Lack of understanding	123	82.00
Lack of parents's guidance	136	90.67
Not paying attention to their studies	127	84.67
Lack of interest on the part of students	96	64.00
Lack of commitment in students	132	88.00
Total	150	100

From the above table no. 137 it indicates that 76.67% of the teachers face difficulties in dealing with the students due to number many social activities. 82% of the teachers face difficulties due to lack of understanding. 90.67% responded of facing difficulties because of the lack of parents's guidance. And 84.67% responded of facing difficulties because of students not paying attention to their studies, whereas, 64% responded of facing difficulties due to lack of interest on the part of students. And 88% responded of facing difficulties because of lack of commitment from the students to give their best to excel in studies.

Table No. 138: Problem related to management/administration as responded by the teachers

Problems related to management/administration		
Response	Count	%
Yes	87	58.00
No	34	22.67
To some extent	29	19.33
Total	150	100

From the table no. 138 it reveals that 58% of the teachers responded that there were problem related to management/administration. Whereas, 22.67% responded that there was no problem related to management/administration. Moreover, 19.33% responded that there was problem related to management/administration to some extent.

4.6.4. PROBLEMS FACED BY SCHOOLS/COLLEGE AS RESPONDED BY THE TEACHERS

Table No. 139: Problems faced by schools/college as responded by the teachers

The following were some problems faced schools/college as responded by the teachers area wise	
A.	Academic related
	It is a challenge to foster academic excellence
C.	Infrastructure related
	No drinking water facilities, internet, bus services, and faculty quarters.
	Lack of sufficient teachers, no enough classrooms for the students. Large number of students in one class. Accommodating students is a major problem.
	No modern technology facilities like television, projector, computer and lack of teaching materials etc.
	Lack of proper infrastructure, libraries, auditorium and basic facilities etc.
	No proper assembly hall or auditorium to organize important events.
	Non-availability of adequate school infrastructure like effective desk and bench, table and chairs in the class room, no proper toilet etc.
F.	Students related
	Less attendance percentage among the students.
	Lack of proper selection in the interview/written test for the students.
	Lack of co-operation from the students.
	Lack of motivation on the part of the students.
H.	Teaching-learning related
	Need teaching learning materials to make the task easier.
	Insufficient teaching-learning materials.

(CATEGORY 3- STUDENTS)

4.6.5. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE STUDENTS

Objective No. 5: Problems and Challenges in the Longleng district.

The following segments project the analysis and interpretation of data relating to objective No. 5 of the study and various dimensions on this objective as per the response of the Students were shown.

Table No. 140: Problems with regard to education as responded by the students

Problems with regard to education						
Response	Yes		No		TSE	
	C	%	C	%	C	%
Insufficient number of teachers	255	72.86	46	13.14	49	14.00
Incompetency of teachers	289	82.57	21	6.00	40	11.43
Lack of teacher's dedication	190	54.29	58	16.57	102	29.14
Course could not be covered on time	121	34.57	190	54.29	39	11.14
Students don't study at home	56	16.00	254	72.57	310	88.57
Proxy teachers	150	42.86	78	22.29	350	100
Lack of learning resources	271	77.43	27	7.71	52	14.86
Total	350	100	350	100	350	100

The above result shows that 72.86% of schools/college in Longleng has insufficient number of teachers. The study found that 82.57% of the teachers face problems in teaching because of lack of skill training. The results highlights that 54.29% of the respondents responded that they observed lack of dedication among the teachers. While, 34.57% of the students responded that teachers cannot able to complete the courses on time due to irregular and lack of skill. Again 16% of the student responded that they don't study due to household activity. The finding show that 42.86% of the respondents said that the institution practice appointment of proxy teacher. ICT and library facilities play a vital role in education; for digital literacy and developing all kinds of resources; in infrastructure development. It can bring many benefits to schools, educational institutions as well as to the community but these facilities are lacking in Longleng district. The results highlights that 77.43% of the respondents responded that they lack learning resources in the institutions.

4.6.6. PROBLEM FACED BY THE SCHOOLS/COLLEGE AS RESPONDED BY STUDENTS

Table No. 141: Problem faced by the schools/college as responded by students

The following were some problems faced by the Schools/college as responded by the Students area wise	
A.	Academic related
	No sufficient books in the library.
	Insufficient classroom.
	Lack of teaching-learning materials.
	Teacher cannot not cover course on time.
	Lack of remedial teaching.
	Lack of coaching classes for students.
	Lack of academic guidance.
	Lack of science teacher in most of the schools.
B.	Classroom related
	Improper arrangement of classroom
	Inadequate classroom facilities.
	No proper electricity in the classroom.
C.	Co-curricular activities
	Insufficient sports facilities.
	Lack of co-curricular activities.
	No indoor game facility.
	No playground.
D.	Infrastructure related
	Lack of proper library facilities.
	Lack of proper infrastructure facilities/inadequate infrastructure facilities.
	No Information Communication and Technology facility.
	No safe drinking water facility.
	No proper electricity facility.
	No hostel facility for the students.
	No student's common room.
	No guidance and counseling cell.
	No assembly hall.
E.	Management related

	Weak management of institution.
	No proper school building.
	No strict rules and regulations
F.	Principal/Headmaster related
	No motivation from headmaster/head of the institutions.
G.	Students related
	Lack of student's responsibility.
	Lack of communication skills.
H.	Teachers related
	No teacher's quarter.
	Shortage of teachers.
	No well-qualified teacher.
	Lack of teacher's dedication.
	Less number of trained teachers.

(CATEGORY 4- PARENTS)

4.6.7. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE PARENTS

Objective No. 5: Problem and Challenges in Longleng district.

The following segment projects the analysis and interpretation of data relating to objective No. 5 of the study and various dimensions on this objective as per the response of the Parents

4.6.8. PROBLEMS AND CHALLENGES FACED IN THE FIELD OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE PARENTS

Table No. 142: Some of the problems and challenges faced in the field of education in Longleng district as responded by the parents

The following were some problems and challenges being in the field of Education as responded by the Parents area wise	
A	Financial related
	Some of the problems and challenges faced in the field of education were the financial disparity as most of the institution were set up not to meet the

	present trend of education but for business purpose, as a result most of the student could not get the quality education.
	Improper funding from the government.
B	Infrastructure related
	Lack of awareness and poor infrastructure.
	Improper infrastructure, library, digital connectivity.
	Non-availability of educational facilities
C	Community related
	Lack of participation of community leaders and parents.
D	Teacher related
	Lack of professionally trained teacher.
	Shortage of mathematics and science subjects teachers.
	Delay of salary of teacher which de-motivates them in teaching.
	Shortage of qualified and trained teacher.
E	Parents related
	Irresponsible parents.
F	Institution related
	Poor administration and management body.
	No science and commerce streams schools/college in the district.
	Lack of good educational institutes.
G	Education related
	Lack of quality education.
	Lack of co-curricular activities

4.6.9. THE MAIN REASONS FOR THE CHILDREN GOING OUT FROM LONGLENG TO OTHER DISTRICTS FOR THEIR STUDIES AS RESPONDED BY THE PARENTS

Table No. 143: The main reasons for the children going out from Longleng to other districts for their studies as responded by the parents

The following were some main reasons for the students going out from Longleng to other district for their studies as responded by the parents area wise	
A.	Environment related
	No conducive environment for studies.
	Less competitive spirit in studies.
B.	Institution related
	Absence of high standard educational institutions within the district.
	In search of schools with better and quality education
	There is only one government higher secondary school and government Arts college in Longleng.
C.	Education related
	Feels the need for skills development
	Lack of co-curricular activities.
	Education provided in most of the schools in Longleng were not up to the modern standard of education system
D.	Parents related
	Most of the parents prefer to send their children in other places to get quality education.
E.	Infrastructure related
	Absence or nil percentage of basic facilities such as library, science lab, computers etc in school and college.
	In search of better administration, better environment, better infrastructures, well-trained teachers faculty, and readily available study materials.

(CATEGORY 5- COMMUNITY LEADERS/ELDERS)

4.6.10. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE COMMUNITY LEADERS/ELDERS

Objective No 5: Problem and Challenges in the Longleng district.

The following segments project the analysis and interpretation of data relating to objective No. 5 of the study and various dimensions on this objective as per the response of the community leaders/elders were shown.

4.6.11. PROBLEMS AND CHALLENGES BEING FACED IN THE FIELD OF EDUCATION IN LONGLENG AS RESPONDED BY THE COMMUNITY LEADERS/ ELDERS

Table No. 144: Some of the problems and challenges being faced in the field of education in Longleng as responded by the community leaders/elders

The following were some problems and challenges being in the field of education as responded by the community leaders/elders area wise	
A.	Academic related
	Classes were not taken on time.
B.	Community related
	Ignorance of core educational values among the people.
	Village Education Committees were over powering the schools, which loosen the interests of the staffs.
C.	Infrastructure related
	The schools were without standard infrastructure and equipment.
	Lack of basic facilities such as libraries, teaching tools etc.
D.	Parents related
	Sending children to schools for the sake of sending. No follow up activities from parents.
	Lack of support from parents and community.
E.	Students related
	The students themselves do not come forward to learn or to ask.
	Due to less enrolment of the students, teachers become discourage and therefore, give less attention.
	Mass exodus of good students from Longleng district to other districts.
F.	Teacher related
	The biggest challenge is the lack of competent and dedicated teachers who were not ready to go for extra mile in teaching.
	In Longleng district, almost all the Government schools were running without math and science subject teachers.
	Untrained and just matriculate proxy teachers were teaching in almost all the government school in place of trained and qualified teachers.
	Lack of science and math teachers.

	Teachers going out for agitation for non-payment of their salary.
	Insincerity of teachers in government schools.
	Lack of amenities such as apartments and training program for teachers.

(CATEGORY 6-OFFICIALS/OTHER STAKEHOLDERS)

4.6.12. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE OFFICIALS/OTHER STAKEHOLDERS

Objective No. 5: Problem and Challenges in the Longleng district.

The following segments project the analysis and interpretation of data relating to objective No. 5 of the study and various dimensions on this objective as per the response of the officials/other stakeholders.

4.6.13. PROBLEMS AND CHALLENGES FACED IN THE FIELD OF EDUCATION IN LONGLENG DISTRICT AS PER THE RESPONSE OF THE OFFICIALS/OTHER STAKEHOLDERS

Table No. 145: Problems and challenges faced in the field of education in Longleng district as per the response of the officials/other stakeholders

The following were some problems and challenges being in the field of education as responded by the officials/other stakeholders	
	Lack of teacher's motivation towards the students.
	Economic condition of the parents.
	Less awareness of quality education by the parents.
	Untimely payment of teacher's salary.
	Improper training for teachers.
	Lack of supply of textbook on time by the government in the Government schools.
	Lack of transportation to remote area school.

**4.6.14. THE REASONS FOR THE SLOW GROWTH OF EDUCATIONAL INSTITUTIONS IN
LONGLENG DISTRICT AS RESPONDED BY THE OFFICIALS/OTHER STAKEHOLDERS**

Table No. 146: The reasons for the slow growth of educational institutions in Longleng district as responded by the officials/other stakeholders

The following were some reasons for the slow growth of educational institutions as responded by the officials/other stakeholders	
1	Lack of proper infrastructure facilities
2	Lack of quality teaching-learning materials in the primary schools.
3	The school should employ well- educated and trained teaching staffs so that the students were imparted quality education.
4	The private teachers should be trained or sent for training periodically. So, that they keep on updating skills and fulfill the students requirements.
5	Shortage of teachers especially math and science subjects teacher.

SECTION VI

4.7. ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO. 6

Objective No. 6: To suggest measures for improvement of education in the district.

The following segments project the analysis and interpretation of data relating to objective No. 6 of the study and various dimensions on this objective as per the response of headmasters/principals, teachers, students, parents, community leaders and elders, officials, and other stakeholders were shown.

(CATEGORY 1- HEADMASTERS/PRINCIPALS)

4.7.1. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

Objective No. 6: To suggest measures for improvement of education in the district.

The following segments project the analysis and interpretation of data relating to objective No. 6 of the study and various dimensions on this objective as per the response of headmasters/principals were shown.

4.7.2. SOME REMEDIAL MEASURES FOR IMPROVEMENT OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

Table No. 147: Some remedial measures for improvement of education in Longleng district as responded by the headmasters/principals

The following were some remedial measures for improvement of education in Longleng district as responded by the headmasters/principals area wise	
A.	Academic related
	By giving assignments, class work, class test, homework and weekly test.
	Curriculum should be broad-based, integrated and the content should be motivating to the students.
	Organized remedial classes for weak students.
B.	Community related
	Community and parents participation is required for the student's welfare.
	Co-operation from the parents and community.
D.	School related

	Inspecting the school on timely basis.
	Checking the performance of schools on yearly basis with feedbacks and suggestion.
	Co-operation between parents and school will improve the performance of the students at large.
E.	Students related
	Students must keep high aim and determination and more importance be given to improving academic performance rather than much of curricular activities.
	Suggestion for improvement of student's performance by giving assignments, class test, class work, homework, and weekly test etc.
	Knowing and identifying the student's caliber first is very important. And accordingly teachers must act to boost students' performance.
	Children should be taught correct English grammar, language in the lower class itself. Need to improve in English reading, pronunciation, spelling and construction of sentences.
F.	Teachers related
	The teacher should be punctual, approachable and make lesson plan well ahead of time.
	Need dedicated and trained teachers with active participation in both scholastic and non- scholastic to motivate the students.
	Provide training to all untrained teachers.
	From primary level, English subject should be taught by trained subject teachers.
G.	Teaching-learning related
	Provide grants and equipment on time.
	Proper classroom teaching and weekly test.
	Series of class test to be conducted.
H.	Teacher-parents related
	To improve their performance proper guidance should be given by both the parents and teachers.
	From primary level, English subject should be taught by trained subject teachers.

(CATEGORY: 2- TEACHERS)

4.7.3. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE TEACHERS

Objective No. 6: Measures for improvement of Education in the District

The following segments project the analysis and interpretation of data relating to objective No. 6 of the study and various dimensions on this objective as per the response of the teachers.

4.7.4. SOME MEASURES FOR IMPROVING TEACHING AS RESPONDED BY THE TEACHERS

Table No. 148: Some measures for improving teaching as responded by the teachers

The following were some measures for improvement teaching as responded by the teachers	
A.	Academic related
	Regular assessments through progress tracking system were needed to measure processes in learning for getting quality education.
B.	Department related
	It would have been much better if the department provide some teaching facilities for math and science for the meaningful professional development.
	The Nagaland Board of School Education should provide supplementary guides, reference books etc for respective subjects of higher classes (8, 9 and 10), which would help the teachers to have broad and in-depth perspectives on the subject matter.
	Setting up of teachers training centre in the district.
	Introduction of bio-metric system of attendance of teachers in all government schools.
	Department should initiate informal or formal education for teachers and orientation programmes to improve teaching.
C.	Education related
	To improve overall quality education. Need room for improvement in faculty training, motivating both the teachers and students as well.

D.	Infrastructure related
	In every school or college, need of the library must be updated regularly.
	Proper library, transportation. ICT facilities, internet facility, teacher's quarter were required.
	The institution should provide all kinds of teaching learning aids and put together a plan of action for the smooth functioning of the educational system.
	Need proper arrangement of the classroom, infrastructures, smart classroom, TLM, science equipment and teachers should not engage much in other social activities and local activities.
	To strengthen the information and communication technology.
F.	Students related
	Rather of just teaching to students how to recall facts, teach them how to think critically.
G.	Teacher related
	To improve teaching, teacher needs to update themselves by attending seminar, orientation and refresher courses.
	Time to time in-service training should be imparted to the teacher in order to update oneself in new teaching skills.
	Evaluation on teacher's performance should be encouraged so that one can improve their teaching skills.
	A well-trained teacher should be experienced in the field he/she is appointed. Also not forgetting that teaching process should be joyful and interesting for the students.
	Sufficient teaching staffs were required. Also, required infrastructure should be available in order to enhance student's career.
	The teacher should be given time to time training to update his/her learning skill in order to analyze the students learning process.
	Absenteeism of teachers should be discouraged by imposing of deduction of one day wage.
	As a teacher, solving problems like making the students understand the subject matter, adjusting with students; motivating the students to

	concentrate in the class is very important.
H.	Teaching-learning related
	To conduct innovative teaching technique for teacher's teaching method.
	Effective communication with visual aids or any teaching aids.
	Provide a formative assessment before teaching a unit to assess what students know about the topic.
	The teaching method can be effective if it is based on examples, through demonstration and interactions.
	Make use of technology to make teaching-learning interesting.
	For effective teaching, a teacher should manage his/her classroom rather than simply teaching in class. Further, allowing students to learn by themselves will have huge impact on teaching as well.
	Preparation is a must before teaching. Coming to the level of the students understanding wise accommodate more of the students learning outcome.
I.	Teachers-students
	Training to motivate both the students and teachers
	Dedication of both the teachers and students were necessary for effective teaching and learning process.
	Teachers should be well-equipped with teaching materials and students should be given more project works.
	For effective teaching-learning outcome, attending seminars, workshops and other related programmes were very much important for teacher in education profession.

4.7.5. SOME MEASURES FOR OVER-ALL IMPROVEMENT OF SCHOOLS/COLLEGE AS RESPONDED BY THE TEACHERS

Table No. 149: Some measures for over-all improvement of schools/college as responded by the teachers

The following were some remedial measures for overall improvement of Schools/college as responded by the teachers area wise;-	
A.	Institution/School related
	The institution is striving to bring NAAC accreditation to enhance the standard of our institutions.
	Administrator, teachers and students must have co-operation among themselves.
	To build sound relation among the management, teachers and ministerial staffs.
	Proper infrastructure like sufficient classrooms, library, computer lab, student's active participation in every field will help in the overall improvement of the school.
	Administration should also maintain strict rules for both the students and teachers.
	Dedication on the part of the students, teachers, institution and authority etc.
	All the teaching and non-teaching staffs must perform their duty sincerely.
	Mutual co-operation among the teacher and the administration for the smooth functioning of the school.
	Managing board and the head of the institution should be well set up and maintained cordial and understanding relationship.
	There should be strong administration in every schools/colleges.
	Location of the school should be in an ideal learning friendly environment.
	Speaking English must be made mandatory in both Government and private schools.
B.	Financial related
	Proper management of funds allotted.
	Corruption free in grant in aid from government.
	All the funds meant for development of school should be utilized for the given purpose.

C.	Infrastructure related
	There must be adequate library facilities with all types of books in all the educational institutions.
	Proper infrastructure, proper facilities, ICT facilities, internet facilities, proper library, proper transportation, more teachers, teachers quarters.
	Proper management of education resources especially human resources.
	There should be a good school building because environment is a major impact on the part of learner.
	The infrastructure of the school should be designed to meet the needs and preferences of the students
	Proper playground should be maintained to improve physical and social development.
D.	Teacher related
	To organize motivational/orientation programme for teachers every year.
	Teachers should be encouraged to undertake in-service training/professional development programmes from time to time to update and up- grade their knowledge and skills.
	Teacher must complete their syllabus within the stipulated time.
	Measures should be taken/ a set of rules and regulation should be maintained to retain the teachers for a fixed period of time. For instance, 2-3 years minimum.
	Evaluation of teachers must be done by their respective institution.
E.	Teacher-parents related
	The parents-teacher association must be there and it should play a pivotal role for improvement of education.
	To have teacher and parents meeting at least once in a month
	To conduct parents-teachers meeting to meets to understand the problem from both side.
	Parents and teachers co-operation is necessary for the improvement of student's performance.
F.	Teacher-students related

	The teacher-students ratio should be minimized.
	Regularity and dedication of the teachers students as well.
	To build strong relation between teacher and students.
	To create friendly environment for the teachers as well as for the students in learning activities.
G.	Parents related
	Parents interest towards their word education is considered very important.
	Seminar to be given to parents of Government school students.
	By educating the parents about the importance of education.
	Parents should also take responsibility about their children's education.
	Need contributions from the parents towards their children and school.
H.	Students related
	Students should be encouraged and proper platform/skills and qualities in different co-curricular activities.
	Student's performance should be assessed from time to time.
	Timely distribution of textbook to the students.
	Need to have separate discussion/ interaction class to improve speaking skill for students.
I.	Academic related
	Regular tests and assignments with proper evaluation should be done.
	Focus more on qualitative education by providing necessary material resources to support the mental capacity of the individual.
	Smart class should be introduced
	To finish the syllabus within the allotted time and to conduct test and examination in order to evaluate students' performance.
J.	Teaching-learning related
	The teacher should be trained to monitor the students and used constructivist approach giving due opportunity to the students to take part in the classroom activity and teachers on the other hand facilitate the students at the highest possible level for the all-round development of the students. To make this possible proper teaching materials and teaching aids

	should be made available for both teacher and the students respectively.
	Establish professional learning communities, make collaboration a priority, pay more attention in classrooms, and ask questions, and adopts a positive mental attitude.
	Teaching-Learning Materials (TLM) should be provided for effective learning.
	Need to have separate discussion/ interaction class to improve speaking skill for students.
K.	Community related
	VEC should take more responsibilities regarding the functioning of schools.
	There should be better coordination between management board, teachers, community leaders and most importantly parents.
	Checking proxy teacher and irregularity of teachers by higher up authority or VEC/SMDC.
	Create awareness campaign to the general public about the importance of education.
L.	Education related
	Quality education campaign should be organized
M.	Department /Government related
	Department should provide required necessity for the institution.
	The officials and staffs of District Education Office should do round visitation by visiting schools and collect appraisal reports for further steps and improvement.
	Unnecessary training on working days to be avoided.
	Election department should not appoint all the male teachers as BLOs and Enumerators.
	Government should issue school fund/grant, TLM, infrastructure, sports goods too.
N.	Co-curricular activities
	Schools should be focus on all round development of students. So school should conduct curricular activities such as essay competition, drawing

	competition, quiz, extempore, debate, drama, sports, dance, songs, career guidance, seminar for students apart from academic lessons for overall improvement.
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(CATEGORY: 3- STUDENTS)

4.7.6. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE STUDENTS

Objective No. 6: To suggest measures for improvement of education in the district.

The following segments project the analysis and interpretation of data relating to objective No. 6. of the study and various dimensions on this objective as per the response of Students.

4.7.7. MEASURES FOR IMPROVEMENT OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE STUDENTS

Table No. 150: Measures for improvement of education in Longleng district as responded by the students

The following were some remedial measures for improvement of education as responded by the students area wise	
A.	Academic related
	Need sufficient teaching-learning aids to make learning more interesting.
	Syllabus must be completed on time.
	There should be coaching classes for weak students.
	Need to appoint more mathematics and science teacher.
	There should be smart class in every school.
B.	Classroom related
	There should be spacious classrooms.
C.	Community related
	Community participation is needed to improve education system in the district.
D.	Co-curricular activities
	More co-curricular activities to be conducted in the school.

