"A STUDY OF THE STATUS AND PROBLEMS OF PRIMARY EDUCATION IN THE GOVERNMENT PRIMARY SCHOOLS OF KOHIMA DISTRICT"

Thesis submitted to Nagaland University in partial fulfilment of the requirement for the degree of
Doctor of Philosophy (Ph.D.) in Education

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JULY 2023

DEPARTMENT OF EDUCATION
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DECLARATION

I, **I. Temjentoshi Ozukum**, do hereby declare that the thesis entitled **"A Study of the Status and Problems of Primary Education in the Government Primary Schools of Kohima District"**, is the result of my original research work carried out under the supervision of **Prof. Buno Zetsuvi**, Department of Education, School of Humanities and Education, Nagaland University. The contents of the thesis did not form the basis of the award of any previous degree in any other University or Institute to the best of my knowledge.

This thesis is submitted to Nagaland University for the award of the degree of **Doctor of Philosophy in Education.**

Place: KOHIMA

Date: 07/07/2023

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CERTIFICATE

This is to certify that **Shri. I. Temjentoshi Ozukum, NU Regd. No. Ph.D/EDU/00183**, a Research Scholar of the Department of Education, School of Humanities and Education, Nagaland University, Kohima Campus, Meriema has completed his thesis entitled **"A Study of the Status and Problems of Primary Education in the Government Primary Schools of Kohima District"** under my supervision and to the best of my knowledge, the facts reported in this study have been collected first hand by the Research Scholar and that, other sources whatever used have been acknowledged.

The thesis is ready and fit for submission for the award of the degree of **Doctor of Philosophy in Education.**

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ABBREVIATIONS	
ACL	Activity Competency Learning
CCE	Continuous Comprehensive Evaluation
EBRC	Educational Block Resource Centre
GER	Gross Enrolment Ratio
GPS	Government Primary School
LEP	Learning Enhancement Programme
NECTAR	Nagaland Enhancing Classroom Teaching and Resources
NEP 2020	National Education Policy, 2020
NGOs	Non-Governmental Organisations
NISHTA	National Initiative for School Heads' and Teachers' Holistic Advancement
PTA	Parent-Teacher Association
SMC	School Management Committee
TLMs	Teaching Learning Materials

CHAPTER-1
INTRODUCTION

1.1. HISTORICAL BACKGROUND OF NAGALAND

Nagaland is the land of the Naga people or the Nagas with an affluent diverse culture. The land is gifted with captivating landscapes, abundant variety of natural resources, and a good climate for the people and flora and fauna to live and flourish. The origin and early history of the Nagas is not clear and largely undocumented. An analysis of the history of the Nagas gives us an idea that they came from the Eastern part of India. However, it is still a mystery whether the Nagas came from the Northern part of Mongolia, South-Eastern part of Asia or North-Western part of China. Many scholars assume that the Nagas belong to the Tibeto-Burmese family. In the year 1816, Nagaland came under direct administration of Myanmar and by 1892; the whole of Nagaland except the Tuensang area became a part of the British Empire. Consequent to the tireless work of the Christian Missionaries, the head-hunting culture of the Nagas gradually ceased.

On 1st December of 1963, Nagaland became the 16th State of the Indian Union. It has a geographical area of 16,579 sq. km., and situated between 25°6´N and 27°4´N Latitude and 93°2´E and 95°15´E Longitude. It shares borders with Arunachal Pradesh on the North, Manipur on the South, Myanmar on the East and Assam on the West. The State of Nagaland consists of 16 districts viz. Chumukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Phek, Peren, Shamator, Tseminyu (Hereinafter referred to as EBRC-Tseminyu), Tuensang, Wokha, and Zunheboto. Nagaland has 17 major tribes, they are viz. Angami, Ao, Chakhesang, Chang, Dimasa Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sema or Sumi, Tikhir, Yimchunger or Yimkiung, and Zeliang. As per the Census of 2011, Nagaland has a total population of 1,978,502, and the literacy rate stood at 79.6% (Male= 82.8% and Female= 76.1%).

Kohima became the Capital of the State of Nagaland in the year 1963. It is located at 1444.12 Meters above sea level. It lies between 25.4° North Latitude and 94.08° East Longitude. As per the 2011 Census, the population of Kohima is 267,988, with a literacy rate of 85.2% (Male= 88.7% and Female= 81.5%).

Figure 1.1.1: Map of Nagaland

Figure 1.1.1 given above illustrates the map of Nagaland.

Figure 1.1.2: Map of Kohima

Figure 1.1.2 given above shows the map of Kohima district.