	Educational trip for the students.
E	Government related
	Government should give special attention to schools and students.
F.	Infrastructure related
	Need good infrastructure in both government and private school.
	Need well equipped library facilities.
	There should be proper transportation.
	There should be well-equipped book stall in the district.
	Need good school building to attract the students.
	There should be proper hostel facilities for the students.
	Need proper electricity.
	There should be guidance and counseling cell in the school.
	Computer education should be provided in every school.
	Well-equipped science laboratory to be provided in all the schools.
	Need ICT facilities to facilitate student's learning.
G.	Parents related
	Need to educate parents first to understand the value of education.
	Need co-operation from parents to improve education system.
	Proper guidance to be given by parents at home.
H.	Students related
	Student's organization should take the initiatives to improve education system.
	There should be an entrance test for students before admission in the school.
	It can be improved by balancing the performance of the weaker students by encouraging and motivating them to do better along with bright students.
	There should be strict rules and regulations applied to every school.
	Need proper management of institution.
	Strict discipline should be maintained to improve education system.
	There should be strong administration in the school.

	To make proper foundation of students at primary level in every school.
	There should be healthy competition among the school in the district.
I.	Teacher-students related
	There should be healthy relationship between teacher and students.
	There should be sufficient books for both teachers and students.
	There should be strict discipline applied for both teachers and students.
J.	Teachers related
	Appointment of well trained, well-qualified teacher and experienced teachers in every school.
	There should be teacher's training centre in the district.
	Need co-operation from teachers to improve education system
	There should be committed and dedicated teachers.
	Teacher should perform their duty sincerely.
	Teacher should know all the teaching skills to improve teaching-learning process.
	There should be an open interview for teacher's selection according to their professional qualification.
	Need hardworking teacher for the welfare of the students.

(CATEGORY: 4 - PARENTS)

4.7.8. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE PARENTS

Objective No. 6: To suggest measures for improvement of education in the district.

The following segments project the analysis and interpretation of data relating to objective No. 6 of the study and various dimensions on this objective as per the response of Parents were shown.

4.7.9. SOME SUGGESTIONS TO ERADICATE ILLITERACY AND BACKWARDNESS IN THE DISTRICT AS RESPONDED BY THE PARENTS

Table No. 151: Some suggestions to eradicate illiteracy and backwardness in the district as responded by the parents

The following were some suggestions to eradicate illiteracy and backwardness in the district as responded by the parents area wise	
A.	Academic related
	Free materials such as book, uniform, teaching aid, etc should be provided
	Minimize the cost of school fees.
B.	Community related
	Need community participation.
C.	Infrastructure related
	Improvement of educational infrastructure.
	Providing better infrastructure and incentives such as merit scholarship.
	Required adequate infrastructure facilities.
	Improvement of infrastructure for all existing institutes.
D.	Institution related
	To restructure and upgrade the working system of the primary school.
	Establishment of science and Commerce college and introduction of science/commerce streams in GHSS Longleng.
	Establishment of Government Higher Secondary School in Tamlu head quarter.
E.	Parents related
	Parents should be well informed on the importance of education and skillful living.
	Encouraging and educating the illiterate parents about the importance of education.
	Parents' seminar/awareness programme
F.	Students related
	To train every child at the initial stages.
	Assistance to economically weaker students.
G.	Teacher related
	Dedication of teachers.
	Need committed and trained teachers.
	Providing of better facilities to teaching community.

(CATEGORY: 5- COMMUNITY LEADERS AND ELDERS)

4.7.10. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE COMMUNITY LEADERS AND ELDERS

Objective No. 6: To suggest measures for improvement of education in the district. The following segments project the analysis and interpretation of data relating to objective No. 6 of the study and various dimensions on this objective as per the response of community leaders and elders.

4.7.11. SOME MEASURES FOR THE IMPROVEMENT OF EDUCATION IN LONGLENG AS RESPONDED BY THE COMMUNITY LEADERS AND ELDERS

Table No. 152: Some measures for the improvement of education in Longleng as responded by the community leaders and elders

The following were some measures for improvement of education as responded by the community leaders and elders area wise	
A.	Government related
	Government should appoint math and science teacher in all schools.
	Government should provide all the basic needs and infrastructure.
B.	Academic related
	Introduce science and commerce stream just like in any other district in order to give options to the students to choose/select of their choice.
	Education is not only to do with the government school authority, teachers and students. It should also be the concern of parents and the community.
	Good infrastructures, sincere and committed teachers and obedient students.
	Cooperation from the parents for their children to adhere to the laid down rules and regulation of the schools and institution.
C.	Community related
	Village Education Board and Managing Board should be strengthened to strictly check the activities of the schools.
	Public-private partnership may also be introduced to improve quality of

	education.
	Encouraging the community to contribute resources towards the betterment of the school physical, material, financial etc. and not to wait only for government funds to meet school needs
	There is not a single private college in Longleng district till date so the community must initiate some steps to open up private colleges which will benefits the students in general.
D.	Financial related
	Provide basic infrastructure for institutes/schools.
	Sufficient funding must be provided to construct proper infrastructure for the educational institutions.
E.	Infrastructure related
	A clean and hygienic surrounding and toilets and easy accessible of drinking facilities.
F.	Parents related
	Full co-operation and support from the parents and community.
	Support from parents and teachers to students to obtained quality education.
	Building parents-teachers partnership and working out the problems of children together.
	Parents must give their best effort to educate their children instead of the lust for lucrative life.
G.	School related
	To introduce bio-metric system of attendance in all the government schools.
	Vocational courses should be included
	Strengthen the available institute such as GHSS Longleng, GHS in Tamlu, Namsang, Yongnyah, Yachem and Sakshi head quarters. And improve the present primary schools in villages.
	Education should not be too expensive in private institutions many well qualified appointed teaching need to wake-up and should know their responsibility so that life and career of student is not spoil.

	One suggestion only not for any other ulterior motives (religious conversion benefit) but purely for the uplift of society through education, it is the time tested the par excellence of Roman Catholic system of education. So establishment of catholic school where there is no good schools in remote areas like Sakshi, Yongam, Yongshei, Mongtikang and Buranamsang areas should be encouraged.
	Schools should sensitize parents on their role in children's education such as maintaining study hours monitoring and guiding children in home works, providing necessary materials etc.
	Opening of more convent schools should be encouraged as the key to quality education lies with them.
H.	Students related
	Importance of value education is given more to shape the character of the students rather than focusing more on book knowledge.
I.	Teacher related
	To appoint highly qualified and well-trained teachers in every school.
	In order to improve education, teacher should be more dedicated, sincere and committed. The department should also check time to time, organized orientation programme, seminar range wise/school wise etc. and also inter-school competition programme to inculcate the true spirit of knowledge.

(CATEGORY: 6- OFFICIALS AND OTHER STAKE HOLDERS)

4.7.12. ANALYSIS AND INTERPRETATION OF DATA AS RESPONDED BY THE OFFICIALS AND OTHER STAKE HOLDERS

Objective No. 6: To suggest measures for improvement of education in the district.

The following segments project the analysis and interpretation of data relating to objective No. 6 of the study and various dimensions on this objective as per the response of officials and other stakeholders.

4.7.13. SOME MEASURES FOR THE IMPROVEMENT OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE OFFICIALS/OTHER STAKEHOLDERS

Table No. 153: Some measures for the improvement of education in Longleng district as responded by the officials/other stakeholders

Some measures for the improvement of education in Longleng district as responded by the officials/other stakeholders	
1	To eradicate immediately the proxy system and untrained teachers from the educational institutions.
2	Sincerity must be one's top priority for teachers.
3	Proper planning and coordination in the district level for improving the system of education.
4	Teachers must develop self- belongingness.
5	Adequate and well trained teachers must be appointed in every school.
6	Stimulate parents, students and society about the real education.
7	Active participation of VEC chairman and its members
8	Conduct workshop for teachers annually.
9	All the government teachers should do their duty sincerity.

CHAPTER V

FINDINGS, DISCUSSION OF THE FINDINGS, RECOMMENDATIONS, SUGGESTIONS AND CONCLUSIONS

5.1. INTRODUCTION

The findings of the study were arranged systematically and presented as per the various objective of the study and as per the sources from which data were collected. This chapter includes the major findings, discussions, and suggestions for further research.

5.2. Findings related to objective number 1

5.2.1. Objective number 1: To study the historical development of education in Longleng district.

5.2.2. Findings of the Community leaders and elders

The following were findings brought out from personal interview and data from secondary and written sources.

As per the available records, the first converted Christian among the Phom Community is Imkum Phom, Long-e Phom and Imkong Phom all from Kangching village. The first conversion in Christianity took place on 22nd September 1929, where Imkum, Imkong and Long-e were baptized at Impur, Mokokchung district by Rev. Wickstrand.

The term *Pang* is the local term used by the Phom Naga denoting the Morung, which means a bachelor's dormitory. The *Pang* system of education is very strong among the traditional Phom Nagas. All the young boys of the adolescence stage were admitted to *Pang* where they had to undergo long periods of training.

Yow is a girl's dormitory. A *Yow* is kept under the control of proprietress usually an older woman, who played the role of a teacher. *Yow* is a learning centre for girls where they learnt the art of weaving, spinning of thread, folksongs and folk tales etc. Enrolment of young women in the *Yow* is one of the criteria to recommend marriage.

The *Pang* and *Yow* systems of education were free and compulsory because after the attainment of a certain age, everyone is recruited to become its bonafide members.

However, with the spread of Christianity, the *Pang* and *Yow* system of education declined slowly. Thus, some educationists in the district were looking at this model for revival of its system as well as to serve as an alternative form of education.

The study found that people of Phom community were late comers in the field of modern education. In Nagaland, modern education came along with Christianity. Whoever, accepted Christianity simultaneously received modern education, as a result, that society achieved over all social progress significantly. There is a gap of 57 years between the Phoms and the other Naga tribes in terms of receiving education and embracing Christianity as well.

The first school is established by the British Gorkha troops in 1884 at Tamlu where alphabet and numbers were in Assamese medium but the school is closed down just after a year. It is only in 1931 a lower primary school is opened for the second time with the help of native teacher Longtok. Later the school is upgraded to upper primary level having classes up to IV with the help of another native teacher of the village. In the subsequent years two more schools were opened, one at Kangching village in 1937 and another at Tangha village in 1947.

The establishment of a Lower Primary School in Longleng in 1950-51 brought about a change to school education. The school is upgraded to a middle school in 1957 and again to a high school in 1971. The management of the school is taken over by the Government of Nagaland in 1972 and subsequently, the school is upgraded to a Bautung Higher Secondary School in 2014 by the Government of Nagaland.

The Association of Phom Graduates and Officers (APGO), in collaboration with the Phom People's Council, established an Arts College named, as Yingli College at Longleng in September 1992, the first and only college in the Longleng district. Initially, the college started with the Pre-University class but it is upgraded to degree in 1995. It is also offers post graduate courses through Indira Gandhi National Open University (IGNOU) since 2009.

5.3. Finding related to objective No. 2

5.3.1. Objective number 2: To chart out the progress of education in Longleng since the attainment of district status in 2004

5.3.2. Findings of the headmasters/principals

The finding shows that 60% of the headmasters/principals responded that they were satisfied with the progress of education after attaining district status. Whereas, 23.33% of the headmasters/principals responded that they were not satisfied with the progress of education in Longleng district. While 16.67% responded that to some extent they were satisfied with the progress of education after attaining district status. Thus, the above table clearly indicates that majority of the headmasters/principals were satisfied with the progress of education after attaining district status.

The study reveals that 6.67% of the headmasters/principals responded that British played a pioneering role of spreading education in Longleng. While, 50% responded that Christian Missionaries played an important role in bringing education in the Longleng district. Whereas, 26.67% responded that it is tribal people who played a pioneering role in bringing education in the Longleng district. And 16.67% responded that it was Government agencies that played a pioneering role of spreading education in Longleng.

The study found that majority i.e., 56.67% of the headmasters/principals responded that there is remarkable progress of education in the Longleng. Whereas 43.33% responded that there is no progress of education in Longleng district. Thus, the above finding indicates that majority of the headmasters/principals said that there were remarkable progress of education in the Longleng

5.3.3. Findings of the teachers

The finding reveals that 58% of the teachers were satisfied with the progress of education in Longleng after attaining district status. Whereas 26.66% of the respondents were not satisfied with the progress of education, while 15.33% of the teachers responded that to some extent progress of education has been taking place in the district. Thus, the above table clearly indicates that majority i.e., 58% of the teachers were satisfied with the progress of education in Longleng after attaining district status.

The study reveals that majority i.e., 63.33% responded that it was Christian Missionaries who played a pioneering role of spreading education in Longleng. Therefore, the finding clearly indicate that majority of the teachers responded that Christian Missionaries played an important role of spreading education in Longleng.

5.3.4. Findings of the students

The finding reveals that 63.14% of the students were satisfied with the progress of education in Longleng after attaining district status. Whereas, 21.71% of the respondents were not satisfied with the progress of education, while, 15.14% of the students responded that to some extent progress of education has been taking place in the district.

The finding shows that 10% of the students responded that British played a pioneering role of spreading education in Longleng district. 68.85% responded that Christian missionaries played an important role in spreading of education in Longleng. 15.14% responded that it was tribal people who played a pioneering role and finally 6% responded that it was Government Agency who played an important role in spreading education in Longleng. Whereas, 68.85% of the students responded that Christian missionaries also played an important role in spreading of education in Longleng.

5.3.5. Findings of the parents

The study reveals that 96% of the parents responded that status of education is low before the attainment of district status in Longleng district. Only 4% responded that the status of education is average even before the attainment of district status. While, none of the parents responded that the status of education is high prior to the attainment of district status in Longleng district. Thus, the above shows that status of education is very low before the attainment of district status in Longleng district.

The findings reveal that 12% of the parents responded that the progress and pace of education in Longleng district is slow. 56% responded that it is developing. While 8% responded that the progress and pace of education is fast after attaining district status, since the attainment of district status in 2004. Thus, the above analysis shows

that status of education is developing since the attainment of district status in Longleng district.

5.3.6. Findings of the community leaders/elders

The finding reveals that 68% of the community leaders/elders responded that the progress and pace of development of education in Longleng district is slow before the attainment of district status. Only 24% responded that it is average, no progress but remained the same as before. While only 8% responded that the progress and pace of development of education was fast in Longleng district before the attainment of district status. Thus, from the above study, it clearly indicates that majority i.e., 68% of the community leaders and elders responded that the progress and pace of development of education in Longleng district was slow prior the attainment of district status.

The finding also reveals that 56% of the community leaders/elders responded that status of education is very low before the attainment of district status in Longleng district. Whereas, 44% responded that the status of education is average or same even before the attainment of district status.

The finding shows that 72% have responded that they were satisfied with the progress of education. Whereas 28% have responded that they were not satisfied with the progress of education in the district. It also highlights the reasons for satisfaction and dissatisfaction as cited below. On being asked to the community leaders and elders whether they were satisfied with the progress of education in Longleng district after the attainment of district status in 2004 diverse opinions could be gathered from the officials and other stakeholders.

5.3.7. Findings of the officials/other stakeholders

The study reveals that 70% of the officials/other stakeholders responded that the progress and pace of development of education in Longleng district was slow before the attainment of district status. While 30% responded that it was average that is, no progress but remains as same. None of the responses responded that the progress and pace of development of education in Longleng district was good before the attainment of district status.

The study also reveals that 60% of the officials/stakeholders were satisfied with the progress of education in Longleng after the attainment of district status. Whereas, 15% responded that they were not satisfied with the progress of education in Longleng after the attainment of district status. While 25% responded to some extent they were satisfied with the progress of education in Longleng after the attainment of district status.

The findings reveal that majority i.e., 70% of the officials/other stakeholders responded that the progress and pace of development of education in Longleng district was slow before the attainment of district status. While 30% responded that it was average no progress rather remain as same as before. And none of the respondents responded that the progress and pace of development of education in Longleng district was fast before the attainment of district status.

The findings reveal majority i.e., 60% of the officials/stakeholders were satisfied with the progress of education in Longleng after the attainment of district status. Whereas, 15% responded that they were not satisfied with the progress of education in Longleng after the attainment of district status. While 25% responded to some extent they were satisfied with the progress of education in Longleng after the attainment of district status.

5.4. Findings related to objective number 3

5.4.1. Objective number 3: To study the present status of education in Longleng in terms of teacher profile, enrolment, curriculum, co-curricular activities, teaching methods, infrastructure, teaching learning aids and quality of education.

5.4.2. Findings of the head masters/principals

A. PROFILE

The finding shows that 3.33% of the headmasters/principals were between 25-30 years, 13.33% of the respondents were between 30-35 years, 16.33% of the respondents were between 35-40 years, 23.33% of the respondents were between 40-45 years and 13.33% of the respondents were between 45-50 years, 16.66% of the responded were between 50-55, 13.33% of the respondents were between 55-60

years. Results clearly indicate that majority i.e., 23.33% of the headmaster/principals were between 40-45 years.

The findings also highlights that 86.67% of the respondents were male and 13.33% of the respondent were female. It clear by reflects that majority of the headmasters/principals in Longleng district were male.

The study found that 30% of the headmasters/principals were pre-university passed. 40% of the respondents were graduates and 30% of the respondents were post graduates. From the above information, it was shown that majority of the headmasters/principals in Longleng district were graduates. It also reflects that 43.33% of the headmasters/principals had undergone B.Ed training, 3.33% of the respondent, had undergone CPTE, 10% of the respondent had under gone D.El. Ed whereas, 3.33% of the respondent had under gone PSTE. While, 40% of the respondents did not attend any of the training courses. The finding clearly shows that 40% of the headmasters/principals were untrained and without professional qualification as required.

The study shows that 46.67% of the headmasters/principals have administration experience of 0-5 years, 33.33% of the respondents have the experience of 5-10 years, 3.33% of the respondents have the experience of with 10-15 years. Only 3.33% of the respondents have administrative experiences of 25-30 years. The above table clearly shows that majority of the headmasters/principals have administration experience of 0-5 years.

The study also shows that 66.67% of the schools/colleges were managed by the government, 23.33% responded that the schools/colleges were managed by the private and only 10% responded that the schools/colleges were managed by the Church/NGOs. The findings clearly indicates that majority of the schools/colleges were managed by the government.

B. ENROLMENT

It is found that 52.95% of the teaching staffs were male and 47.04% were female. The examination clearly indicates that majority of the teaching staffs of 30

institutions were of male. The study highlights that out of the total teaching staffs, 47.27% were trained and 42.04 were untrained.

The finding shows the total number of students from 30 institutions of Longleng district as per the headmasters/principals responses. It is found that 49.63% of the students were male. While, 50.37% of the students were female. The study clearly indicates that majority i.e., 50.37% of the students from 30 schools/college were female.

The study shows that 66.67% of headmaster/principal responded that enrolments of the students are increasing. Whereas, 20% responded that enrolment of the student were decreasing. And 10% responded that it was same as before. While 3.33% responded that they did not have much idea about it. The findings clearly indicates that majority of the headmasters/principals responded that there was an increase of students in the schools/college.

The study shows that 13.33% of the head of institutions have responded that student admission were taken on the merit basis, 50% responded that students admission were taken on first come first basis, 20% responded that students admission were taken on random basis. While 10% responded that it is on the basis of written test and 6.67% responded that student's admission were taken on interview basis. The study clearly indicates that majority of the headmaster/principals responded that students admission were taken on first come first basis in their schools/college.

C. CURRICULUM

The finding shows that 93.33% of the head of institutions responded that examinations were conducted thrice in a year. While only 6.67% responded that examinations were conducted only twice in a year. The study clearly indicates that majority i.e. 93.33% of the headmaster/principals responded that examinations were conducted thrice in a year in their schools/college.

The finding reveals that majority i.e., 56.67% of the head of institutions have responded that the present curriculum is meeting the needs of the students. Only 6.67% responded that the present curriculum is not meeting the needs of the students. While, 36.67 % responded that to some extent present curriculum is meeting the

needs of the students. The above table clearly indicates that majority i.e., 56.67% of the head of institutions have responded that the present curriculum was meeting the needs of the students.

The findings shows that classes conducted in the form of tutorial classes was 23.33%, remedial classes was 0%, extra classes was 26.67%, coaching classes was 46.67%, none of the above was 3.33% and all of the above was 0% as responded by the students. Thus, from the above analyse was it could be observed that coaching classes reflects the highest percentage whereas, there were no remedial classes as per the headmasters/principals responses.

D. CO-CURRICULAR ACTIVITIES

The study shows that the data collected for the different co-curricular activities conducted in the schools/college as responded by the headmasters/principals. (100%) of the headmasters/principals responded of having games and sports and morning assembly in the schools/college. 70% responded of conducting annual social program in the schools/college. 66.66% responded of conducting literary activities in the schools/college. 60% responded of organizing annual social program. 56% responded of organizing health awareness camp. And 3.33% responded that their institution organizes excursion/educational tour, field trip, community work, seminar and orientation program for the students in the schools/college.

The findings shows that 3.33% of the Headmasters/principals responded of having the National Service Scheme, National Cadet Corps, Red Ribbons Clubs, Students Union, Eco Club, Evangelical Union and Legal Club in their schools/college, while Junior Red Cross and Literary Club had not been introduced in the district.

The finding shows the important days observed in the schools/college. The study indicates that 76.66% observes Sanitation day. Teacher's day celebration was found to be 100%. Independence Day observation was 50%. While, World Environment day is 46.67%. However, the study found that observation of World Literacy Day, International Women's day, World AIDS Day, World Disabled Day, Earth Day, and Water Day were found to be 0.00% in all the sample schools and college. The analyses of the data show that the observance of Teacher's Day celebration is 100%

and were celebrated by all the schools/college as responded by the headmasters/principals.

The study shows how the headmasters/principals helped out in organizing co-curricular activities for the following reasons. 60% of the headmasters/principals have responded that they organize co-curricular activities to maintain students-teacher relations. 86.67% responded that they organised co-curricular activities to further their career. 76.67% responded that they organised co-curricular activities to express their co-operation. And 90% responded that they organize co-curricular activities to develop social skills to students. The study also reveals that 93.33% and 83.33% responded of organizing co-curricular activities to developed values to students as well as to have to improve human relations which were indeed very impressive responses from the headmasters/principals.

The finding shows that majority i.e., 96.67% of the headmasters/principals reveals that there were no guidance and counseling cell in the schools/college. The study also found that only 3.33% have responded that they have guidance and counseling cell in the college. The result also highlights that only 3.33% of the respondents reveals that they have guidance and counseling class i.e., twice in a year.

The study indicates the community participation in the Schools/college functions as per headmasters/principals responses. The study found that majority 53.33% respondents of having community participation in the schools/college. While 3.33% responded that there was no community participation in the schools/college. And 43.33% responded that community participation took place in the schools/college to some extent. The above table clearly indicates that majority i.e., 53.33% of the head of institutions has responded of having community participation in the schools/college.

E. TEACHING METHODS

The study indicates opinion of teacher's effectiveness in the classroom as per headmasters/principals responses. The study found that majority of the respondents i.e., 76.67% responded that teachers were effective in the classroom. While, 23.33% responded that to some extent the teachers were effective in the classroom teaching.

Whereas, none of them responded that teachers were ineffective in the classroom which is a positive virtue of a good teacher.

F. INFRASTRUCTURE

The finding shows that 13.33% of the headmasters/principals mentioned that the status of the school building in the schools/college is RCC building. 10% of the respondents mentioned that their school was Kaccha building. And 76.67% of the respondents mentioned that their school were partly Pucca building. The analysis shows that most of the schools building in Longleng district was partly Pucca building.

The findings reveal that 100% of the headmasters/principals responded of having toilets for teachers, separate toilet for boys and separate toilet for girls. 96.67% responded of having blackboard/white board, desk for students, benches for students. 86.67% responded of having teacher's common room. 66.67% responded of availability of proper electricity and adequate classrooms for the students in the schools/college. 60% responded of availability of safe drinking water facilities. 56.67% responded of having xerox facilities in the schools/college. 46.67% responded of having computer room and stationary respectively. 33.33% responded of having playground. 26.67% responded of having hostel facilities for girls and auditorium/recreational hall respectively. 23.33% responded availability of library facilities in the schools/college. 20% responded availability of hostel facilities for boys. 13.33% responded of having Internet facilities in the schools/college. 10% responded availability of teacher's quarter. Only 3.33% responded of having student's common room and guidance and counseling room in the schools/college. And none of the headmasters/principal responded to availability of ramp for disabled students in the schools/college.

The study shows that 13.33% of the headmasters/principals responded that the infrastructure of the schools/college was very good. 46.67% responded that the infrastructure of the schools/college was good. 26.67% responded that it was average. And 13.33% responded that the infrastructure of the schools/college was below average. Whereas, none of the headmasters/principals responded that infrastructure of the schools/college was excellent. The table clearly indicated that

majority of the headmasters/principals responded that infrastructure of the schools/college was good.

G. TEACHING-LEARNING AIDS

The study shows that 53.33% of the headmasters/principals responded that they did not have sufficient teaching aids. While, 6.67% responded that there were sufficient teaching aids for teaching-learning process. And 40% responded that teaching aids were available in the schools/college to some extent. On the basis of the responses given by the headmasters/principals, it was found that 56.67% responded that institutions get grants from government for procuring teaching-learning materials, 10% have responded that they do not get any grants and 33.33% have responded that sometimes they do not get grants from government for procuring teaching-learning materials.

H. QUALITY OF EDUCATION

The study found that 30% of the headmasters/principals responded that parents actively participated in the meeting organized by the schools/college. Whereas, 56.67% responded that parents participation in the meeting were somehow moderate. And 13.33% responded that parents were passive participant in the meeting organized by the schools/college.

The study found that 30% of the headmasters/principals were satisfied with the quality of education provided in the schools/college. 3.33% responded that they were not satisfied. While 66.67% responded that to some extent they were satisfied with the quality of education provided in the schools/college.

The finding shows that 40% responded that due to having proxy teachers quality of education was affected. 40% responded that due to the lack of commitment of teachers quality of education was affected. 43.33% responded that due to teachers absenteeism quality of education was affected. 26% responded that due to in-service training quality of education was affected, whereas 36.67% and 26.67% responded that due to lack of infrastructure and financial constraints.

The study also finds that 30% of the headmasters/principals responded that teachers were highly committed to their work, 6.67% responded that teachers were committed

to their work, 63.33% responded that teachers were less committed to their work. Therefore, the study indicates that 63.33% responded that most of the teachers were less committed to their work.

The study shows that 23.33% of the headmasters/principals responded that the overall quality of education was very good. Whereas, 53.33% responded that the overall quality of education was good. While, 23.33% responded the overall quality of education is average. While none of them have responded that quality of education is excellent and below average.

I. EVALUATION

The finding shows that 43.33% of the headmasters/principals were satisfied with the present system of evaluation, 6.67% responded that they were not satisfied with the present system of evaluation. And 50% responded that to some extent they were satisfied with the present system of evaluation.

5.4.3. Findings of the teachers

A. PROFILE

The study found that out of the total 150 teacher respondents, 54.67% of the respondents is male and 45.33% were female. It was clear that majority of the teacher in Longleng were male.

The finding shows the information on age and gender of teacher respondents. It indicates that 6% of the teachers age group was from 20-25 years. 29.33% of the respondents age group was from 25-30 years. 30.67% of respondents age was between 30-35 years. 8.67% of the respondents age group was from 35-40 years. 10.67% of the respondent age group was from 40-45 years. 10% of the respondents age group was from 45-50 years. And 2.67% and 2% of the respondent age group was between 50-55 years and 55-60 years respectively. The study reveals that the highest percentage i.e., 30.67% of the respondent age group is from 30-35 years and the lowest percentage of age group i.e., 2% of the respondent was reflected from the age group of 55-60 years.

The finding shows the educational qualification of the teachers. It is revealed that 1.33% of the teachers were matriculate, 11.33% were pre-university passed, 52.67% were graduates, 29.33% were post graduate and 5.33% were Ph.D degree holder. From the above information it shows that majority of the teachers in Longleng were graduates.

The finding reveals the professional qualification of the teachers. The study reveals that 22.67% of the teachers had undergone B.Ed training, 2% had undergone both B.Ed and M.Ed, 16% had undergone D.El. Ed, 1.33% had undergone DIET training, 0.67% had undergone ECCE, 3.33% were NET qualified and 0.67% had undergone PDGA. From the above data it shows that majority of the teachers in Longleng had required qualification in different professional courses.

The finding shows that 52% of the teachers have teaching experience of 0-5 years, 21.33% of the respondent had the teaching experience of 5-10 years. 6% of the respondent had the teaching experience of 10-15 years. And 10% of the respondent has the teaching experience of 15-20, 7.33% of the teacher has 20-25 years of experience. And 1.33% of the respondent had the teaching experience of 25-30 years and 30-35 years of teaching experience. The analysis shows that majority of the respondents had of 0-5 years of teaching experience.

B. ENROLMENT

The findings reveal that 69% of the teachers were satisfied with the teacher-student ratio in the schools/college. 24% felt satisfied with the teacher-student ratio in the schools/college. While 30% of the teacher felt that to some extent teacher-student ratio in the schools/college were adequate. The study clearly indicates that majority of the teachers responded that they were satisfied with the teacher-student ratio in the schools/college.

The study found that 32% of the teachers responded there were 0-20 students in the single classroom. 35.33% responded that there were between 21-40 students in the single classroom. Whereas 16.66% responded that there were between 41-60 students in the single classroom and more than 60 students in the single class. The

results clearly shows that majority of the teachers responded to having between 21-40 students in a single classroom.

The findings reveal that majority i.e., 53.33% of the teachers responded that there were sufficient teachers in their schools/college. 24.67% responded that there were insufficient teachers. While 22% of the teachers felt there were sufficient teachers in the schools/college to some extent. The results clearly indicate that majority of the teachers responded that there were sufficient teachers in the schools/college.

The finding reveals that 2.66% of the teachers responded that student's admissions were based on merit basis. 27.33% responded on first come first, 46% responded on random basis. 4.66% responded on written test and 7.33% responded on interview basis. The above table clearly indicates that criteria for student's admission in the schools/college were based on random basis.

C. CURRICULUM

The finding reveals the number of classes taken by the teachers in a day. It was found that 13.33% of teachers responded that they were taking 2 classes in a day. 34.66% responded of taking 3 classes, 18% responded of taking 4 classes in a day, 12% responded of taking 5 classes and 22% responded of taking 6 classes in a day. The examination clearly indicates that most of the teachers were taking 3 classes in a day.

The finding reveals that majority i.e., 66.66% of teacher prepares lesson plan for the subject they teach. 1.33% responded that they do not prepare lesson plan. Whereas, 32% responded that they prepare lesson plan sometimes only. The results clearly indicate that most of the teachers prepare the lesson plan for the subject before they teach to the students.

The finding reveals that majority i.e., 45.33% of the teacher responded that work load was not too heavy for the teachers. 13.33% stated that work load was heavy for the teachers and 41.33% said that work load was heavy to some extent. Thus, it clearly indicates that work load was not that too heavy for the teachers.

The finding reveals that majority 65.33% of the teachers responded that there was relevance of the present syllabus for the students. 8.66% responded that there was no

relevance of present syllabus for students. Whereas, 26% responded that there was relevance of present syllabus for students to some extent. Thus, it clearly indicates that majority of the respondents responded of relevance of the present syllabus for the students.

The findings reveals that majority 85.33% of the teachers responded that they spent 1 to 2 hours to prepare lessons, 14.67% responded to 2 to 3 hours to prepare lesson. It clearly indicates that majority of the teachers responded to 1 to 2 hours on preparing lesson. Whereas, none of the respondents takes 3 to 4 and 4 to 5 hours to prepare their lessons for the class.

D. CO-CURRICULAR ACTIVITIES

The findings shows that the data collected for the different co-curricular activities conducted in the schools/college as responded by the teachers. 100% of the teachers responded of having games and sports in the schools/college. 89.33% responded of conducting annual social programmes in the schools/college. 84.67% responded of conducting mass social work in the schools/college. 83.33% responded of organizing literary activities. And 12% responded of organizing health awareness camp, excursion/educational tour, field trip, community work and seminar for the students in the schools/college. While, 0% responded of having workshop and orientation programme in the schools/college.

The study found that each of the teachers responded that 12% National Service Scheme (NSS), National Cadet Corps (NCC), Red Ribbons Clubs (RRC), Students Union, Eco Club were available in the schools/college. While, Junior Red Cross and Literary club were not made available in the schools/college.

The study shows the important days observed in the schools/college. The study indicates that 74.67% observes Sanitation day. Teacher's day celebration was found to be 100%. World Environment Day was found to be 48.67%. While, Independence Day observation was 52%. International Women's day observation is found to be 60%. However, the study found that observation of World Literacy Day, World AIDS Day, World Disabled Day, Earth Day, and Water Day were found to be 0.00% in all the sample schools and college. The analysis of the data shows that the

observance of Teacher's day celebration is (100%) and was celebrated by all the schools/college as responded by the headmasters/principals.

The study shows that the teachers helped out in organizing co-curricular activities for the following reasons. It is found that 62% helped out to maintain students-teacher relationship. 89% responded to further career, 79.33% responded to express co-operation. 92% responded to developed social skills to students. 93.33% responded to developed values to students. And 85.33% responded to improve human relations. The study also reveals that none of the teachers responded to personal interest or out of compulsion for the reason why they organize co-curricular activities.

The findings shows that 67.33% of the teachers responded that there were no play grounds in the schools/college. 28% of the teachers responded that there were inadequate sport facilities. Whereas, 73.33% of the teachers responded that there were no funds for such activities. 13.33% of the teachers responded that there was lack of time to organize co-curricular activities. And 7.33% of the teachers responded that there was no interest to organize such activities on the part of the school. None of the teacher responded that there were trained teachers in the field of sport.

The study found that majority of the teachers i.e., 88% responded that they do not have guidance and counseling cell. Again 12% responded that they had guidance and counseling cell. The finding also highlights that only 5.56 % responded that they conducted guidance and counseling class bi-annually. None of the respondents conducted or had guidance and counseling sessions neither on daily, weekly or monthly basis.

E. TEACHING METHODS

The finding highlights that majority 33.33% of the teachers responded of using English as a medium of instruction in imparting lessons. 11.33% responded that Phom dialect was used as a medium of instruction in school. 16% responded that they used Nagamese, 17.33% responded of using both Nagamese and English, while, 12% responded that they used both Phom dialect and English. And 10% used both Phom dialect and Nagamese in the class room. It is also found that almost in all the

government schools both headmasters/principals and teachers communicate using different languages/dialects to the students apart from English language.

The study found the teaching method imparted in the schools/college as responded by the teachers. The study reveals that 86% respondent used lecture method as teaching method. 39.33% respondent use dictation method. While, 4% of the respondents used power point presentation and seminar in the class teaching methods. The study also highlights that 78% of the respondent assign project work as teaching method. While, 59% responded of conducting assignments as teaching method and 88% responded of conducting class test as tool of teaching method.

The findings highlight the different teaching skills practiced during teaching-learning process. It was found that 86% of the teachers used the skills of introducing a lesson, 78% used the skill of using black board, 15.33% used the skill of reinforcement, 59.33% used skill of illustrating with examples. While, 50.67% used the skill of probing questioning, 30% used the skill of stimulus variation and 52% of the teachers used the skill of integration in the teaching-learning process.

F. INFRASTRUCTURE

The study reveals that 100% of the teachers responded of having toilets for teachers, separate toilet for boys and separate toilet for girls. 98% responded of having blackboard/white board. 97.33% responded of having benches for students. 96.67% responded of having desk for students. 83.33% responded of having teacher's common room. 82% responded of having adequate classrooms for the students. 68% responded availability of proper electricity and adequate classrooms for the students in the schools/college. 65.33% responded availability of Safe drinking water facilities and xerox facilities in the schools/college. 53.33% responded of having computer room and stationary respectively. 52% responded of having printing facilities. 30% responded of having auditorium/recreational hall. 22.67% responded of having hostel facilities for girls. 21.33% responded availability of teacher's quarter. 20.67% responded availability of hostel facilities for boys. 12% responded availability of schools/college bus, library facilities and guidance and counseling room in the schools/college. And none of the teachers responded to availability of

student's common room, ramp for disabled and internet facilities for the students in the schools/college.

The study shows the specific needs of the schools/college in Longleng district as responded by the teachers. Here, the table indicates that 30% of the teachers responded the need of land for school. 58% responded for the requirement of good building. 68% responded for the necessity of good furniture and residential facilities for teachers as well as for the need of having playground. 87.33% responded for requirement of more teaching-learning aids. 64% responded of having skilled trained teachers. The need for transport facilities is 46.67% of the teachers. And the need for better equipped library and hostels facilities for students is responded by 82%) and 63.33% of the teachers respectively.

The study found that 6% of the teacher responded that infrastructures of the schools/college as very good. 16.67% responded as good. 59.33% responded that infrastructure of the schools/college as average. While, 18% responded that infrastructure of the schools/college as below average compwere to other districts. The study found that none of the teachers responded that the infrastructure of the schools/college as excellent.

G. TEACHING-LEARNING AIDS

The study reflects that 100% of the teachers responded of the availability of books, magazines and blackboard in the schools/college. 96.67% responded of having calendar in the schools/college. While 82% responded of having poster in the schools/college. 79.33% responded of having map and 75.33% responded of having globe in the schools/college. 62.67% responded of having chart in the schools/college while 58.67% responded of having flash card. The study also indicates that 53.33% responded of having clip chart and computer. While 26.67% responded of having projector in the schools/college. The study also indicates that 24.67% responded of having television and 18.67% and 13.33% responded of having model and CD/DVD in the schools/college respectively.

The study shows that 58.67% responded that there were no sufficient teaching-learning resources. 24.67% of the teachers responded that there were sufficient

teaching-learning resources in the schools/college. While 16.67% responded that to some extent teaching-learning resources were available in the schools/college.

The study found that 100% of the teachers responded that they were not using any Audio-Visual Aids to teach students due to the non-availability of teaching-learning materials.

H. QUALITY OF EDUCATION

The study indicates that majority 54% of the teachers responded on updating of subject area. 46% of the teachers responded to some extent teachers updating on their subject area.

The finding indicates that majority 91.33% of the teachers responded that they were having relevant book and journals for reading. While 12% responded that they used to attend refresher and orientation courses, workshops, seminars and conferences. And while 81.33% teachers responded of having access to internet facility in the institution.

The study also highlight on in-service training to the teachers. It is found that 12% of the teachers responded of having in-service training. From the above analysis it clearly indicates that majority of the teachers i.e., 88% did not go for in-service training due to the lack of training institute in the district. The results also indicates that 12% of the teacher responded that they were provided in-service training for the teachers in the form of attending seminars and workshops, While none of the teachers responded of attending refresher course and orientation programme, summer/winter school and going for guest lecture.

The finding also shows that 30.67% responded that the quality of education was good. And 69.33% responded that quality of education was average. The study also indicates that none of the respondents responded that the quality of education was excellent, very good and below average.

I. EVALUATION

The study shows that majority i.e., 56.66% of the teachers were satisfied with the evaluation system. 15.33% of the respondent felt satisfied with the evaluation

system. While 28% responded that they were satisfied to some extent with the evaluation system. The results clearly indicates that majority of the teachers were satisfied with the evaluation system. The finding also highlighted the reason of not satisfied with the present evaluation system. The study found that majority i.e., 52.17% responded that the evaluation system was too lengthy, 17.39% respondent the evaluation system found it to be too theoretical/less practical. 8.70% responded that the evaluation system was too short sighted. Whereas, 21.74% responded that the evaluation system was too bookish.

The study shows that 71.33% of the teachers assess the overall performance of students through evaluation system. 8.00% teachers reveal that they do not assess the overall performance of students through evaluation system. On the other hand, 20.67% of the teachers responded to some extent they assess the overall performance of students through evaluation system.

5.4.4. Findings of the students

A. PROFILE

The study shows the information on the age and gender of students. The total number of students between the age group of 10-14 years is 21.43%, for age group between 15-19 years was 66.57%. While 10% of respondents age lies between 20-24 and finally the lowest percentage was 1.43% was from age group of 25-29. The findings also highlight that out of the total 350 student respondents, 43.43% of the respondents were male and 56.57% were female in the sample school and college. It was clear that majority of the students in Longleng district were female.

The study shows that 71.42% of the respondents were secondary students, 14.29% of the respondents were from higher secondary students and 14.29% of the respondents were degree students.

A. ENROLMENT

The study shows that 69.71% of the students responded that enrolment of the students was increasing in Longleng. Whereas, 12% of the students responded that the enrolment of the students was decreasing. While, 2.28% of the students said it was neither increasing nor decreasing but has remained the same. Finally, 16% of the

students responded that they do not have much idea whether enrolment of the students is increasing or decreasing.

C. CURRICULUM

The study shows that majority 73.72% of the students responded that class tests were conducted sometimes only. 22.28% of the students responded that class tests were conducted regularly. Whereas, only 4% of the students responded that class test were not conducted. The table also indicates that majority 13.42% of the students responded that class tests were conducted on weekly basis. While 6% of the students responded that class tests were conducted on monthly basis. Only 2.85% responded that class tests were conducted on daily basis.

The study shows that majority 75.42% of the students responded that they get homework, while only 1.71% of the students responded that they do not get any home work. Whereas 22.85% of the students responded that they get home work sometimes. The study also highlights that out of 100% students who responded that the teachers who give homework regularly were only 16.28%. However, 38.63% of the students responded that teachers give homework on weekly basis and 45.07% students responded that they get monthly home work.

The study found that majority i.e., 80.86% of the students responded that teachers were regular. While, 7.43% of the students responded that teachers were not regular. Whereas, 11.71% of the students responded that teachers were regular to some extent.

The study indicates that the classes conducted in the schools/college as responded by the students. The study highlights that 3.71% of the students had tutorial classes. 7.71% of the students had remedial classes. 33.43% of the students have extra classes. 14.86% of the students had coaching classes. However, 29.43% and 10.86% of the students responded that they do not had any of the classes as mentioned.

D. CO-CURRICULAR ACTIVITIES

The study shows the data collected for the different co-curricular activities conducted in the schools/college. 100% of the students responded of having games and sport and morning assembly in the schools/college. 14.29% responded that their institution

organise health awareness camp, excursion/educational tour, orientation program and field trip. The finding also shows that 91.43% responded that their schools conducted annual social program for the students. While, 68.57% responded of having mass social work in the schools/college every year. Also, as responded by the students, it was found that 59.14% responded to the schools/college having observation of important event like Phom day. The study also indicates that none of the students responded of having blood donation camp and workshop in their schools/college. The result also reveals that 17.14% responded that the schools/college organizes field trip. Meanwhile, 14.29% responded of having seminar in their schools/college. It must be noted that all the educational institutions must organized/conduct co-curricular activities to inculcate values in children and build up leadership qualities so as to cater for the holistic development of the students.

The study shows the important days observed in the schools/college as responded by the students. The finding indicates that 100% of the respondents observed Sanitation day, Teacher's Day and Independence Day. While, observation of World Environment Day stands at 57.14%. However, observation of World literacy Day, International Women's day, World AIDS Day, World Disabled Day, Earth Day, and Water Day were found to be 0.00% in all the sample schools and college. Other important days observed by the students as mentioned, were Children's Day 91.42% and Parent's Day, 43.42%.

E. TEACHING METHODS

The study shows that the teaching methods imparted in the schools/college as per the responses of the students. It was found that 86.29% of the teachers used lecture method, 51.43% of the teachers used dictation method, 14.29% of the teachers used power point presentation, 14.29% of the teachers conducted seminar in the class, 94.29% of the teachers assign project work, 80% of the teachers gave assignment, 98.57% of the teachers conducted class test and 42.85% of the teachers distributed handouts to the students.

The study found that the different teaching skills practiced during teaching-learning process as responded by the students. The study reveals that 54% of the teachers used the skills of introducing a lesson, 31.14% of the teachers used the skill of using black

board, 47.71% of the teachers used the skill of reinforcement, 92.29% of the teachers used skill of illustrating with examples, 60.86% of the teachers used the skill of probing questioning, 48.86% of the teachers used the skill of stimulus variation and 32% of the teachers used the skill of integration in the teaching-learning process. Therefore, the study reflects that most of the teachers used the skills of illustrating with examples.

F. INFRASTRUCTURE

The finding reveals that 100% of the respondents responded of the schools/college having separate common room and toilets for teachers. Only 28.57% of the respondents responded that their institutions had hostel facilities for the students for both boys and girls. The finding also shows that 71.43% of the respondents responded that the schools had infrastructure facilities for the students having separate toilet for boys and girls, electricity and computer room. While 14.29% of the respondents said that they had facilities like transport, auditorium/recreational hall, xerox and library in the school. The finding also shows that 48.10% of the respondents responded that the schools/college had teaching aids facilities but which were comparatively very low compared to other districts. The result also shows that 24.85% of the respondents responded that the schools have teacher's quarter in the campus.

In schools/college, the availability of playground facilities are considered important. The training of the students regarding these activities normally took place in playgrounds. Apart from acquiring training regarding sports and physical activities, playground facilities were meant for leisure and recreational activities as well. Furthermore, in schools, when there were events of sports day or celebration of festivals, playground facilities were regarded to be of utmost significance. It is the responsibility of the members of the schools to ensure that they were clean and well-maintained. The study reveals that 57.14% of the students responded that the school have playground in the institution. Finally, as per the students' responses it was found that 62.86% responded that the schools provided safe drinking water facilities in the institution for both the students and teachers.

The findings from the data shows that 12.28% of the students responded that infrastructure of the schools/college were excellent. However, 24.57% responded that infrastructure of the schools/college was very good, 34.28% responded that infrastructure of the schools/college is good, 20.28% responded that infrastructure of the schools/college was average and 8.57% of the respondents responded infrastructure of the schools/college was below average.

G. TEACHING-LEARNING AIDS

The study shows that 100% of the students responded of the availability of blackboard in the schools/college. 95.71% responded of having video clips. 80% of the students responded of having chart in the schools/college, while, 79.33% responded of having books. 74.29% responded of having map and magazines calendar in the schools/college. 73.14% of the students responded of having globe. 67.14% responded of the students having clip chart and 51.42% of the students responded of having computer. While, 48.57% of the students responded of having poster in the schools/college. 42% of the students responded of having flash card. The study also indicates that 38.29% responded of the students having model and 18.67% of the students responded of having calendars in the in the schools/college. While 13.33% of the students responded of having projector in the schools/college. The study also indicates that none of the respondents responded of having CD/DVD, Television and radio in the schools/college.

H. QUALITY OF EDUCATION

The study shows that out of the total respondents, 78.57% of the students responded that teachers were regular in the class. Whereas, 5.43% of the students responded that teachers were not regular. Also, 16% of the students responded that to some extent teachers were regular in the class.

The study reveals that 30% of the students responded that they took private tuition. 60% of the students responded that they do not take any private tuition. While 10% of the students responded that they took private tuition sometimes only. 22.86% of the students responded that they took private tuition because teachers do not teach properly in the class. While, 55.24% of the students responded that they took tuition

because they need special help in some subject. And 21.90% of the students responded that there is nobody to help at home. Therefore, they take private tuition.

The study reveals that majority 85.71% of the students responded that they do not have library facilities in the schools/college. Only 14.29% of the students responded that they have library facilities. The study also reveals that 20% of the students responded that the library is properly equipped with the books. Whereas, 62% of the students responded that the library is not properly maintained by the librarian. And 18% of the students responded that the library is properly maintained to some extent.

The study shows that 11.14% of the students responded that the quality of teaching was excellent, 48.57% responded that the quality of teaching was very good, 34% of the students responded that quality of teaching was good, 5.43% responded that the quality of teaching was average and 0.86 % responded that the quality of teaching was below satisfactory. The study clearly indicates that the quality of teaching was very good.

The study reveals that 51.42% of the students responded that they cannot compete with other districts. Only 20% confidently responded that with the quality of education imparted to them, they can compete with other districts. While, 28.57% of the students responded that to some extent they could compete with others with the quality of education they receive from Longleng.

I. EVALUATION

The study found that 20% confidently responded that with the quality of education imparted to them, they could compete with others outside the districts. Only 51.42% responded that they could not compete with others outside the districts. While, 28.57% responded that to some extent they could compete with others.

5.4.5. Findings of the parents

The study reveals that 40% of the parents responded that the status of education in Longleng district was sufficiently developed. While, 32% of the parents responded that status of education in Longleng district was still backward. And while, 28% of the parents responded that status of education was still very backward. None of the

respondents give the feedback that education in Longleng district was highly developed.

The study reveals the facilities provided to the children in the school as per the parents responses. The finding shows that 92% responded that free textbooks for government school students of the state up to class 8 were provided every year. The existence of poverty and economic deprivation were those factors that were responsible for children's non-participation in school in the present days. These factors demand special government intervention to promote better participation of such children. As a result of these factors, better facilities were provided only in government schools and not in private schools. While 80% of the respondent stated that free uniforms were issued to the student. Their retention in schools until compulsory stage depends upon effective programme like mid-day meal scheme which was introduced in all the government schools. The results also highlights that 88% of the respondent stated that students receive mid-day meal every week. The study further reveals that 72% responded that students received scholarships.

The study shows that majority 40% responded that schools/college was not suitable for child's growth and development. Whereas, 32% of the parents responded that they were district with the existing environment which suitable for child's growth and development. While 28% agreed to some extent that the existing environment were suitable for child's growth and development.

The study reveals that 100% of the parents attended parents-teachers meeting in the school as parents-teacher interaction helps in nurturing child at home as well as at school equally.

The study reveals that 80% of the parents attended all the schools functions and meeting organized by schools/college. Whereas, 20% of parents revealed that they could attend but sometimes only due to their working place away from home. They also stated that because of the burden of other household works, they could not give time for parents-teachers meeting in the schools/college.

The study reveals that 72% of the parents gave private tuition to their children. While 28% parents revealed that they do not give any private tuition to their children.

5.4.6. Findings of the community leaders/elders

The finding indicates opinion of the quality of education as responded by the community leaders/elders. The above table shows that 44% of the respondents reveals that present status of education in Longleng was moderately developed. While 36% of the respondents reveals that quality of education was backward. Whereas, 24% of the respondents reveals that quality of education it was still very backward. The study also reveals that none of the respondents found the present status of education as highly developed. On these areas, system of education, schooled should be rigorously monitored by the community/NGOS and the administrators to develop the system of education in Longleng district.

The finding reveals that majority i.e., 60% of the community leaders/elders responded that they were satisfied with the present status of education in Longleng satisfied. While, 24% of the community leaders and elders responded that they were district with the present status of education in Longleng district. And 16% of the respondent reveals that they were partially satisfied with the present status of education in the district.

5.4.7. Findings of the officials/other stakeholders

The findings revealed that 40% of the officials/stakeholders responded that the status of education in Longleng district at present was sufficiently developed but need to improve by providing more facilities, more opportunities to the students. Whereas 35% responded that the district was still backward in the field of education and 25% responded the district was very backward in the field of education.

5.5. Findings related to objective number 4

5.5.1. Objective number 4: To assess the students' performance in terms of pass percentage in the last (five) 5 years in HSLC, HSSLC and under graduate exams in the district.

5.5.2. Findings of the headmasters/principals

The finding shows that none of the headmasters/principals responded that the performances of the schools/college were excellent. Only 23.33% of the headmasters/principals responded that the pass percentage as very good. The study also reveals that 50% of the headmasters/principals responded that the performance

of the schools/college was good. While, 23.33% of the headmasters/principals responded that the performance of the schools/college was average. Whereas, 3.33% of the headmasters/principals responded that the performance of the schools/college was below satisfactory.

The finding reveals the performance of the various examinations conducted in the district. In the case of HSLC result it was found that 8% of the headmasters/principals responded that they were district with the result. Whereas 88% responded that they were not satisfied with the result. And 24% responded that they were satisfied with the result to some extent. For HSSLC 80% of the respondents were satisfied with the result. Whereas, 12% of the respondents responded that they were not satisfied with the result. And 28% of the respondents were satisfied with the result to some extent. However, the degree result shows that 32% of the respondents were satisfied with the result. Whereas, 20% responded that they were not satisfied. However 68% responded that they were satisfied with the student's performance in term of pass percentage to some extent.

The finding shows that only 3.33% of the headmasters/principals responded that government schools were performing better. Whereas 96.67% of the headmasters/principals responded that private school were performing better because of good management system, qualified, sincere and committed teachers in the schools/college.

The study highlights the percentages of the factors responsible for the good performance of the schools/college. The analysis of the table indicates that 83.33% of the headmasters/principals responded that the schools/college have regular teachers, good teaching skills, experienced teachers, dedicated teachers and strict teacher. The study also reveals that 73.33% of the headmasters/principals responded that the schools/college had qualified teachers and committed head of the institutions who sincerely works for the institution. Institutional commitment of the head of the institution will be reflected in relation to his/her identification with and involvement in the organizational activities of his/her school. It refers to the principal's commitment to his/her profession, e.g., a sense of pride in his profession, adherence to professional ethics and commitment to his professional ethics. Only 70% of the

respondent felt that their institutions had trained teachers which is very important for the students in building their career. The finding also shows that 33.33% responded that the schools conducted remedial classes for students. While 63.33% of the respondents responded that the school conducted coaching classes for students. The finding also reveals that 56.67% responded that the schools/college had good communication skills of the teachers in the schools which were comparatively low compared to the other districts. The result moreover indicates that 40% of the respondents responded that the students take private tuitions, which was somehow discouraging.

The study also reveals that 70% of the head of the institution responded that the schools/college had poor infrastructure. The study indicates that 63.33% of the head of institutions responded that the institution faced financial problem. While 80% of the head of institutions responded that they give less emphasis on co-curricular activities. The study reveals that 36% of the head of institutions responded that they were lacking in Information Communication Technology (ICT) facilities in the institutions. Again, it was found that 93.33% of the head of institutions responded that there were frequent teacher's absenteeism and this problem mostly occurs in the government run institutions. While 66.67% of the head of the institution responded that there were frequent transfer of teachers in urban areas, which led to the shortage of functioning teachers. The finding also shows that 53.33% of the head of institutions responded that the schools conduct too many extra-curricular activities in the schools/college. The finding also indicates that 80% of the head of institutions reveals that the schools/college do not have library facilities for both the teachers and students. Finally, 73.33% of the respondents reveals that the school organize coaching classes for the students.

5.5.3. Findings of the teachers

The finding shows the performance of the various examinations conducted in the district. In the case of HSLC result, the study reveals that none of the teachers responded that they were satisfied with the result. Whereas 87.33% responded that they were satisfied with the result. And 12.67% responded that they were satisfied with the result to some extent. For HSSLC 90.67% of the respondents were satisfied

with the result. And 9.33% of the respondents were satisfied with the result to some extent. However, the degree result shows that 52% of the respondents were satisfied with the result. However 38.67% responded that they satisfied district with the students performance in terms of pass percentage to some extent.

The finding reveals that 90% of the teachers responded that private institutions were performing better and only 10% responded that government institution were performing better.

The finding shows the percentages of the factors responsible for the poor performance of the schools/college. The study reveals that 96.67% of the teachers responded that of schools/college in Longleng perform poorly due to lack of qualified teachers. 93.33% responded that there was frequent teacher's absenteeism. The study also reveals that 80% of the teachers responded that the schools/college give less emphasis on co-curricular activities, lack of students interest, lack of proper library facilities for both the teachers and students and lack of student's responsibility in the institutions which results in poor performance. While 73.33% of the teachers responded that there was lack of coaching facilities. 70% responded that there was lack of infrastructure and inability of teachers to finish course on time. While, 66.67% responded that there was lack of teacher's dedication, frequent transfer of teachers and weak teachers-students relationship in the schools/college. The study indicates that 63.33% of the teachers responded that the institution was facing financial constraint and lack of resources respectively. While 60% of the teachers responded that there was weak management and lack of remedial teaching respectively. The finding also shows that 56.67% of the teachers responded that the schools/college lacked of proper academic guidance. 53.33% responded that the schools/college conduct too many extra-curricular activities. The study reveals that 50% of the teachers responded that the schools/college was weak in co-ordination among teachers. 40% responded that due to improper location of the schools/ college the result of performance was poor. The finding also indicates that 36.67% of the teachers reveals that the schools/college do not have Information Communication Technology (ICT) facility and (20%) of the teachers responded that there were less concern from the managing board. Finally, 16.67% of the respondents reveals the

insincerity of ministerial staff and lack of proper class room arrangement in the schools/college respectively which all reflects the poor performance of the students.

5.5.4. Findings of the students

The finding shows the poor performance of the government in the district with 38.85%. Whereas, the private school results indicates 61.14%. The better performance of the private was because of good management system, qualified and regular teachers, sincere and committed teachers in the schools/college as responded by the students.

The finding shows majority i.e. 61.14% of the students responded that private schools perform better than government school. The better performance of the private institution is because of good management system, qualified and regular teachers, sincere and committed teachers in the schools/college etc. as responded by the students.

5.5.5. Findings of the parents

The finding reveals that 60% of the parents responded that they were satisfied with the performance of students in the schools/college. While, 32% responded that they satisfied district with the performance of students in the schools/college. While 8% revealed that they were partially satisfied with the performance of students in the schools/college.

The finding reveals that 96% of the parents responded that private institutions were performing better. Only 4% of the parents responded that government institutions were performing better.

5.5.6. Findings of the community leaders/elders

The finding reveals that majority 60% of the community leaders/elders were satisfied with the performance of the students in educational institutions of Longleng district. Whereas, 28% of the respondent feels satisfied with the students' performance in educational institutions. Only 12% of the respondents feels that to some extent they were satisfied with the performance of the students in educational institutions of Longleng district.

The finding highlights the performance of the various examination conducted in the district as responded by the community leaders/elders. In the case of HSLC result it reflects that 8% community leaders/elders responded that they were satisfied with the result. Whereas 88% responded that they were not satisfied with the result. And 24% responded that they were satisfied with the result to some extent. For HSSLC 80% of the community leaders/elders were satisfied with the result. Whereas, 20% respondents that they were not satisfied with the present result. And 68 of the respondents were satisfied with the result to some extent. However, for the degree result the study includes that 35.71% community leaders/elders were satisfied with the result. Whereas, 26% responded that they were not satisfied with the result. However 38.29% responded that they were satisfied with the result to some extent.

The finding reveals that 96% of the community leaders/elders responded that private institutions were performing better than government institutions. Only 4% of the community leaders and elders responded that government institutions were performing better.

5.5.7. Findings of the official/other stake holders

The finding reveals that 65% of the official and other stakeholders were satisfied with the performance of the students in educational institutions of Longleng district. And 25% of the respondent felt satisfied. Only 10% of the responded felt that to some extent they were satisfied with the performance of the students in educational institutions of Longleng district.

The finding also reveals that 90% of official/other stakeholders responded that private institutions were performing better and only 10% have responded that government institution were performing better.

5.6. Findings related to objective number 5

5.6.1. Objective number 5: To identify the educational problems and challenges faced in the district.

5.6.2. Findings of the headmasters/principals

The study shows that 66.67% of schools/college in Longleng had insufficient number of teachers as responded by the Headmasters/Principal. A teacher needs to be

constantly updated with the best practices practiced across the world. This means reevaluating and reflecting one's pedagogical skills by adopting rigorous study, practice and self-improvement techniques. The study reveals that 60% of the teachers face problems in teaching because of the lack of skill training. Moreover, non-teaching duties like election, invigilation often keep teachers away from schools. Furthermore, teachers often have to report for duty far away from their home. With an inadequate transport system in rural India, the distance only adds to their woes and often results in absenteeism. The study also indicates that 33.33% of the respondents reveals absenteeism of teachers in the schools/college. The study highlights that 76.67% of the respondents reveals that they observed lack of dedication among the teachers. While, 10% of the Headmasters/principals responded that teachers could not complete the courses on time due to irregularity of the teachers in the class and because of the lack of teaching skills. Again 56.67% of the headmasters/principals responded that teachers do not study because of household activities. The result depicts that 10% of the headmasters/principals responded that there is political interference in the institution. The finding shows that 40% of the respondent reveals that the institution practice appointment of proxy teacher. The study moreover, highlights that 50% of the respondent reveals that there was lack learning resources in the institutions.

The finding reveals that 26.66% of the headmasters/ principal responded that the fund allotted by the Government Managing Board was sufficient to meet the schools/college requirements. Whereas, 26.66% have responded that the fund allotted by the Government was not sufficient to run the schools/college. While, 6.66% have responded that somehow they were able to manage it for school requirements.

5.6.3. Findings of the teachers

The finding reveals the factor that hinders teacher's personal professional development. The study reveals that hinders teacher's personal professional development. Here 44.67% of the teachers responded that there was demanding workload. 68% of the teachers responded lack of family support, 81.33% of the teachers responded of home responsibilities. 89.33% responded to social obligations. 74.67% of the teachers responded due to lack of opportunities for career

advancement. 91.33% of the teachers responded due to lack of in service training programme. And 72.67% of the teachers responded that due to lack of infrastructure development, it hinders teachers personal professional development.

The finding indicates that 76.67% of the teachers face difficulties in dealing with the students because of too many social activities. 82% of the teachers face difficulties in dealing with the students due to lack of understanding. 90.67% responded of facing difficulties in dealing with the students because of the lack of parents' guidance. And 84.67% responded of facing difficulties in dealing with the students due to the students not paying attention to their studies. Whereas, 64% responded of facing difficulties in dealing with the students due to the lack of interest on the part of students. And 88% responded of facing difficulties in dealing with the students due to the lack of commitment in students to give their best to excel in studies.

The finding reveals that the 58% of the teachers responded that there was problem related to management/administration. Whereas, 22.67% responded that there was no problem related to management/administration. Moreover, 19.33% responded that there was problem related to management/administration to some extent.

5.6.4. Findings of the students

The study found that 82.57% of the teachers faced problems in teaching because of lack of skill training. Moreover, non-teaching duties like election invigilation often kept teachers away from schools. Furthermore, teachers often have to report for duty far away from their home. With an inadequate transport system in rural India, the distance only adds to their woes and often results in absenteeism. The results highlights that 54.29% of the respondent said that they found lack of dedication among the teachers. While, 34.57% of the students replied that teachers could not able to complete the courses on time due to irregularity and lack of skill. Again 16% of the student responded that they don't study due to household activity. The finding show that 42.86% of the respondent said that the institution practice appointment of proxy teacher. ICT and library facilities play a vital role in education; for digital literacy and developing all kinds of resources; in infrastructure development. It can bring many benefits to schools, educational institutions as well as to the community.

The results highlights that 77.43% of the respondent said that they lack learning resources in the institutions.

5.6.5. Findings of the parents

The following were some problems and challenges being in the field of Education as responded by the Parents area wise

A Financial related

Some of the problems and challenges faced in the field of education is the financial disparity as most of the institution were set up not to meet the present trend of education but for business purpose, as a result most of the student could not get the quality education.

Improper funding from the government.

B Infrastructure related

Lack of awareness and poor infrastructure.

Improper infrastructure, library, digital connectivity.

Non-availability of educational facilities

C Community related

Lack of participation of community leaders and parents.

D Teacher related

Lack of professionally trained teacher.

Shortage of mathematics and science subjects teachers.

Delay of salary of teacher which de-motivates them in teaching.

Shortage of qualified and trained teacher.

E Parents related

Irresponsible parents.

F Institution related

Poor administration and management body.

No science and commerce streams schools/college in the district.

Lack of good educational institutes.

G Education related

Lack of quality education.

Lack of co-curricular activities

5.6.6. Findings of the community leaders/elders

The following were some problems and challenges being in the field of education as responded by the community leaders/elders area wise

A. Academic related

Classes were not taken on time.

B. Community related

Ignorance of core educational values among the people.

Village Education Committees were over powering the schools, which loosen the interests of the staffs.

C. Infrastructure related

The schools were without standard infrastructure and equipment.

Lack of basic facilities such as libraries, teaching tools etc.

D. Parents related

Sending children to schools for the sake of sending. No follow up activities from parents.

Lack of support from parents and community.

E. Students related

The students themselves do not come forward to learn or to ask.

Due to less enrolment of the students, teachers become discourage and therefore, give less attention.

Mass exodus of good students from Longleng district to other districts.

F. Teacher related

The biggest challenge is the lack of competent and dedicated teachers who were not ready to go for extra mile in teaching.

In Longleng district, almost all the Government schools were running without math and science subject teachers.

Untrained and just matriculate proxy teachers were teaching in almost all the government school in place of trained and qualified teachers.

Lack of science and math teachers.

Teachers going out for agitation for non-payment of their salary.

Insincerity of teachers in government schools.

Lack of amenities such as apartments and training program for teachers.

5.6.7. Findings of the officials/other stakeholders

The following were some problems and challenges being in the field of education as responded by the officials/other stakeholders

Lack of teacher's motivation towards the students.

Economic condition of the parents.

Less awareness of quality education by the parents.

Untimely payment of teacher's salary.

Improper training for teachers.

Lack of supply of textbook on time by the government in the Government schools.

Lack of transportation to remote area school.

THE REASONS FOR THE SLOW GROWTH OF EDUCATIONAL INSTITUTIONS IN LONGLENG DISTRICT AS RESPONDED BY THE OFFICIALS/OTHER STAKEHOLDERS

The following were some reasons for the slow growth of educational institutions as responded by the officials/other stakeholders

- 1 Lack of proper infrastructure facilities
- 2 Lack of quality teaching-learning materials in the primary schools.
- 3 The school should employ well- educated and trained teaching staffs so that the students were imparted quality education.
- 4 The private teachers should be trained or sent for training periodically. So, that they keep on updating skills and fulfill the students requirements.
- 5 Shortage of teachers especially math and science subjects teacher.

5.7. Finding related to objective No. 6

5.7.1. Objective number 6: To suggest measures for improvement of education in the district.

5.7.2. Findings of the headmasters/principals

SOME REMEDIAL MEASURES FOR IMPROVEMENT OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE HEADMASTERS/PRINCIPALS

The following were some remedial measures for improvement of education in Longleng district as responded by the headmasters/principals area wise

A. Academic related

By giving assignments, class work, class test, homework and weekly test.

Curriculum should be broad-based, integrated and the content should be motivating to the students.

Organized remedial classes for weak students.

B. Community related

Community and parents participation is required for the student's welfare.

Co-operation from the parents and community.

D. School related

Inspecting the school on timely basis.

Checking the performance of schools on yearly basis with feedbacks and suggestion.

Co-operation between parents and school will improve the performance of the students at large.

E. Students related

Students must keep high aim and determination and more importance be given to improving academic performance rather than much of curricular activities.

Suggestion for improvement of student's performance by giving assignments, class test, class work, homework, and weekly test etc.

Knowing and identifying the student's caliber first is very important. And accordingly teachers must act to boost students' performance.

Children should be taught correct English grammar, language in the lower class itself. Need to improve in English reading, pronunciation, spelling and construction of sentences.

F. Teachers related

The teacher should be punctual, approachable and make lesson plan well ahead of time.

Need dedicated and trained teachers with active participation in both scholastic and non- scholastic to motivate the students.

Provide training to all untrained teachers.

From primary level, English subject should be taught by trained subject teachers.

G. Teaching-learning related

Provide grants and equipment on time.

Proper classroom teaching and weekly test.

Series of class test to be conducted.

H. Teacher-parents related

To improve their performance proper guidance should be given by both the parents and teachers.

From primary level, English subject should be taught by trained subject teachers.

5.7.3. Findings of the teachers

SOME MEASURES FOR IMPROVING TEACHING AS RESPONDED BY THE TEACHERS

The following were some measures for improvement teaching as responded by the teachers

A. Academic related

Regular assessments through progress tracking system were needed to measure processes in learning for getting quality education.

B. Department related

It would have been much better if the department provide some teaching facilities for math and science for the meaningful professional development.

The Nagaland Board of School Education should provide supplementary guides, reference books etc for respective subjects of higher classes (8, 9 and 10), which would help the teachers to have broad and in-depth

perspectives on the subject matter.

Setting up of teachers training centre in the district.

Introduction of bio-metric system of attendance of teachers in all government schools.

Department should initiate informal or formal education for teachers and orientation programmes to improve teaching.

C. Education related

To improve overall quality education. Need room for improvement in faculty training, motivating both the teachers and students as well.

D. Infrastructure related

In every school or college, need of the library must be updated regularly.

Proper library, transportation. ICT facilities, internet facility, teacher's quarter were required.

The institution should provide all kinds of teaching learning aids and put together a plan of action for the smooth functioning of the educational system.

Need proper arrangement of the classroom, infrastructures, smart classroom, TLM, science equipment and teachers should not engage much in other social activities and local activities.

To strengthen the information and communication technology.

F. Students related

Rather of just teaching to students how to recall facts, teach them how to think critically.

G. Teacher related

To improve teaching, teacher needs to update themselves by attending seminar, orientation and refresher courses.

Time to time in-service training should be imparted to the teacher in order to update oneself in new teaching skills.

Evaluation on teacher's performance should be encouraged so that one can improve their teaching skills.

A well-trained teacher should be experienced in the field he/she is appointed. Also not forgetting that teaching process should be joyful and interesting for the students.

Sufficient teaching staffs were required. Also, required infrastructure should be available in order to enhance student's career.

The teacher should be given time to time training to update his/her learning skill in order to analyze the students learning process.

Absenteeism of teachers should be discouraged by imposing of deduction of one day wage.

As a teacher, solving problems like making the students understand the subject matter, adjusting with students; motivating the students to concentrate in the class is very important.

H. Teaching-learning related

To conduct innovative teaching technique for teacher's teaching method.

Effective communication with visual aids or any teaching aids.

Provide a formative assessment before teaching a unit to assess what students know about the topic.

The teaching method can be effective if it is based on examples, through demonstration and interactions.

Make use of technology to make teaching-learning interesting.

For effective teaching, a teacher should manage his/her classroom rather than simply teaching in class. Further, allowing students to learn by themselves will have huge impact on teaching as well.

Preparation is a must before teaching. Coming to the level of the students understanding wise accommodate more of the students learning outcome.

I. Teachers-students

Training to motivate both the students and teachers

Dedication of both the teachers and students were necessary for effective teaching and learning process.

Teachers should be well-equipped with teaching materials and students should be given more project works.

For effective teaching-learning outcome, attending seminars, workshops and other related programmes were very much important for teacher in education profession.

5.7.4. Findings of the students

MEASURES FOR IMPROVEMENT OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE STUDENTS

The following were some remedial measures for improvement of education as responded by the students area wise

A. Academic related

Need sufficient teaching-learning aids to make learning more interesting.

Syllabus must be completed on time.

There should be coaching classes for weak students.

Need to appoint more mathematics and science teacher.

There should be smart class in every school.

B. Classroom related

There should be spacious classrooms.

C. Community related

Community participation is needed to improve education system in the district.

D. Co-curricular activities

More co-curricular activities to be conducted in the school.

Educational trip for the students.

E Government related

Government should give special attention to schools and students.

F. Infrastructure related

Need good infrastructure in both government and private school.

Need well equipped library facilities.

There should be proper transportation.

There should be well-equipped book stall in the district.

Need good school building to attract the students.

There should be proper hostel facilities for the students.

Need proper electricity.

There should be guidance and counseling cell in the school.

Computer education should be provided in every school.

Well-equipped science laboratory to be provided in all the schools.

Need ICT facilities to facilitate student's learning.

G. Parents related

Need to educate parents first to understand the value of education.

Need co-operation from parents to improve education system.

Proper guidance to be given by parents at home.

H. Students related

Student's organization should take the initiatives to improve education system.

There should be an entrance test for students before admission in the school.

It can be improved by balancing the performance of the weaker students by encouraging and motivating them to do better along with bright students.

There should be strict rules and regulations applied to every school.

Need proper management of institution.

Strict discipline should be maintained to improve education system.

There should be strong administration in the school.

To make proper foundation of students at primary level in every school.

There should be healthy competition among the school in the district.

I. Teacher-students related

There should be healthy relationship between teacher and students.

There should be sufficient books for both teachers and students.

There should be strict discipline applied for both teachers and students.

J. Teachers related

Appointment of well trained, well-qualified teacher and experienced teachers in every school.

There should be teacher's training centre in the district.

Need co-operation from teachers to improve education system

There should be committed and dedicated teachers.

Teacher should perform their duty sincerely.

Teacher should know all the teaching skills to improve teaching-learning process.

There should be an open interview for teacher's selection according to their professional qualification.

Need hardworking teacher for the welfare of the students.

5.7.5. Findings of the parents

SOME SUGGESTIONS TO ERADICATE ILLITERACY AND BACKWARDNESS IN THE DISTRICT AS RESPONDED BY THE PARENTS

The following were some suggestions to eradicate illiteracy and backwardness in the district as responded by the parents area wise

A. Academic related

Free materials such as book, uniform, teaching aid, etc should be provided

Minimize the cost of school fees.

B. Community related

Need community participation.

C. Infrastructure related

Improvement of educational infrastructure.

Providing better infrastructure and incentives such as merit scholarship.

Required adequate infrastructure facilities.

Improvement of infrastructure for all existing institutes.

D. Institution related

To restructure and upgrade the working system of the primary school.

Establishment of science and Commerce college and introduction of science/commerce streams in GHSS Longleng.

Establishment of Government Higher Secondary School in Tamlu head quarter.

E. Parents related

Parents should be well informed on the importance of education and skillful living.

Encouraging and educating the illiterate parents about the importance of education.

Parents' seminar/awareness.

F. Students related

To train every child at the initial stages.

Assistance to economically weaker students.

G. Teacher related

Dedication of teachers.

Need committed and trained teachers.

Providing of better facilities to teaching community.

5.7.. Findings of the community leaders and elders area wise

**SOME MEASURES FOR THE IMPROVEMENT OF EDUCATION IN LONGLENG AS
RESPONDED BY THE COMMUNITY LEADERS AND ELDERS**

**The following were some measures for improvement of education as
responded by the community leaders and elders area wise**

A. Government related

Government should appoint math and science teacher in all schools.

Government should provide all the basic needs and infrastructure.

B. Academic related

Introduce science and commerce stream just like in any other district in order to give options to the students to choose/select of their choice.

Education is not only to do with the government school authority, teachers and students. It should also be the concern of parents and the community.

Good infrastructures, sincere and committed teachers and obedient students.

Cooperation from the parents for their children to adhere to the laid down rules and regulation of the schools and institution.

C. Community related

Village Education Board and Managing Board should be strengthened to strictly check the activities of the schools.

Public-private partnership may also be introduced to improve quality of education.

Encouraging the community to contribute resources towards the

betterment of the school physical, material, financial etc. and not to wait only for government funds to meet school needs

There is not a single private college in Longleng district till date so the community overall must initiate some steps to open up private colleges which will benefit the students in general.

D. Financial related

Provide basic infrastructure for institutes/schools.

Sufficient funding must be provided to construct proper infrastructure for the educational institutions.

E. Infrastructure related

A clean and hygienic surrounding and toilets and easy accessible of drinking facilities.

F. Parents related

Full co-operation and support from the parents and community.

Support from parents and teachers to students to obtain quality education.

Building parents-teachers partnership and working out the problems of children together.

Parents must give their best effort to educate their children instead of the lust for lucrative life.

G. School related

To introduce bio-metric system of attendance in all the government schools.

Vocational courses should be included

Strengthen the available institute such as GHSS Longleng GHS in Tamlu, Namsang, Yongnyah, Yachem and Sakshi head quarters. And improve the present primary schools in villages.

Education should not be too expensive in private institutions, many well qualified appointed teachers need to wake-up and should know their responsibility so that life and career of student is not spoil.

One suggestion not for any other ulterior motives (religious conversion benefit) but purely for the uplift of society through education, it is the

time tested the par excellence of Roman Catholic system of education. So establishment of catholic school where there is no good schools in remote areas like Sakshi, Yongam, Yongshei, Mongtikang and Buranamsang areas should be encouraged.

Schools should sensitize parents on their role in children's education such as maintaining study hours monitoring and guiding children in home works, providing necessary materials etc.

Opening of more convent schools should be encouraged as the key to quality education lies with them.

H. Students related

Importance of value education is given more to shape the character of the students rather than focusing more on book knowledge.

I. Teacher related

To appoint highly qualified and well-trained teachers in every school.

In order to improve education, teacher should be more dedicated, sincere and committed. The department should also check time to time, organized orientation programme, organize seminar range wise/school wise etc. organize competition programme to inculcate the true spirit of knowledge.

5.7.8. Findings of the officials/other stakeholders

SOME MEASURES FOR THE IMPROVEMENT OF EDUCATION IN LONGLENG DISTRICT AS RESPONDED BY THE OFFICIALS/OTHER STAKEHOLDERS

Some measures for the improvement of education in Longleng district as responded by the officials/other stakeholders

- 1 To eradicate immediately the proxy system and untrained teachers from the educational institutions.
- 2 Sincerity must be one's top priority for teachers.
- 3 Proper planning and coordination in the district level for improving the system of education.
- 4 Teachers must develop self- belongingness.

- 5 Adequate and well trained teachers must be appointed in every school.
- 6 Stimulate parents, students and society about the real education.
- 7 Active participation of VEC chairman and its members
- 8 Conduct workshop for teachers annually.
- 9 All the government teachers should do their duty sincerity.

5.8. MAJOR FINDINGS: DISCUSSION

1. The *Pang* and *Yow* systems of education were free and compulsory because after the attainment of a certain age, everyone is recruited to become its bonafide members. However, with the spread of Christianity, the *Pang* and *Yow* system of education declined slowly. Thus, some educationists in the district were looking at this model for revival of its system as well as to serve as an alternative form of education.

2. The study found that people of Phom community were late comers in the field of modern education. In Nagaland, modern education came along with Christianity. Whoever, accepted Christianity simultaneously received modern education, as a result, that society achieved over all social progress significantly. There is a gap of 57 years between the Phom and the other Naga tribes in terms of receiving education and embracing Christianity as well. Islam (2014) also conducted a similar study on the introduction of modern education that has played an important role in improving the status of Phom women. Christianity introduced education which made women capable enough to emancipate themselves from the bondages of age-old superstitions. Now it is observed that women were marching head to head with the male counterpart in social, economic and political aspects.

3. The first school is established by the British Gorkha troops in 1884 at Tamlu where alphabet and numbers were in Assamese medium but the school is closed down just after a year. It is only in 1931 a lower primary school is opened for the second time with the help of native teacher Longtok. Later the school is upgraded to upper primary level having classes up to IV with the help of another native teacher of the village. In the subsequent years two more schools were opened, one at Kangching village in 1937 and another at Tangha village in 1947.

4. The study reveals that there were only few schools that were run by the government while majority were run by private individuals and NGOs. Kingdon (2007) also conducted a similar study in terms of enrolment and school attendance rates, learning achievement and teachers inputs and also investigate the role of private school in India. The finding shows that there were several positives sites to India educational development. Its primary enrolment has come close to being universal and literacy rates have been raised encouragingly in recent times.
5. It has been observed that out of the 31 educational institutions, 30 institutions comprises of primary, high school and higher secondary. Only 1 (one) college comes under higher education.
6. Investigator has found that the teaching faculty in the school is not sufficient as per the students responses, and principals and teachers also reveals the shortage of teaching faculty. The reason may be delay in appointment of teachers by the government, transfer of teachers, proxy teachers and lack of qualified teachers.
7. Higher number of teachers in the schools/college has not undergone any training. The reason is due to lack of training institute and also due to geographical location.
8. The study reveals that the present curriculum needs to be revised with relevant goals and objectives as majority of all the respondents finds it inappropriate with the present need and demands of the society.
9. The study reveals that most of the schools lack basic infrastructure facilities which greatly hamper the progress of education development by a study conducted. This is also corroborated in a study conducted by Kumar, (2018) finding of work is similar to the study conducted by Ashok Kumar on minimizing the problems of secondary education: A critical reflections on new educational policy. It is an empirical attempt to find out the problems of secondary education and to suggest some measures to minimize these problems. This study found that the students faces problems like shortage of teachers, inadequate building, shortage of library and laboratory, lack of ICT/teaching aids, faulty examination system, lack of vocational training courses, over-crowded classes etc.

10. On studying the infrastructure facilities available in the schools/college, number of head of the institution, teachers, parents and students points out that the facilities is very poor.

11. Results of the study revealed that there is no library facility in almost all the school, except Yingli College which has better library facility in the district.

12. Head of the institution, students and teachers pointed about their dissatisfaction over the inavailability of facilities for games and sport in the school and also lack of sport infrastructure.

13. The study reveals that the schools organised various co-curricular activities and programmes though the students revealed that they were not satisfied with the number of activities conducted in the school. Akangtemba (1986) also conducted a similar study on the major problems confronting primary education in Mokokchung district which found were related with the irrelevance of textbooks, lack of physical facilities, absence of school libraries, confusion in introduction of pre-primary education, absence of cumulative records, absence of reformatory centres, failures of the follow up programme, lack of support among the teachers, parents and students.

14. The study revealed that most of the teachers were satisfied with the present evaluation system.

15. The findings indicate that 65.33% of the teachers responded that they were given feedback on student's performance, where 12.66% responded that they do not give feedback on students performance. 28% responded that they give feedback on students performance to some extent.

16. Guidance and counseling is the process which helps the students to know their skills, interests, personality, attitude that will help students to further career selection. The study shows that only 12% responded that they had guidance and counseling cell. Whereas 88% responded that they do not have guidance and counseling cell. Finding shows that 5.56% responded that they conduct guidance and counseling class bi-annually.

17. The finding shows that community participation in the schools/college. Strong, sustained community participation in the management of local schools/college can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change. Education is also known to have a tremendous impact on social and economic development.

18. The finding shows that 22.28% of the students responded that class tests were conducted regularly, whereas only 4% of the students responded that class tests were not conducted regularly. However, 73.72% of the students responded that class test is conducted only sometimes. The study also highlights shows that only 2.85% responded that class test were conducted on daily basis, 13.42% of the students responded that class test were conducted on weekly basis. While only 6% of the students responded that class test were conducted in a month only.

19. It has been observed that remedial class, tutorial classes, extra classes, coaching classes have positive impact on students by enhancing basic skills, preparatory education, and academic upgrading in order to achieve expected competencies in core academic skills such as literacy and numeracy. The study shows that different schools/college, highlighted that tutorial classes were organized (3.71%), remedial classes (7.71%), extra classes (33.43%), coaching classes (14.86%), none of the above (29.43%) and all of the above (10.86%) as responded by the students. Thus, from the above analysis it can be analysed that taking extra classes shows the highest percentage. Whereas, as tutorial classes shows the lowest percentage.

20. The study revealed that teachers should be encouraged to use effective methods of teaching equipments. And teachers must be allowed to attend short term training refresher courses, workshops, and orientation programme etc.

21. The study shows that only 3.33% have responded that government schools were performing better. Whereas, 96.67% have responded that private school were performing better because of good management system, qualified and regular teacher in the class, sincere and committed teachers in the schools/college.

22. The study reveals that the community leaders and elders have responded that they were district with the present status of development of education in Longleng since

the formation district in 2004. But they also pointed that the progress and development of education compared to other districts was very slow.

23. The survey of related studies is undertaken to get an insight into the work that has already been in the field of this investigation. The studies were mainly on development and status of education. The available literature related to the present work has been reviewed and presented in two sections such as studies done in India and studies done abroad.

24. The study found out that Longleng district stands the third lowest literacy rate in the state.

5.9. IMPLICATIONS OF THE STUDY

1. It is implicit in the study that there were multiple factors which were responsible for students performance in HSLC such as good infrastructure, parents participation, teachers commitment, study habits and guidance from both parents and teachers and also motivation from community leaders and elders as well.

2. The study also reveals that the staffing pattern is not ideal in schools. Its reported that there were inadequate numbers of teaching staff. Proper recruitment practices and criteria should be in place for teachers as teachers play an important role in academic performance and building of Nation.

3. Most of the teachers were well trained in the government schools and so one would expect better results but the study has revealed that private schools performs better even with less number of trained teachers.

4. The study has revealed many interesting findings such as the important of physical and social infrastructure, well trained and regular teachers, commitment and interest on the part of students, good study habits and well suited curriculum which should be able to give good insight to administrators, teachers and policy makers for further research.

5. The present study reveals that the TLMs were not available sufficiently in majority of the secondary schools in Longleng district. For more effective teaching learning to take place in the school, it is essential to provide adequate instructional material/TLMs for teachers and also use of ICT during classroom delivery should be encouraged in order to support effective teaching learning process.

6. Co-curricular activities, life skills and vocational skill development course should be given more importance particularly at the secondary level. Because every activity and skills learn in the school life plays a significant role in the development of students. Therefore, co-curricular activities, life skill, self-protections skills critical thinking skill and vocational skills should be part of the school curriculum in order to develop social skill, intellectual skills, moral values, personality development and character building in students. All these skill will help for students to be productive as useful citizens in the society after completion of secondary education.

7. Problems faced by the students in the school should be realized and take immediate measures and steps by the concern department and State Government for further improvement of quality secondary education in the district.

5.10. RECOMMENDATIONS OF THE STUDY

1. Revising the curriculum and more emphasis should be given to skill based courses and technological knowledge.
2. Physical and soft infrastructure should be established in every educational institution.
3. Intensive training programmes, workshops, demonstration on information and communication technology should be organised and encouraged to use in classroom teaching.
4. Currently updated educational tools should be made available to improve the teaching learning method.
5. Online classes should be made compulsory in every educational institution during pandemic period.

6. Faculty in college should engage in major or minor project in concern area of interest so as to boost research work and also highlight policy implication in the society.
7. Proper monitoring to check teacher absenteeism by concerned authorities and community members.
8. Regular teacher training must be conducted in the district during service level.

5.11. SUGGESTIONS FOR FURTHER RESEARCH

1. The inclusion of wider section of students with diverse background calls the researchers to look into students learning process and the psychological principles underlying learning and motivation in different socio-cultural contexts.
2. The students activism and leadership among college students and school students along with their pro-social role in socio-economic development of Longleng need to be focused of future researches.
3. The government programmes both in development and welfare sectors such as Mid-Day Meal Scheme (MDMS) in elementary education, National Programme for Educational Level, Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, Education for Sustainable Development, Millennium Development Goals (MDGs) and so on need to be continuously evaluated by researchers.
4. The study clearly indicates that ICT has a positive impact on education system, Most researchers appear optimistic about the role that ICT will play in the school environment in the future which need to be focused for further research.

5.12. CONCLUSION OF THE STUDY

To conclude, we can say that, education is continuous and life-long process. It plays the fundamental role in moulding and determining man to make him beneficial and productive. Education is the most crucial input for socio-economic development in the modern world. The education system in Longleng district has not developed so much even today. The area has pre-dominantly under developed in education and especially secondary level education in government school needs additional care to grow and develop. This can bring forth overall development in education. It is for these reasons on the necessities of the development of secondary education, the present investigator has taken up this particular topic for his/her study. The investigator hopes that the authority as well as the State Education Department must follow up routine and make constructive improvements and renovations for the betterment of education system schools in Longleng district of Nagaland.

Many institution functions without proper facilities and adequate infrastructure in the district as found out from the study. Inadequate classrooms, lack of playground, separate toilet facilities for girls and boys, internet facilities, smart classroom for online class, library facilities, electricity, projector etc. Adequate and sufficient resources should be provided for the improvement and development of infrastructure in educational institutional. Teaching-learning process may follows in such a way that both the teacher and the students were involved with more conversation, argument, sharing ideas so that the understanding of the students is improved. Curriculum constitutes a key constituent in the entire field of educational administration. The present system of higher education is very rigid. Though semester system has been introduced, there is still a need to relook into innovative practices, improvement and modernisation. Curriculum needs to be revised with more flexibility, and include more job-oriented courses, vocational courses according to the needs and demands of the society.

The development of quality education hinders due to the frequent transfer of the concerned teacher. Frequent transfer of government teachers and private teachers employed in other institution for better-secured jobs often affects the quality of education system in Longleng. Shortage of teachers can be a major problem in the educational institutions. Qualified and sincere teachers should be appointed in all the

educational institutions. Therefore, some restrictions on faculty appointments should be made so that the ills present system can be eliminated. Facilities of modern technology were very much needed for improvement of quality education. As the teachers and students need to be kept update with the modern developments in all the areas, facilities of computerization of library and networking with other libraries were needed as responded.

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**DEPARTMENT OF DEPARTMENT
NAGALAND UNIVERSITY
QUESTIONNAIRE FOR PRINCIPAL/HEADMASTER**

TOPIC OF RESEARCH

“A Study on the History and Status of Education in Longleng District of Nagaland”

Supervisor: Prof. Lungsang Zeliang
Department of Education
Nagaland University
Kohima Campus;
Meriema, Nagaland

Name: Vangngoi Phom
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema, Nagaland

Date

Respondent Signature.....

Contact No.

SL.No

Instruction:

The following is a list of questions related to Ph.D work in Longleng district and the respondents are requested to read the questions carefully and answer without any bias and also kindly refrain from using abbreviations. Your responses will be kept strictly confidential and will be used for research purpose only.

Profile of the respondent

1. Name (Optional) :
2. Gender : Male ☐ Female ☐ 3. Age:
4. Educational qualification :
5. Professional qualification : (B. Ed/M.Ed etc.).....
6. Name of the Institution :
7. Experience as Head (No. of years):
8. Year of establishment of your Institution:
9. Nature of management of your Institution: Government/Private/ Church/NGOs
10. Total number of teaching staff in your institution at present:

Male	Female	Trained	Untrained	Total

11. Total enrolment of students in your School/College at present:

Boys	Girls	Total number of students

SECTION 2 (Progress of Education in Longleng District)

12. Since attaining district status in 2004, do you think the enrolment of students in your school/college is? Tick (✓) whichever is relevant to you:

(a) Increasing ☐ (b) Decreasing ☐ (c) Same ☐ (d) No idea ☐

13. Are you satisfied with the progress of educational system in Longleng District since attaining district status in 2004? Tick (✓) whichever is relevant to you:

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

(d) Give reason(s) for your answer:

.....

14. Which agency played a pioneering role of spreading education in Longleng? Please tick (✓) whichever is applicable:

(a) British ☐ (b) Christian Missionaries ☐

(c) Tribal people ☐ (d) Indians ☐

(e) Any other(s):

15. In your opinion has education made remarkable progress Education in Longleng district?

(a) Yes ☐ (b) No ☐

If no, Please tick (✓) whichever is applicable:

(a) Social factors ☐ (b) Economic problems ☐

(c) Political factors ☐ (d) Illiterate parent ☐

(e) Lack of educational institutions ☐ (f) Due to distance ☐

(g) Any other(s), please specify:

16. How was formal education introduced in Longleng District? Please give some information.

.....

17. What was the status of Education in Longleng District before attainment of district status since 2004? Please share your opinion.

.....

18. Are you satisfied with the progress of education in Longleng district since the attainment of District status in 2004? Please share your opinion.

.....

19. Highlight some changes and development in the field of education in Longleng since the attainment of District status.

.....

SECTION 3 (Present Status of Education in Longleng District)

B. Enrolment

20. Kindly mention the Teachers-Students ratio in your School/ College:

21. Do you feel that the teachers-students' ratio is adequate in your School/College? (Please tick (✓) as applicable):

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

22. What are the criteria for Student's admission in your School/College? Please tick (✓) whichever is applicable:

(a) On merit basis ☐ (b) First come first basis ☐

(c) Random basis ☐ (d) Written test ☐

(e) Interview basis ☐

(f). Any other (s):

23. Do you have sufficient teachers in your School/College?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If No, what is the reason? Please tick (✓) whichever is applicable:

(a) Political factor ☐ (b) Excess enrolment ☐

(c) Unsuitable environment ☐ (d) Distance from the district ☐

(f) Any other (s):

C. Curriculum:

24. What is the duration of each period? Please specify:

25. Briefly describe the examination pattern/ system followed in your School/College. (Please tick (✓) as applicable):

(a) Once in a year ☐ (b) Twice in a year ☐

(c) Thrice in a year ☐ (d) Monthly test ☐

(e) Weekly test ☐

(f). Any other (s):

26. Do you think the present curriculum is meeting the needs of the students? Tick (✓) whichever is relevant to you:

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

27. Do you think the present system of education is relevant/ helpful to the students?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, Please tick (✓) whichever is applicable:

(a) Future life ☐ (b) To become a good citizen ☐
(c) Seeking job ☐ (d) To compete with others in various field ☐

(e) Any other (s):

28. Does your School/ College conduct the following classes? Tick (✓) whichever is relevant to you:

(a) Tutorial classes ☐ (b) Remedial classes ☐
(c) Extra classes ☐ (d) Coaching class ☐
(e) None of the above ☐ (e) All of the above ☐

D. Co-curricular activities:

29. Does your school/college organize co-curricular activities?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, what are the co-curricular activities conducted in your school/college. Please tick (✓) whichever is applicable:

Sl. No.	Co-curricular activities	Yes	No	Sometimes
1.	Games & sports			
2.	Indoor games			
3.	Mass social work			
4.	Annual social programmes			
5.	Celebration of important events			
6.	Blood donation camp			
7.	Health awareness camp			
8.	Excursion/ Educational tour			
9.	Field trip			
10	Project work			
11	Community Work			
12	Seminar			

13	Workshop			
14	Orientation programme			
15	Quiz			
16	Debate			
17	Extempore Speech			
18	Spelling Bee			
19	Elocution			
20	Poetry Recitation			
21	Essay writing			
22	Folk song			
23	Folk Dance			
24	Drama			
25	Painting			
26	Drawing /Sketching			
27	Work experience			
28	Morning Assembly			
29	Any other(s), please specify:			

30. Does your School/ College have the following Clubs/ Unions/ Organizations? Tick (✓) whichever is relevant to you

- (a) National Service Scheme (NSS) ☐ (b) National Cadet Corps (NCC) ☐
(c) Junior Red Cross ☐ (d) Red Ribbon Club ☐
(e) Students Union ☐ (f) Eco Club ☐
(g) Literary Club ☐

(h) Any other(s), please specify:

31. Does your school/ college observe the following days? Please tick (✓) whichever is applicable:

- (a) Sanitation Day ☐ (b) Teacher's Day ☐
(c) World Environment Day ☐ (d) Independence Day ☐
(e) World Literacy Day ☐ (f) International Women's Day ☐
(g) World Aids Day ☐ (h) World Disabled Day ☐
(i). Earth Day ☐ (j) Water Day ☐

(k) Any other(s), please specify:

32. What is the main reason you help out in organizing co-curricular activities is: Tick (✓) whichever is relevant to you:

- | | | | |
|--|--------------------------|--|--------------------------|
| (a) Personal interest | <input type="checkbox"/> | (b) To maintain student-teacher relation | <input type="checkbox"/> |
| (c) Take a break out from routine work | <input type="checkbox"/> | (d) To further career | <input type="checkbox"/> |
| (e) Out of compulsion | <input type="checkbox"/> | (f) Express co-operation | <input type="checkbox"/> |
| (g) To develop social skills in students | <input type="checkbox"/> | (h) To develop values in students | <input type="checkbox"/> |
| (i) To improve human relations | <input type="checkbox"/> | | |

(j) Any other reason(s):

33. Problems faced with regard to co-curricular activities? Tick (✓) whichever is relevant to you:

- | | |
|---|--------------------------|
| (a) No play ground | <input type="checkbox"/> |
| (b) Inadequate sports facilities | <input type="checkbox"/> |
| (c) No trained teacher in that area | <input type="checkbox"/> |
| (d) No funds for such activities | <input type="checkbox"/> |
| (e) Lack of time to organize co-curricular activities | <input type="checkbox"/> |
| (f) No interest to organize such activities on the part of School | <input type="checkbox"/> |

(g) Any other(s), please specify:

34. Does your school /college have a Guidance and Counseling cell?

- (a) Yes ☐ (b) No ☐

If yes, how often do you organize such programme? Please tick (✓) whichever is applicable

- | | | | |
|--------------|--------------------------|------------------|--------------------------|
| (a) Daily | <input type="checkbox"/> | (b) Weekly | <input type="checkbox"/> |
| (c) Monthly | <input type="checkbox"/> | (d) Bi- Annually | <input type="checkbox"/> |
| (e) Annually | <input type="checkbox"/> | | |

(f) Any other (s):

35. Do you invite community participation in any of your School/College functions? Tick (✓) whichever is relevant to you:

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

E. Teaching method

36. What is the medium of instruction use in your School/ College? Tick (✓) whichever is relevant to you:

(a) Phom language ☐ (b) English ☐

(c) Nagamese ☐ (d) Nagamese and English ☐

(e) Phom language and English ☐ (f) Phom language and Nagamese ☐

(g) Any other (s):

37. What kind of teaching methods do your teachers follow in classroom teaching? Please tick (✓) whichever is applicable to you.

(a) Lecture Method ☐ (b) Dictation Method ☐

(c) Demonstration Method ☐ (d) Experimental Method ☐

(e) Observation ☐ (f) Power point presentation ☐

(g) Practical teaching ☐ (h) Group discussion ☐

(i) Panel discussion ☐ (j) Team Teaching ☐

(k) Seminar in the class ☐ (l) Project work ☐

(m) Assignment ☐ (n) Class test ☐

(o) Distribution of handouts ☐ (p) Group Activity based learning ☐

(q) Any other (s):

38. Do you think teachers are effective in classroom teaching?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If no, what steps do you take to make them effective? Please tick (✓) whichever is applicable:

(a) Send them for training/ further studies ☐ (b) Organize orientation programme ☐

(c) Provide demonstrative lessons ☐ (d) Seminar ☐

(e) Workshop ☐

(f). Any other (s):

39. Kindly give some suggestion for improvement of teaching- learning method?

F. Infrastructure

40. What is the status of your School/ College building? Please tick (✓) the appropriate option.

(a) RCC ☐ (b) Kaccha ☐ (c) Partly pucca ☐

(d) Any other (s):

41. What are the infrastructure facilities available in your School/ College? Tick (✓) whichever is relevant to you:

Sl. No.	Infrastructure facilities	Yes	No
1.	Teacher's common room		
2.	Student's common room		
3.	Teacher's quarter		
4.	Hostel facilities for boys		
5.	Hostel facilities for girls		
6.	Safe drinking water facilities		
7.	Toilet for teachers		
8.	Toilet facilities for boys		
9.	Toilet for girls		
10	Auditorium/ Recreational Hall		
11	Proper electricity		
12	School/College bus		
13	Play ground		
14	Adequate classrooms for the students		
15	Blackboard/White board		
16	Desk for students		
17	Benches for students		
18	Library facilities		
19	Computer room		
20	Guidance and counseling room		
21	Ramp for disabled		
22	Internet facilities		
23	Stationary		
24	Xerox facilities		
25	Printing facilities		
26	Any other (s):		

42. Does your school /college face any problems with regard to Infrastructure? Tick (✓) whichever is applicable to you:

Sl. No.	Problems related to Infrastructure	Yes	No	To some extent
1.	Less number of class rooms			
2.	Less number of desk			
3.	Less number of benches			
4.	No blackboard			
5.	Improper arrangement of class rooms			
6.	Lack of proper lighting of classroom			
7.	No proper ventilation			
8.	No play ground			
9.	No recreational hall			
10.	No proper College/school fencing			
11.	Lack of electricity			
12.	Lack of safe drinking water facility			
13.	Lack of internet facility			
14.	No hostel facilities			
15.	No bus facilities			
16.	Insufficient toilets			
17.	No proper Staff room			
18.	Less teaching aids			
19.	Any other (s), please specify:			

43. What are the specific needs of your School/College? Tick (✓) whichever is applicable to you

(a) Land for school building ☐ (b) Building construction ☐

(c) Furniture ☐ (d) Equipment for teaching learning aids ☐

(e) Skilled trained teachers ☐

(f) Any other (s), please mention:

44. How will you rate the infrastructure of your School/College?

(a) Excellent ☐ (b) Very good ☐ (c) Good ☐

(d) Average ☐ (e) Below average ☐

G. Teaching –learning aids:

45. Are the following Teaching –learning materials available in your school/college?

(a) Chart ☐ (b) Globe ☐ (c) Map ☐ (d) Model ☐

(e) Calendar ☐ (f) Clip chart ☐ (g) Flash card ☐ (h) Poster ☐

(i) Video Clips ☐ (j) Books ☐ (k) Magazines ☐ (l) Black Board ☐

☐ ☐ ☐ ☐

(m) Projector (n) CD/DVD (o) TV (p) Computer

(q) Radio ☐

(r) Any other (s):

46. Are the available teaching aids sufficient for teaching learning?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

47. Do you get any Grants for procuring of teaching-learning materials (TLM?)

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, how much in a year. Please specify:

48. How do you utilize such TLM (teaching-learning materials) Grants?

.....

H. Quality of Education:

49. As the head of Institution, do you convene the faculty meetings regularly?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, how frequently, Tick (✓) whichever is applicable to you.

(a) Weekly ☐ (b) Monthly ☐ (c) Once a year ☐

(d) Twice a year ☐ (e) When need arises ☐

50. Is there a formal parents-teachers organization in your school/college?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

51. Are parents-teacher meetings organized regularly?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, how often then, Tick (✓) whichever is applicable to you.

(a) Once a year ☐ (b) Half yearly ☐

(c) Twice a year ☐ (d) Thrice a year ☐

(e) As per the need arises ☐

52. Are the parents co-operative?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

53. How would you rate the parents' participation in the meeting?

(a) Active ☐ (b) Moderate ☐ (c) Passive ☐ (d) No attendance ☐

54. How often does the higher authority from District Administration/ District Inspector visit your institution? Please specify

(a) Once a year ☐ (b) Twice a year ☐

(c) When need arises ☐ (d) Never ☐

55. Are you satisfied with the quality of education provided by the schools/College?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

56. Do you feel that the following factors affect quality of education? Tick (✓) whichever is applicable to you.

(a) Lack of trained teachers ☐ (b) Frequent transfer of teachers ☐

(c) Proxy teachers ☐ (d) Lack of commitment on the part of teachers ☐

(e) Teacher's absenteeism ☐ (f) Lack of In-service training facilities ☐

(g) Lack of infrastructure ☐ (h) Financial constraints faced by the institution ☐

(e) Any other (s):

57. Does your school/college reward any outstanding performance of teachers?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, in what form? Please tick (✓) whichever is applicable to you.

58. Does the school/ college have a magazine of its own?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

59. Does the school/College reward any outstanding performance for teachers/Students?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, in what form? Please tick (✓) whichever is applicable to you

(a) Certificate ☐ (b) Increments ☐ (c) Cash award ☐

(d) Material ☐ (e) Medal ☐ (f) Fee concession ☐

☐ ☐

- (g) Trophy ☐ (h) Book ☐ (i) Prize ☐
- (j) Publication in the Newspaper ☐ (k) Publication in the School/College Magazine ☐
- (l) Any other (s):

60. As the head of the school/ college how would you describe your teachers' level of commitment to their work? Tick (✓) whichever is relevant to you:

- (a) Highly committed ☐ (b) Committed ☐
- (c) Less committed ☐ (d) Not at all ☐

61. As head of the institution, how would you rate the quality of education imparted in your School/College?

- (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐
- (d) Average ☐ (e) Below average ☐

62. How would you rate the quality of teaching?

- (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐
- (d) Average ☐ (e) Below average ☐

I. Evaluation

63. Are you satisfied with the present system of evaluation?

- (a) Yes ☐ (b) No ☐ (c) To Some extent ☐

64. Do you feel that the evaluation system assess the overall performance of the students?

- (a) Yes ☐ (b) No ☐ (c) To Some extent ☐

SECTION 4 (Students performance in the District)

65. If you are asked to assess the performance of your School/ College to which would you rate it?

- (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐
- (d) Average ☐ (e) Below average ☐

66. The following is the result of Longleng district in various examination held in the last examination

Sl. No.	Performance of the institution	Pass
1.	HSLC	9.1 (govt schools) 56 (Pvt schools)
2.	HSSLC	90.24
3.	Under Graduate Exam	79.47

Are you satisfied with the performance of the following exam of your district in the above exams? Please indicate your response.

Sl. No.	Performance of the institution	Yes	No	To some extent
1.	HSLC			
2.	HSSLC			
3.	Under Graduate Exam			

67. What was the student's performance for the last five (5) years in your institution (Please fill up in relevant Spaces?

Year	HSLC Passed %			HSSLC Passed %			B.A Passed %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2013									
2014									
2015									
2016									
2018									

68. In your opinion what type of School/College is doing better in the district of Longleng? Tick (✓) whichever is relevant to you:

(a) Government ☐ (b) Private ☐

(c). Give reason (s) for your answer:

69. In your opinion good performance of School/Colleges are due to following responsible factors. Tick (✓) whichever is relevant to you:

Sl. No.	Factors of good performance	Yes	No	To some extent
1.	Qualified Teachers			
2.	Regular Teachers			
3.	Experienced Teachers			

4.	Trained Teachers			
5.	Dedicated Teachers			
6.	Interest on the part of students			
7.	Hard work on the part of students			
8.	Regularity on the part of students			
9.	Good study habits of students			
10.	Remedial classes for students			
11.	Coaching classes			
12.	Strict discipline			
13.	Motivation from Head and Teachers			
14.	Commitment of Head of the Institution			
15.	Good Ministerial Staffs			
16.	Good class room facilities			
17.	Good Teaching Materials			
18.	Well managed Administration			
19.	Good Communication skills			
20.	Good teaching skills			
21.	Proper Library			
22.	Proper Infrastructure			
23.	Institution away from any pollution			
24.	Conducting all co-curricular activities			
25.	Private tuitions			
26.	Any other(s), Please specify			

70. In your opinion poor Performance of School /Colleges are due to the following responsible factors: Please tick (✓) whichever is relevant to you:

Sl. No.	Factors of poor performance	Yes	No	To some extent
1.	Weak management			
2.	Lack of infrastructure			
3.	Improper location of the College			
4.	Financial Constraint			
5.	Less emphasis on co-curricular activities			
6.	Lack of ICT facility			
7.	Frequent teacher's absenteeism			
8.	Inability of teachers to finish course			
9.	Lack of students interest			
10.	Lack of teacher's dedication			
11.	Lack of concern on the part of Principal			
12.	Insincerity of Ministerial staff			
13.	Frequent transfer of teachers			
14.	Lack of Remedial teaching			
15.	Lack of Resources			
16.	To many Extra-curricular activities			
17.	Lack of proper class room arrangement			

18	Lack of proper Library			
19	Lack of proper Academic guidance			
20	Lack of qualified Teachers			
21	Lack of student's responsibility			
22	Weak Teachers-Students Relationship			
23	Weak Co-ordination among teachers			
24	Lack of remedial teaching			
25	Lack of coaching classes			
26	Any other (s), Please specify			

71. Give some suggestions for improvement of student's performance.

.....

SECTION 5 (Problems and Challenges in the District)

72. Does your School/College face any problems with regard to Academic achievements?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, Please indicate in what area and what way: Tick (✓) whichever is applicable to you

Sl.No	Problems related to academic achievement	Yes	No	To Some Extent
1.	Insufficient number of teachers			
2.	Incompetency of Teachers			
3.	Absenteeism of Teachers			
4.	Lack of teacher's dedication			
5.	Insincerity of ministerial staff			
6.	Course could not be covered on time			
7.	Students don't attend the class regularly			
8.	Students don't study at home			
9.	Result comes out late			
10.	Political interference			
11.	Proxy teachers			
12.	Lack of books			
13.	Lack of learning resources			
14.	Lack of motivation on the part of students			
15.	Any other(s), Please specify			

73. Does your College face any problems with regard to management/ administration?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, Please indicate in what area and what way: Tick (✓) whichever is applicable to you

Sl.No	Problems with Management/ Administration	Yes	No	To Some Extent
1.	In-adequate number of teaching staff			
2.	In-adequate number of Non-Teaching staff			
3.	Teacher-Students relation			
4.	In-adequate of ICT facilities			
5.	Lack of Dedicated staffs			
6.	Lack of moral responsibility			
7.	Improper set up of Managing Board			
8.	Lack of communication skills			
9.	Absenteeism among Teachers			
10.	Absenteeism among Students			
11.	Any other(s), Please specify			

74. Mention some of the problems faced by you as the head of the institution.

.....

75. Please identify some problems faced by your School/College.

.....

76. Is the fund allotted by the Government/ Managing Board sufficient to meet the requirements of the School/College? If No, what are the other sources?

.....

SECTION 6 (Measures for improvement of Education in the District)

77. Please suggest some remedial measures for improvement of education in Longleng district.

.....

78. Please suggest measures for over- all improvement of your School/College.

.....

THANK YOU

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
QUESTIONNAIRE FOR TEACHERS**

TOPIC OF RESEARCH

“A Study on the History and Status of Education in Longleng District of Nagaland”

Supervisor: Prof. Lungsang Zeliang
Department of Education
Nagaland University
Kohima Campus;
Meriema, Nagaland

Name: Vangngoi Phom
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema, Nagaland

Date

Respondent Signature.....

Contact No.

Sl. No

Instruction:

The following is a list of questions related to Ph.D work in Longleng district and the respondents are requested to read the questions carefully and answer without any bias and also kindly refrain from using abbreviations. Your responses will be kept strictly confidential and will be used for research purpose only.

A. Profile of the Respondent:

1. Name (Optional) :
2. Gender : Male ☐ Female ☐ 3. Age:
4. Educational qualification :
5. Professional qualification : (B.Ed/ M.Ed/ D.EL.ED etc.).....
6. Name of the Institution :
7. Duration/ length of Service in years :
- 8 Subject appointed for :
9. Nature of Service: Regular/ Contract/Part time/Substitute/Proxy/ others: (Please indicate)

SECTION 2: (Progress of Education in Longleng District)

10. Since attaining district status in 2004, do you think the enrolment of students of your school/college is?
- (a) Increasing ☐ (b) Decreasing ☐ (c) Same ☐ (d) No idea ☐
11. Are you satisfied with the progress of educational system in Longleng District since attaining district status in 2004?
- (a) Yes ☐ (b) No ☐ (c) To Some extent ☐
- (d) Give reason (s) for your answer:
12. Which agency played a pioneering role of spreading education in Longleng? Please tick (✓) whichever is applicable:
- (a) British ☐ (b) Christian Missionaries ☐
- (c) Tribal people ☐ (d) Indians ☐
- (e) Any other (s):
13. In your opinion has education made remarkable progress in Longleng district?
- (a) Yes ☐ (b) No ☐

If no, please tick (✓) any of the responsible factors whichever is applicable:

- | | | | |
|--------------------------------------|--------------------------|------------------------|--------------------------|
| (a) Social factors | <input type="checkbox"/> | (b) Economic problems | <input type="checkbox"/> |
| (c) Political factors | <input type="checkbox"/> | (d) Illiterate parents | <input type="checkbox"/> |
| (e) Lack of educational institutions | <input type="checkbox"/> | (e) Due to distance | <input type="checkbox"/> |
- (f) Any other (s), please specify:

14. Please share how formal education was introduced in Longleng District, if you have some information.

.....

15. Please share your opinion on the Status of Education in Longleng district before the attainment of district status. Please tick (✓) whichever is applicable:

- | | Yes | No | No difference |
|---|--------------------------|--------------------------|--------------------------|
| (a) Less student's enrolment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Less community participation in education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Lower student achievement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Underperforming teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(d) Any other (s)

16. Are you satisfied with the progress of education in Longleng District since the attainment of District status in 2004? Please share your opinion.

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

17. What are the changes you have observed in the field of education in Longleng District since the attainment of district status?

.....

SECTION 3 (Present Status of Education in Longleng District)

B. Enrolment

18. Do you feel that the teachers-students' ratio is adequate in your School/College? (Please tick (✓) as applicable)

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

19. Kindly mention the Teachers-Students ratio in your School/ College:

20. What is the total number of students you teach in a single classroom?

(a) Less than 20 ☐ (b) Between 21-40 ☐

(c) Between 41-60 ☐ (d) More than 60 ☐

21. Do you have sufficient teachers in your school/college?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If No, what is the reason? Please tick (✓) whichever is applicable:

(a) Political factor ☐ (b) Excess enrolment ☐

(c) Unsuitable environment ☐ (d) Due to geographical distance from other districts ☐

(d) Any other (s):

22. What are the criteria for Student's admission in your School/College? Please tick (✓) whichever is applicable:

(a) On merit basis ☐ (b) First come first basis ☐

(c) Random basis ☐ (d) Written test ☐

(e) Interview basis ☐

(f) Any other (s):

C. Curriculum

23. What is your teaching work load? Please specify:

(a). Number of classes per day

(b). Number of classes per week

(c). Duration of each period.

24. Do you make lesson plans for the subject you teach?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

25. Do you think that your work load is too heavy?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

26. Do you conduct class test regularly?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

27. Do you check your student's exercise book?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

28. Do you give feedback to students regarding their performance?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

29. Do you think the present syllabus is relevant for students?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

30. Do you think the present curriculum is meeting the needs of the students?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

31. Do you continuously evaluate your students?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

32. Are the books in the library adequate for reference as per curriculum?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

33. Are you able to complete the given Syllabus within the allotted time?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

34. Are you satisfied with the evaluation system you follow?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If no, Please tick (✓) whichever is applicable

(a) Too lengthy ☐ (b) Too theoretical/ less practical ☐

(c) Too short sighted ☐ (d) Too bookish ☐

(e) Any other (s):

35. On an average how many hours a day do you spend studying or preparing for your lesson.

(a) 1-2 hours ☐ (b) 2-3 hours ☐ (c) 3-4 hours ☐

(d) 4 -5 hours ☐ (e) More than 5 hours ☐

36. Does your School/college conduct the following classes? Tick (✓) whichever is relevant to you

(a) Tutorial classes ☐ (b) Remedial classes ☐

(c) Extra classes ☐ (d) Coaching class ☐

(e) None of the above ☐ (e) All of the above ☐

37. What are the main hindrances for you as a teacher? Tick (✓) whichever is relevant to you:

(a) Excess work load ☐ (b) Lack of co-operation from the students ☐

(c) Social obligations ☐ (d) Personal problems ☐

(e) Lack of proper infrastructure ☐ (f) Lack of teaching-learning materials ☐

(g)Any other reason (s):

D. Co-curricular activities

38. Does your school/college organize co-curricular activities?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, what are the co-curricular activities conducted in your school/college. Please tick (✓) whichever is applicable:

Sl. No.	Co-curricular activities	Yes	No	Sometimes
1.	Games & sports			
2.	Indoor games			
3.	Mass social work			
4.	Annual social programmes			
5.	Celebration of important events			
6.	Blood donation camp			
7.	Health awareness camp			
8.	Excursion/ Educational tour			
9.	Field trip			
10	Project work			
11	Community Work			
12	Seminar			
13	Workshop			
14	Orientation programme			
15	Quiz			
16	Debate			

17	Extempore Speech			
18	Spelling Bee			
19	Elocution			
20	Poetry Recitation			
21	Essay writing			
22	Folk song			
23	Folk Dance			
24	Drama			
25	Painting			
26	Drawing/Sketching			
27	Work experience			
28	Morning Assembly			
29	Any other (s), please specify:			

39. Does your School/ College have the following Clubs/ Unions/ Organizations? Tick (✓) whichever is relevant to you

- (a) National Service Scheme (NSS) ☐ (b) National Cadet Corps (NCC) ☐
(c) Junior Red Cross ☐ (d) Red Ribbon Club ☐
(e) Students Union ☐ (f) Eco Club ☐
(g) Literary Club ☐

(g) Any other (s), Please specify:

40. Does your school/college observe the following days? Please tick (✓) whichever is applicable:

- (a) Sanitation Day ☐ (b) Teacher's Day ☐
(c) World Environment Day ☐ (d) Independence Day ☐
(e) World Literacy Day ☐ (f) International Women's Day ☐
(g) World Aids Day ☐ (h) World Disabled Day ☐
(i) Earth Day ☐ (j) Water Day ☐

(k) Any other (s), Please specify:

41. What is the main reason you help out in organizing co-curricular activities is: Tick (✓) whichever is relevant to you:

- (a) Personal interest ☐ (b) To maintain student-teacher relation ☐

- (c) Take a break out from routine work ☐ (d) Further career ☐
- (e) Out of compulsion ☐ (f) Express co-operation ☐
- (g) To develop social skills in students ☐ (h) To develop values in students ☐
- (i) To improve human relations ☐
- (j) Any other reason (s):

42. Problems faced with regard to co-curricular activities? Please tick (✓) whichever is applicable:

- (a) No play ground ☐
- (b) Inadequate sports facilities ☐
- (c) No trained teacher in that area ☐
- (d) No funds for such activities ☐
- (e) Lack of time to organize co-curricular activities ☐
- (f) No interest to organize such activities on the part of School ☐
- (g) Any other (s):

43. Does your school /college have a Guidance and Counseling cell?

- (a) Yes ☐ (b) No ☐

If yes, how often do you organize such programmes? Please tick (✓) whichever is applicable:

- (a) Daily ☐ (b) Weekly ☐ (c) Monthly ☐
- (d) Bi- Annually ☐ (e) Annually ☐
- (f).Any other (s):

44. Do you invite community participation in any of your School/College functions?

- (a) Yes ☐ (b) No ☐ (c) Sometimes ☐

E. Teaching Methods

45. What is the medium of instruction in the class room?

- (a) Phom language ☐ (b) English ☐
- ☐

- (c) Nagamese ☐ (d) Nagamese and English ☐
- (e) Phom language and English ☐ (f) Phom language and Nagamese ☐
- (g) Any other (s):

46. What kind of teaching methods do you use in classroom teaching? Tick (✓) as many as applicable

- (a) Lecture Method ☐ (b) Dictation Method ☐ (c) Demonstration Method ☐
- (d) Experimental Method ☐ (e) Observation ☐ (f) Power point presentation ☐
- (g) Practical teaching ☐ (h) Group discussion ☐ (i) Panel discussion ☐
- (j) Team Teaching ☐ (k) Seminar in the class ☐ (l) Project work ☐
- (m) Assignment ☐ (n) Class test ☐
- (o) Distribution of handouts ☐ (p) Group Activity based learning ☐

(q) Any other (s):

47. What are the different teaching skills you use in the classroom teaching? Please tick (✓) the appropriate option.

- (a) Skills of Introducing a lesson ☐ (b) Skill of using Black board ☐
- (c) Skill of Reinforcement ☐ (d) Skill of Illustrating with examples ☐
- (e) Skill of Probing questioning ☐ (f) Skill of Stimulus variation ☐
- (g) Skill of Integration ☐

(h). Any other (s):

48. Kindly give some suggestion for improvement of teaching- learning methods?

F. Infrastructure

49. What is the status of your School/ College building? Please tick (✓) the appropriate option.

- (a) RCC ☐ (b) Kaccha ☐ (c) Partly pucca ☐
- (d) . Any other (s):

50. What are the infrastructure facilities available in your School/ College? Tick (✓) whichever is relevant to you:

Sl. No.	Infrastructure facilities	Yes	No
1.	Teacher's common room		
2.	Student's common room		
3.	Teacher's quarter		
4.	Hostel facilities for boys		
5.	Hostel facilities for girls		
6.	Safe drinking water facilities		
7.	Toilet for teachers		
8.	Toilet facilities for boys		
9.	Toilet for girls		
10	Auditorium/ Recreational Hall		
11	Proper electricity		
12	School/College bus		
13	Play ground		
14	Adequate classrooms for the students		
15	Blackboard/White board		
16	Desk for students		
17	Benches for students		
18	Library facilities		
19	Computer room		
20	Guidance and counseling room		
21	Ramp for disabled		
22	Internet facilities		
23	Stationary		
24	Xerox facilities		
25	Printing facilities		
26	Any other (s):		

51. Does your school /college face any problems with regard to Infrastructure? Tick (✓) whichever is applicable to you:

Sl.No	Problem related to Infrastructure facilities	Yes	No
1.	No proper Staff room		
2.	Less number of class rooms		
3.	No hostel facilities for boys		
4.	No hostel facilities for girls		
5.	Lack of safe drinking water facility		
6.	Insufficient toilets		
7.	No recreational hall		
8.	Lack of electricity		
9.	No bus facilities		
10	No play ground		

11	Improper arrangement of class rooms		
12	Lack of proper lightings in class room		
13	No proper ventilation		
14	No blackboard/White board		
15	Less number of desk		
16	Less number of benches		
17	No proper fencing		
18	Lack of internet facility		
19	Any other (s):		

52. What are the specific needs of your School/College? Tick (✓) whichever is applicable to you

- | | | | |
|------------------------------|--------------------------|---|--------------------------|
| (a) Land for school building | <input type="checkbox"/> | (b) Building construction | <input type="checkbox"/> |
| (c) Furniture | <input type="checkbox"/> | (d) More Teaching learning aids | <input type="checkbox"/> |
| (e) Skilled trained teachers | <input type="checkbox"/> | (f) Residential facilities for teachers | <input type="checkbox"/> |
| (g) Transport facilities | <input type="checkbox"/> | (h) Better equipped Library | <input type="checkbox"/> |
| (i) Playground | <input type="checkbox"/> | (k) Hostels for students | <input type="checkbox"/> |
- (f) Any other (s), please mention:

53. How will you rate the infrastructure of your School/College?

- (a) Excellent ☐ (b) Very good ☐ (c) Good ☐
- (d) Average ☐ (e) Below average ☐

G. Teaching- Learning aids:

54. What are the following teachings learning materials available in your school/college? Tick (✓) whichever is applicable to you.

- | | | | | | | | |
|-----------------|--------------------------|----------------|--------------------------|----------------|--------------------------|-----------------|--------------------------|
| (a) Chart | <input type="checkbox"/> | (b) Globe | <input type="checkbox"/> | (c) Map | <input type="checkbox"/> | (d) Model | <input type="checkbox"/> |
| (e) Calendar | <input type="checkbox"/> | (f) Clip chart | <input type="checkbox"/> | (g) Flash card | <input type="checkbox"/> | (h) Poster | <input type="checkbox"/> |
| (i) Video Clips | <input type="checkbox"/> | (j) Books | <input type="checkbox"/> | (k) Magazines | <input type="checkbox"/> | (l) Black Board | <input type="checkbox"/> |
| (m) Projector | <input type="checkbox"/> | (n) CD/DVD | <input type="checkbox"/> | (o) TV | <input type="checkbox"/> | (p) Computer | <input type="checkbox"/> |
| (q) Radio | <input type="checkbox"/> | | | | | | |
- (r) Any other (s):

55. Are the available teaching aids sufficient for teaching learning?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

56. Do you get sufficient teaching learning resources?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

57. Do you use audio-visual aids to teach students.

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

58. Do you use multi-media resources in day to day instruction?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, how frequently, please tick (✓) whichever is relevant to you

(a) Regularly ☐ (b) Alternately ☐ (c) Weekly ☐ (d) Never ☐

H. Quality of Education:

59. Do you always maintain cordial relationship with the authority?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

60. Are you able to fully utilize the allotted time in teaching to students judiciously?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

61. Do you try to update yourself in your subject area?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, in what way do you do that, Tick (✓) whichever is applicable to you

(a). By reading relevant books/ Journals ☐

(b). Attending Refresher/ Orientation courses ☐

(c). Participating in Workshops/ Seminars/ Conferences ☐

(d). Forming study circles with friends and subject experts ☐

(e). Internet Sources ☐

(f). Any other (s):

62. Does your School/college provide In-service training for teachers?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, kindly Tick (✓) whichever programme you have attended in recent years

- (a) Refresher Course ☐ (b) Orientation Programme ☐
(c) Summer/Winter school ☐ (d) Seminar ☐
(e) Workshop ☐ (f) Guest lecture ☐
(g) Any other(s), Please mention

63. Does the school/College reward any outstanding performance for teachers?

- (a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, in what form? Please tick (✓) whichever is applicable to you

- (a) Certificate ☐ (b) Increments ☐ (c) Cash award ☐ (d) Material ☐
(e) Medal ☐ (f) Fee concession ☐ (g) Trophy ☐ (h) Book ☐
(i) Prize ☐ (j) Publication in the Newspaper ☐
(k) Publication in the School/College Magazine ☐
(l) Any other(s):

64. What kinds of punishment are usually given to the disobedient students? Please tick (✓) whichever is applicable to you

- (a) Students are sent out of the class ☐ (b) Physical punishment ☐
(c) Imposition writing ☐ (d) Students are grounded ☐
(e).Any other (s), please specify:

65. How will you rate your own teaching?

- (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐
(d) Average ☐ (e) Below average ☐

66. How will you rate the quality of education in your College/School?

- (a) Excellent ☐ (b) Very Good ☐ (c) Good ☐
(d) Average ☐ (e) Below average ☐

I. Evaluation

67. Are you satisfied with the present system of evaluation?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

68. Do you feel that the evaluation system assess the overall performance of the students?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

SECTION 4 (Students performance in the District)

69. If you are asked to assess the performance of your School/ College, how you rate it?

(a) Excellent ☐ (b) Very Good ☐ (c) Good ☐

(d) Average ☐ (e) Below average ☐

70. The following is the result of Longleng district in various examination held in the last examination (year 2018)

Sl. No.	Performance of the institution	Pass percentage
1.	HSLC	9.1 (Govt schools) 56 (Pvt schools)
2.	HSSLC	90.24
3.	Under Graduate Exam	79.47

Are you satisfied with the performance of your district in said exams? Please indicate your response.

Sl. No.	Performance of the institution	Yes	No	To some extent
1.	HSLC			
2.	HSSLC			
3.	Under Graduate Exam			

71. In your opinion what type of School /College is doing better in the district of Longleng?

Please tick (✓) whichever is relevant to you

(a) Government ☐ (b) Private ☐

(c). Give reason(s) for your answer:

72. In your opinion good Performance of School/Colleges are due to following factors. Tick (✓) whichever is relevant to you:

Sl. No.	Factors of good performance	Yes	No	To some extent
1.	Qualified Teachers			
2.	Regular Teachers			
3.	Experienced Teachers			
4.	Trained Teachers			
5.	Dedicated Teachers			
6.	Interest on the part of students			
7.	Hard work on the part of students			
8.	Regularity on the part of students			
9.	Good study habits of students			
10.	Remedial classes for students			
11.	Coaching classes			
12.	Strict discipline			
13.	Motivation from Head and Teachers			
14.	commitment of Head of the Institution			
15.	Good Ministerial Staffs			
16.	Good class room facilities			
17.	Good Teaching Materials			
18.	Well managed Administration			
19.	Good Communication skills			
20.	Good teaching skills			
21.	Proper Library			
22.	Proper Infrastructure			
23.	Institution away from any pollution			
24.	Conducting all co-curricular activities			
25.	Private tuitions			
26.	Any other (s), Please specify			

73. In your opinion poor Performance of Colleges are due to the following factors: Please tick (✓) whichever is relevant to you:

Sl. No.	Factors of poor performance	Yes	No	To some extent
1.	Weak management			
2.	Lack of infrastructure			
3.	Improper location of the College			
4.	Financial Constraint			
5.	Less emphasis on co-curricular activities			
6.	Lack of ICT facility			
7.	Frequent teacher's absenteeism			
8.	Inability of teachers to finish course			
9.	Lack of students interest			
10.	Lack of teacher's dedication			
11.	Lack of concern on the part of Principal			
12.	Insincerity of Ministerial staff			
13.	Frequent transfer of teachers			

14	Lack of Remedial teaching			
15	Lack of Resources			
16	To many Extra-curricular activities			
17	Lack of proper class room arrangement			
18	Lack of proper Library			
19	Lack of proper Academic guidance			
20	Lack of qualified Teachers			
21	Lack of student's responsibility			
22	Less concern of Managing Board			
23	Weak Teachers-Students Relationship			
24	Weak Co-ordination among teachers			
25	Lack of remedial teaching			
26	Lack of coaching classes			
27	Any other (s), Please specify			

74. Give some suggestions for improvement of student's performance.

.....

SECTION 5 (Problems and Challenges in the District)

75. Do you feel that any of the following factors hinders your personal professional development?

- (a) Demanding workload ☐
- (b) Lack of family support ☐
- (c) Home responsibilities ☐
- (d) Social obligations ☐
- (e) Lack of opportunity for career advancement ☐
- (f) Lack of in-service training programme ☐
- (g) Lack of Infrastructure development ☐
- (h) Any other(s) please mention:

76. What are the difficulties faced by you in dealing with your students. Please specify

- (a) Too many social activities ☐
- (b) Lack of understanding ☐
- ☐

(c) Lack of parent's guidance

(d) Not paying attention to their studies ☐

(e) Lack of interest on the part of students ☐

(f) Lack of commitment in studies ☐

(e) Any other(s), please mention:

77. Does your school/college face any problems with regard to education?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, Please indicate in what area and what way: Tick (✓) whichever is applicable to you

Sl.No	Problems related to academic	Yes	No	To Some Extent
1.	Insufficient number of teachers			
2.	Incompetency of Teachers			
3.	Absenteeism of Teachers			
4.	Lack of teacher's dedication			
5.	Insincerity of ministerial staff			
6.	Course could not be covered on time			
7.	Students don't attend the class regularly			
8.	Students don't study at home			
9.	Result comes out late			
10.	Political interference			
11.	Proxy teachers			
12.	Lack of books			
13.	Lack of learning resources			
14.	Lack of motivation on the part of students			
15.	Any other (s), Please specify			

78. Does your College face any problems with regard to management/ administration?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, Please indicate in what area and what way: Tick (✓) whichever is applicable to you:

Sl.No	Problems with Management/ Administration	Yes	No	To Some Extent
1.	In-adequate number of teaching staff			
2.	In-adequate number of Non-Teaching staff			
3.	Teacher-Students relation			
4.	In-adequate ICT facility			
5.	Lack of Dedicated staffs			
6.	Lack of moral responsibility			
7.	Improper set up of Managing Board			

8.	Lack of communication skills			
9.	Absenteeism among Teachers			
10	Absenteeism among Students			
11	Any other (s), Please specify			

79. Please suggest some measures for improving teaching.

.....

80. What kind of problem do you face as teacher? Please comment

.....

81. Please identify some problems faced by your school /College:

.....

82. In spite of all the facilities granted by the government, what makes Longleng district to be a backward area.

.....

83. In your opinion what are the reasons for teachers going for training to other district?

.....

SECTION 6 (Measures for improvement of Education in the District)

84. Please suggest some remedial measures for improvement of education in Longleng District.

.....

85. Please suggest measures for over- all improvement of your school/College.

.....

THANK YOU

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
QUESTIONNAIRE FOR STUDENTS**

TOPIC OF RESEARCH

“A Study on the History and Status of Education in Longleng District of Nagaland”

Supervisor: Prof. Lungsang Zeliang
Department of Education
Nagaland University
Kohima Campus;
Meriema, Nagaland

Name: Vangngoi Phom
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema, Nagaland

Date

Respondent Signature.....

Contact No.

Sl. No.....

Instruction:

The following is a list of questions related to Ph.D work in Longleng district and the respondents are requested to read the questions carefully and answer without any bias and also kindly refrain from using abbreviations. Your responses will be kept strictly confidential and will be used for research purpose only.

Profile of the Respondent:

1. Name of the Student :
2. Gender: Male ☐ Female ☐ 3. Age
4. Class/Grade.....
5. Name of the School/ College:
6. Nature of management of your Institution: Government/Private/ Church/NGOs

SECTION 2 (Progress of Education in Longleng District)

7. Since attaining district status in 2004, do you think the enrolment of students in your school/college is?
(a) Increasing ☐ (b) Decreasing ☐ (c) Same ☐ (d) No idea ☐
8. Are you satisfied with the progress of educational system in Longleng District since attaining district status?
(a) Yes ☐ (b) No ☐ (c) To Some extent ☐
(d) Give reason(s) for your answer:
9. Which agency played a pioneering role of spreading education in Longleng? Please tick (✓) whichever is applicable:
(a) British ☐ (b) Christian Missionaries ☐
(c) Tribal people ☐ (d) Indians ☐
(e) Any other(s):

SECTION 3 (Present Status of Education in Longleng District)

C. Curriculum

10. How many periods are taken per day? Please specify

11. Are class tests conducted regularly?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, how often is it conducted? Please tick (✓) whichever is applicable:

(a) Daily ☐ (b) Weekly ☐ (c) Monthly ☐

12. Do your teachers check your exercise book?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

13. Do your teachers give home work?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, Please tick (✓) whichever is applicable:

(a) Daily ☐ (b) Weekly ☐ (c) Monthly ☐

14. Do your teachers give feedback on your performance?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

15. Are the teachers regular?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

16. Are they able to complete the syllabus on time?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

17. How many hours a day do you spend studying your lesson.

(a) 1-2 hours ☐ (b) 2-3 hours ☐ (c) 3-4 hours ☐

(d) 4 -5 hours ☐ (e) More than 5 hours ☐

18. What do you think about the course you are studying? Please specify

(a) Easy ☐ (b) Interesting ☐ (c) Relevant ☐

(d) Boring ☐ (e) Hard ☐

(f). Any other (s):

19. Does your School/ College conduct the following classes?

(a) Tutorial classes ☐ (b) Remedial classes ☐

(c) Extra classes ☐ (d) Coaching class ☐

(e) None of the above ☐ (e) All of the above ☐

D. Co-curricular activities:

20. What are the co-curricular activities conducted in your school/college. Please tick (✓) whichever is applicable:

Sl. No.	Co-curricular activities	Yes	No	Sometimes
1.	Games & sports			
2.	Indoor games			
3.	Mass social work			
4.	Annual social programmes			
5.	Celebration of important event			
6.	Blood donation camp			
7.	Health awareness camp			
8.	Excursion/ Educational tour			
9.	Field trip			
10.	Project work			
11.	Community Work			
12.	Seminar			
13.	Workshop			
14.	Orientation programme			
15.	Quiz			
16.	Debate			
17.	Extempore Speech			
18.	Spelling Bee			
19.	Elocution			
20.	Poetry Recitation			
21.	Essay writing			
22.	Folk song			
23.	Folk Dance			
24.	Drama			
25.	Painting			
26.	Drawing / sketching			
27.	Work experience			
28.	Morning Assembly			
29.	Any other(s), please specify			

21. Does your School/ College have the following Clubs/ Unions/ Organizations? Tick (✓) whichever is relevant to you

(a) National Service Scheme (NSS) ☐ (b) National Cadet Corps (NCC) ☐

(c) Junior Red Cross ☐ (d) Red Ribbon Club ☐

(e) Students Union ☐ (f) Eco Club ☐

(g) Literary Club ☐

(g) Any other (s), please specify:

22. Does your school/college observe the following days? Please tick (✓) whichever is applicable:

(a) Sanitation Day ☐ (b) Teacher's Day ☐

(c) World Environment Day ☐ (d) Independence Day ☐

(e) World Literacy Day ☐ (f) International Women's Day ☐

(g) World Aids Day ☐ (h) World Disabled Day ☐

(i). Earth Day ☐ (j) Water Day ☐

(k) Any other(s), please specify:

23. Does your School /College face any problems with regard to co-curricular activities? Please tick (✓) whichever is applicable:

(a) No play ground ☐

(b) Inadequate sports facilities ☐

(c) No trained teacher in that area ☐

(e) No funds for such activities ☐

(c) Lack of time to organize co-curricular activities ☐

(f) No interest to organize such activities on the part of School/College ☐

(g) Any other (s), please specify:

E. Teaching Methods:

24. What is the medium of instruction use in your School/ College? Tick (✓) whichever is relevant to you:

(a) Phom language ☐ (b) English ☐

(c) Nagamese ☐ (d) Nagamese and English ☐

(e) Phom language and English ☐ (f) Phom language and Nagamese ☐

(g) Any other (s):

25. What kind of teaching methods do your teachers use in classroom teaching- learning process? Please tick (✓) the appropriate option.

- (a) Lecture Method ☐ (b) Dictation Method ☐ (c) Demonstration Method ☐
(d) Experimental Method ☐ (e) Observation ☐ (f) Power point presentation ☐
(g) Practical teaching ☐ (h) Group discussion ☐ (i) Panel discussion ☐
(j) Team Teaching ☐ (k) Seminar in the class ☐ (l) Project work ☐
(m) Assignment ☐ (n) Class test ☐
(o) Distribution of handouts ☐ (p) Group Activity based learning ☐

(q) Any other (s):

26. What are the different teaching skills your teacher use in the classroom teaching? Please tick (✓) the appropriate option.

- (a) Skills of Introducing a lesson ☐ (b) Skill of using Black board ☐
(c) Skill of Reinforcement ☐ (d) Skill of Illustrating with examples ☐
(e) Skill of Probing questioning ☐ (f) Skill of Stimulus variation ☐
(g) Skill of Integration ☐

(h). Any other (s):

F. Infrastructure:

27. What is the status of your School/ College building? Please tick (✓) the appropriate option.

- (a) RCC ☐ (b) Kaccha ☐ (c) Partly pucca ☐

(d) Any other (s):

28. What are the infrastructure facilities available in your School/ College? Tick (✓) whichever is relevant to you:

Sl. No.	Infrastructure facilities	Yes	No
1.	Teacher's common room		
2.	Student's common room		
3.	Teacher's quarter		

4.	Hostel facilities for boys		
5.	Hostel facilities for girls		
6.	Safe drinking water facilities		
7.	Toilet for teachers		
8.	Toilet facilities for boys		
9.	Toilet for girls		
10.	Auditorium/ Recreational Hall		
11.	Proper electricity		
12.	School/College bus		
13.	Play ground		
14.	Adequate classrooms for the students		
15.	Blackboard/White board		
16.	Desk for students		
17.	Benches for students		
18.	Library facilities		
19.	Computer room		
20.	Guidance and counseling room		
21.	Ramp for disabled		
22.	Internet facilities		
23.	Stationary		
24.	Xerox facilities		
25.	Printing facilities		
26.	Any other (s):		

29. Does your school /college face any problems with regard to Infrastructure?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, please indicate in what area you face problems? Tick (✓) whichever is applicable to you:

Sl. No.	Problems related to Infrastructure	Yes	No	To some extent
1.	Less number of class rooms			
2.	Less number of desk			
3.	Less number of benches			
4.	No blackboard			
5.	Improper arrangement of class rooms			
6.	Lack of proper lighting of classroom			
7.	No proper ventilation			
8.	No play ground			
9.	No recreational hall			
10.	No proper College/school fencing			
11.	Lack of electricity			
12.	Lack of safe drinking water facility			
13.	Lack of internet facility			
14.	No hostel facilities			

15	No bus facilities			
16	Insufficient toilets			
17.	No proper Staff room			
18	Less teaching aids			
19.	Any other (s), please specify:			

30. What are the specific needs of your School/College? Tick (✓) whichever is applicable to you

- | | | | |
|------------------------------|--------------------------|---|--------------------------|
| (a) Land for school building | <input type="checkbox"/> | (b) Building construction | <input type="checkbox"/> |
| (c) Furniture | <input type="checkbox"/> | (d) More Teaching learning aids | <input type="checkbox"/> |
| (e) Skilled trained teachers | <input type="checkbox"/> | (f) Residential facilities for teachers | <input type="checkbox"/> |
| (g) Transport facilities | <input type="checkbox"/> | (h) Better equipped Library | <input type="checkbox"/> |
| (i) Playground | <input type="checkbox"/> | (k) Hostels for students | <input type="checkbox"/> |

(f) Any other (s), please mention:

31. How will you rate the infrastructure of your School/College?

- (a) Excellent ☐ (b) Very good ☐ (c) Good ☐
 (d) Average ☐ (e) Below average ☐

G. Teaching- learning aids

32. Are the following Teaching –learning materials available in your school/college? Tick (✓) as many as applicable

- | | | | | | | | |
|-----------------|--------------------------|----------------|--------------------------|----------------|--------------------------|-----------------|--------------------------|
| (a) Chart | <input type="checkbox"/> | (b) Globe | <input type="checkbox"/> | (c) Map | <input type="checkbox"/> | (d) Model | <input type="checkbox"/> |
| (e) Calendar | <input type="checkbox"/> | (f) Clip chart | <input type="checkbox"/> | (g) Flash card | <input type="checkbox"/> | (h) Poster | <input type="checkbox"/> |
| (i) Video Clips | <input type="checkbox"/> | (j) Books | <input type="checkbox"/> | (k) Magazines | <input type="checkbox"/> | (l) Black Board | <input type="checkbox"/> |
| (m) Projector | <input type="checkbox"/> | (n) CD/DVD | <input type="checkbox"/> | (o) TV | <input type="checkbox"/> | (p) Computer | <input type="checkbox"/> |
| (q) Radio | <input type="checkbox"/> | | | | | | |

(r) Any other (s):

33. Are the available teaching aids sufficient for teaching learning?

- (a) Yes ☐ (b) No ☐ (c) To Some extent ☐

H. Quality of Education:

34. Are your teachers regular in the class?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

35. Are the teachers punctual for classes?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

36. Do you have guidance and counseling cell in your school/college?

(a) Yes ☐ (b) No ☐

If yes, how are such programmes organized? Please tick (✓) whichever is applicable

(a) Daily ☐ (b) Weekly ☐ (c) Monthly ☐

(d) Bi- Annually ☐ (e) Annually ☐

(f).Any other (s):

37. Does the school/College reward you for your academic excellence?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, in what form? Please tick (✓) whichever is applicable to you

(a) Certificate ☐ (b) Increments ☐ (c) Cash award ☐ (d) Material ☐

(e) Medal ☐ (f) Fee concession ☐ (g) Trophy ☐ (h) Book ☐

(i) Prize ☐ (j) Publication in the Newspaper ☐

(k) Publication in the School/College Magazine ☐

(l) Any other (s):

38. What kinds of punishment are usually given to the disobedient students? Please specify

(a) Students are sent out of the class ☐ (b) Physical punishment ☐

(c) Imposition writing ☐ (d) Students are grounded ☐

(e).Any other (s), please specify:

39. Do you take private tuition?

(a) Yes ☐ (b) No ☐ (c) Sometimes ☐

If yes, what is the reason?

(a) Teachers do not teach properly in the class ☐

(b) Need special help in some subject ☐

(c) Nobody to help at home ☐

(d) Any other (s), please specify:

40. Does your school/college have a library?

(a) Yes ☐ (b) No ☐

If yes, Is it properly equipped with books that you need?

(a) Yes ☐ (b) No ☐ (c) To some extent ☐

41. How will you rate the overall quality of education imparted in your school/college?

(a) Excellent ☐ (b) Very Good ☐ (c) Good ☐

(d) Average ☐ (e) Below average ☐

42. How will you rate the quality of teaching in your school/college?

(a) Excellent ☐ (b) Very Good ☐ (c) Good ☐

(d) Average ☐ (e) Below average ☐

43. In your opinion, do you think that the quality of education imparted to you can equip you to compete with others outside the district?

(a) Yes ☐ (b) No ☐ (c) To some extent ☐

I. Evaluation

44. Are you satisfied with the present system of evaluation?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

45. Do you feel that the evaluation system assess the overall performance of the students?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

SECTION 4 (Students performance in the District)

46. If you are asked to assess the performance of your School/ College to how would you rate it?

(a) Excellent ☐ (b) Very Good ☐ (c) Good ☐

(d) Average ☐ (e) Below average ☐

47. The following is the result of Longleng district in various examination held in the last examination

Sl. No.	Performance of the institution	Pass
1.	HSLC	9.1 (govt institutions) 56 (pvt institutions)
2.	HSSLC	90.24
3.	Under Graduate Exam	79.47

Are you satisfied with the performance of the following exam of your district in the above exams? Please indicate your response.

Sl. No.	Performance of the institution	Yes	No	To some extent
1.	HSLC			
2.	HSSLC			
3.	Under Graduate Exam			

48. In your opinion good Performance of School/Colleges are due to following factors. Tick (✓) whichever is relevant to you:

Sl. No.	Factors of good performance	Yes	No	To some extent
1.	Qualified Teachers			
2.	Regular Teachers			
3.	Experienced Teachers			
4.	Trained Teachers			
5.	Dedicated Teachers			
6.	Interest on the part of students			
7.	Hard work on the part of students			
8.	Regularity on the part of students			
9.	Good study habits of students			
10.	Remedial classes for students			
11.	Coaching classes			
12.	Strict discipline			
13.	Motivation from Head and Teachers			
14.	Commitment of Head of the Institution			
15.	Good Ministerial Staffs			
16.	Good class room facilities			
17.	Good Teaching Materials			
18.	Well managed Administration			
19.	Good Communication skills			
20.	Good teaching skills			
21.	Proper Library			

22	Proper Infrastructure			
23	Institution away from any pollution			
24	Conducting all co-curricular activities			
25	Private tuitions			
26	Any other(s), please specify			

49. In your opinion poor Performance of School /Colleges are due to the following factors:
Please tick (✓) whichever is relevant to you.

Sl. No	Factors of poor performance	Yes	No	To some extent
1.	Weak management			
2.	Lack of infrastructure			
3.	Improper location of the School/ College			
4.	Financial Constraint			
5.	Less emphasis on co-curricular activities			
6.	Lack of ICT facility			
7.	Frequent teacher's absenteeism			
8.	Inability of teachers to finish course			
9.	Lack of students interest			
10.	Lack of teacher's dedication			
11.	Lack of concern on the part of Principal			
12.	Insincerity of Ministerial staff			
13.	Frequent transfer of teachers			
14.	Lack of Remedial teaching			
15.	Lack of Resources			
16.	To many Extra-curricular activities			
17.	Lack of proper class room arrangement			
18.	Lack of proper Library			
19.	Lack of proper Academic guidance			
20.	Lack of qualified Teachers			
21.	Lack of student's responsibility			
22.	Less concern of Managing Board			
23.	Weak Teachers-Students Relationship			
24.	Weak Co-ordination among teachers			
25.	Lack of remedial teaching			
26.	Lack of coaching			
27.	Any other(s), Please specify			

50. In your opinion what type of School /College is performing better?

(a) Government ☐ (b) Private ☐

(c). Give reason (s) for your answer:

SECTION 5 (Problems and Challenges in the District)

51. Does your school/college face any problems with regard to Education?

(a) Yes ☐ (b) No ☐ (c) To Some extent ☐

If yes, Please indicate in what area and what way: Tick (✓) whichever is applicable to you

Sl.No	Problems	Yes	No	To Some Extent
1.	Insufficient number of teachers			
2.	Incompetency of Teachers			
3.	Absenteeism of Teachers			
4.	Lack of teacher's dedication			
5.	Insincerity of ministerial staff			
6.	Course could not be covered on time			
7.	Students don't attend the class regularly			
8.	Students don't study at home			
9.	Result comes out late			
10.	Political interference			
11.	Proxy teachers			
12.	Lack of books			
13.	Lack of learning resources			
14.	Lack of motivation on the part of students			
15.	Any other (s), Please specify			

52. What kind of problems do you face as a student in relation to your education? Please specify in detail.

.....

53. Please identify some problems faced by your School/College.

.....

SECTION 6 (Measures for improvement of Education in the District)

54. Please suggest measures for improvement of education in Longleng district.

.....

THANK YOU

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
QUESTIONNAIRE FOR PARENTS**

TOPIC OF RESEARCH

“A Study on the History and Status of Education in Longleng District of Nagaland”

Supervisor: Prof. Lungsang Zeliang
Department of Education
Nagaland University
Kohima Campus;
Meriema, Nagaland

Name: Vangngoi Phom
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema, Nagaland

Date

Respondent Signature.....

Contact No.

Sl. No.....

QUESTIONNAIRE FOR PARENTS

Section 1 Profile of Parents

1. Name.....
2. Gender.....3. Age
4. Educational qualification.....
5. No of children in family
5. Village.....
6. Occupation.....

Section 2 (Progress of Education in Longleng District)

1. Share your opinion on the status of education in Longleng district before attainment of district status.
.....

2. Share your opinion on the progress and development of education in Longleng district since attainment of district status since 2004.
.....

Section 3 (Present Status of Education in Longleng District)

3. Are you satisfied with the present status of development of education in Longleng District?
Please give some reasons for your answer.
.....

4. What is your opinion on the present status of education in Longleng district at present?
(Highly developed/Sufficiently developed/Backward/Very backward)
.....

5. At present Longleng district has a total literacy rate of 72.17 per cent with male 74.9 and female 69.6 percent literacy rate and has only one secondary school, one higher secondary school and one college. Please share your opinion on the factors responsible for the present status of education in Longleng district.
.....

6. Are you satisfied with the existing infra structure of your child's/ward's school/college?

.....

7. Does your child get facilities such as

a). Free textbooks

(b). uniform

(c). mid-day meal

(d). scholarship

(e). Any other(s):

.....

8. Do you find the administration of your child/wards school/college satisfactory? Give reasons.

.....

9. Do you find the school/college atmosphere/environment suitable for your child's growth and learning?

.....

10. Please discuss about the quality of education in Longleng district and your child/ward's school/college in particular.

.....

11. Do you involve in children's education? (Mentoring, guiding, helping in homework etc)

.....

12. Do you attend parents-teachers meeting in the school/college?

.....

13. Do you attend various functions held in the school/college?

.....

14. Do your children take private tuition? Please mention the reasons if yes.

.....

Section 4 (Students performance in the District)

15. Are you satisfied with the performance of students in educational institutions of Longleng district? Give reasons?

.....

16. Are you satisfied with the performance of the teachers in educational institutions of Longleng district? Give reasons.

.....

17. Are you satisfied with the performance of your children in school? Give reasons.

.....

18. In your opinion which is performing better- private or government institutions and why?

.....

Section 5 (Problems and Challenges in the District)

19. What are the reasons for the slow growth of educational institutions in Longleng district?

.....

20. Are you satisfied with the performance of the teachers in educational institutions of Longleng district? Give reasons.

.....

21. What are some of the main problems faced in your child/children's education?

.....

22. What are some of the problems and challenges faced in the field of education in Longleng district? Please discuss.

.....

23. In your opinion what are the main reasons for the children going out from Longleng to other districts for their studies?

.....

Section 6 (Measures for improvement of Education in the District)

24. Bring out some suggestions to eradicate illiteracy and backwardness in the district.

.....

25. Please suggest some measures for the improvement of education in Longleng district.

..... **Thank You**

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
QUESTIONNAIRE FOR COMMUNITY LEADERS/ELDERS**

TOPIC OF RESEARCH

“A Study on the History and Status of Education in Longleng District of Nagaland”

Supervisor: Prof. Lungsang Zeliang
Department of Education
Nagaland University
Kohima Campus;
Meriema, Nagaland

Name: Vangngoi Phom
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema, Nagaland

Date

Contact No.

Sl. No.....

QUESTIONNAIRE FOR COMMUNITY LEADERS

1. Name.....
2. Gender.....3. Age
4. Village.....
5. Occupation.....

Section 1(Historical development of Education in Longleng District)

1. Who was the first convert Christian among the Phom community?
.....
2. Which year the first conversion in Christianity took place?
.....
3. Where was the first school established in Longleng district?
.....
4. In which year the first school was established?
.....
5. Who/ Which agency established the first School?
.....
6. What is your view on Indigenous Baang system of education among the Phom community?
.....
7. Elaborate on the role of (Missionaries/Church/Private individuals/government/NGOs) in development in the field of education with reference to Longleng district.
.....
8. Mention their contribution to education in Longleng District.
.....
9. Elaborate on the salient features of Indigenous Baang (Bachelors Dormitory) system of Education among the Phom Community.
.....

10. Elaborate on the salient features of Indigenous Yow (Girls Dormitory) system of Education among the Phom Community.

.....

11. Elaborate on the role of in education of Phom people in the past:

(a). Paang

.....

(b). Yow

.....

12. Discuss on the relevance of Indigenous Baang and Yow system of education in today's world.

.....

Section 2 (Progress of Education in Longleng District)

13. How was formal education introduced in Longleng district?

.....

14. Please share your opinion on the progress and pace of development of education in Longleng district.

.....

15. What was the status of Education in Longleng before attainment of district status?

.....

16. Are you satisfied with the progress of education in Longleng district since the attainment of District status in 2004?

.....

17. Highlight some changes and development in the field of education in Longleng since the attainment of District status.

.....

Section 3 (Present Status of Education in Longleng District)

18. What is your opinion on the present status of education in Longleng district at present?
(Highly developed/ sufficiently developed/ backward/ very backward).

.....

19. At present Longleng district has a total literacy rate of 72.17 per cent with male 74.9 and female 69.6 percent literacy rate and has only one secondary school, one higher secondary school and one college. Please share your opinion on the factors responsible for the present status of education in Longleng district.

.....

20. Please share your opinion on the status of girl's education in Longleng district.

.....

21. Are you satisfied with the present status of development of education in Longleng district?
Please give some reasons for your answer.

.....

Section 4 (Students performance in the District)

22. Are you satisfied with the performance of students in educational institutions of Longleng district? Give reasons?

.....

23. Are you satisfied with the pass percentage of HSLC, 2018 results with pass percentage of 9 in Government schools and 56 per cent in Private schools and HSSLC , 2018 results with pass percentage of 90.24 per cent and under graduate exam results with the pass percentage of 79.47 in Longleng district ?

.....

24. Are you satisfied with the performance of the teachers in educational institutions of Longleng district? Give reasons.

.....

25. In your opinion which is performing better- private or government institutions and why?

.....

26. Please give some suggestions for improvement of

(a) Government institutions

.....
(b) Private institutions
.....

27. In your opinion what are the factors for performance of School/Colleges of Longleng district.
.....

Section 5 (Problems and Challenges in the District)

28. What are some of the problems and challenges being faced in the field of education in Longleng district?
.....

29. What are the reasons for the slow growth of educational institutions in Longleng district?
.....

30. In your opinion what are the main reasons for the children going out from Longleng to other districts for their studies?
.....

Section 6 (Measures for improvement of Education in the District)

31. Bring out some suggestions to eradicate illiteracy and backwardness in the district.
.....

32. Please suggest some measures for the improvement of education in Longleng district.
.....

THANK YOU

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
QUESTIONNAIRE FOR OTHER STAKEHOLDERS**

TOPIC OF RESEARCH

“A Study on the History and Status of Education in Longleng District of Nagaland”

Supervisor: Prof. Lungsang Zeliang
Department of Education
Nagaland University
Kohima Campus;
Meriema, Nagaland

Name: Vangngoi Phom
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema, Nagaland

Date

Contact No.

Sl. No.....

Profile of officials

1. Name.....
2. Sex.....3. Age
4. Village.....
5. Occupation.....

Section 1

(Progress of Education in Longleng District)

1. How was formal education introduced in Longleng district?

.....

2. Please share your opinion on the progress and pace of development of education in Longleng district.

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3. What was the status of Education in Longleng before attainment of district status?

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.....

5. Highlight some changes and development in the field of education in Longleng since the attainment of District status.

.....

Section 3 (Present Status of Education in Longleng District)

6. What is your opinion on the present status of education in Longleng district at present? (Highly developed/ sufficiently developed/ backward/ very backward).

.....

7. At present Longleng district has a total literacy rate of 72.17 per cent with male 74.9 and female 69.6 percent literacy rate and has only one secondary school, one higher secondary school and one college. Please share your opinion on the factors responsible for the present status of education in Longleng district.

.....

8. Please share your opinion on the status of girl's education in Longleng district.

.....

9. Are you satisfied with the present status of development of education in Longleng district? Please give some reasons for your answer.

.....

Section 4 (Students performance in the District)

10. Are you satisfied with the performance of students in educational institutions of Longleng district? Give reasons?

.....

11. Are you satisfied with the pass percentage of HSLC, 2018 results with pass percentage of 9 in Government schools and 56 per cent in Private schools and HSSLC, 2018 results with pass percentage of 90.24 per cent and under graduate exam results with the pass percentage of 79.47 in Longleng district?

.....

12. Are you satisfied with the performance of the teachers in educational institutions of Longleng district? Give reasons.

.....

13. In your opinion which is performing better- private or government institutions and why?

.....
14. In your opinion what are the factors for performance of School/Colleges of Longleng district.

.....
15. Please give some suggestions for improvement of

(a) Government institutions

.....
(b) Private institutions

.....
Section 5 (Problems and Challenges in the District)

16. What are some of the problems and challenges being faced in the field of education in Longleng district?

.....
17. What are the reasons for the slow growth of educational institutions in Longleng district?

.....
18. In your opinion what are the main reasons for the children going out from Longleng to other districts for their studies?

.....
Section 6 (Measures for improvement of Education in the District)

19. Bring out some suggestions to eradicate illiteracy and backwardness in the district.

.....
20. Please suggest some measures for the improvement of education in Longleng district.

.....
THANK YOU





Yingli College, Longleng