1.2. SOCIO-ECONOMIC AND CULTURAL BACKGROUND OF NAGALAND

As per the Census of 2011, 71.14% of the population lives in rural areas. The Naga society is primarily an agricultural society and dominated by Christians. Terrace and Jhum cultivations are the two types of cultivation practiced by the Nagas. The Nagas are skilled in many facets of arts and crafts. The culture of the Nagas is vibrant especially due to its diversity and unique festivals, dance and music within each of the Naga tribe. 'Nagamese' is the lingua-franca of the Nagas although the official language is English.

1.3. CLIMATE OF NAGALAND

The climate of Nagaland is very pleasant since it has a sub-tropical type of climate. The average rainfall is between 175 cm and 250 cm and the approximate temperature ranges between 4°C during winter and 32°C during summer.

1.4. DEVELOPMENT OF EDUCATION IN NAGALAND

Prior to introduction of western education in the Naga society there existed a traditional institution known as Morung in the villages of the Naga tribes. The Morung served as the main centre for administration and organization of the village and an institutionalized mechanism of social control and socialized education. The Morung was a type of dormitory or youth hostel system and was known by different names like among the Angamis it was known as 'Kichuki', 'Ariju' among the Aos, 'Champo' among the Lothas, 'Dikha Chang' among the Semas and so on. Children were admitted to the Morung at the age of 12 or 13 and left when they get married or built their own house. There were separate dormitories for both boys and girls. In the absence of any formal school system, the Morung served as an educational institution where the young people received training and instruction in every field of life. It is in this institution that the young people learnt the art of handicraft, weaving or cloth making and embroidery works. The Morung also served as the centre of preserving the cultural heritage of the past by giving training on the art of singing and dancing. The Morung gradually lost its significance as a result of the coming of Christianity and introduction of formal education.

The Nagas got the first taste of Christianity, western education, and western way of life in the year 1872 when American Baptist Missionary Rev. Dr. E.W. Clark set foot in the village of Molungkimong (Also known as Dekhahaimong) under Mokokchung District. In the Village, he introduced Christianity to the villagers and established the first Baptist church in Nagaland. He taught western way of life to the villagers.

Formal education system was finally introduced in Nagaland in the year 1878 at Molungyimsen under Mokokchung District by Mrs. Mary Mead Clark, the wife of Rev. Dr.

E.W. Clark. Later on, the influx of other missionaries led to the introduction of formal education in many parts of Nagaland. Some of these missionaries worth mentioning are Rev. C.D. King who started a school in the year 1882 in Kohima which continued up to 1887, and Rev. Dr. Rivenburg who revived that same school in the year 1889 which functioned till 1895. The missionaries used education as a tool for spreading Christianity. The whole school curriculum was religious oriented; even the textbook was based on the Holy Bible. The students learnt reading and writing, and English language was used as the medium of instruction.

The turn of the 20th Century saw the government taking interest in the establishment of new schools. This trend led to the increase in the number of government schools as compared to the number of schools established by the missionaries. By the year 1930, there were 115 government primary schools in Nagaland and the number had increased to 160 at the dawn of India's Independence. During the period 1977-78, there were 1022 Government Primary Schools. As per Annual Administrative Report 2018-19 of the Department of School Education, Nagaland, the number of Government Primary Schools stands at 1134 in the State. The State Capital, Kohima has 107 Government Primary Schools.

1.5. EDUCATIONAL STRUCTURE OF NAGALAND

The educational structure of Nagaland is categorized into pre-primary, primary, elementary, high school, higher secondary, and higher education. The same pattern is followed in all the districts of Nagaland. The Table 1.5 below shows the details of the educational structure of Nagaland:

Pre-Primary		Class A-B
Primary		Class 1 - 5
Upper Primary Stage		Class 5 - 8
Secondary Stage		Class 9 - 10
Higher Secondary Stage		Class 11 - 12
Higher Education	Degree	Three Years; Covering Six Semesters with or without Honours
	Post Graduate (Master of Arts)	Two Years Covering Four Semesters

1.6. ADMINISTRATIVE SET UP OF EDUCATION IN NAGALAND

1.6.1. Directorate of School Education: It is responsible for the planning and management of school education from Class I – VIII. It is headed by a Principal Director and the Director at the State level. There are District Education Officers (DEOs) and Sub-Division Education Officers (SDEOs) at the District and Sub-division levels.

1.6.2. State Council of Education Research and Training (SCERT): It was established in the year 1979 and functions as the academic wing of education. It is responsible for bringing

about qualitative improvements in the field of school education as well as teacher education in the State. It is headed by the Director. The SCERT also looks after the District Institute of Education and Training (DIETs). Apart from these, the SCERT is also responsible for curriculum improvement and development of new textbooks for Classes I – VIII.

1.6.3. Nagaland Board of School Education (NBSE): It is an autonomous body headed by a full-time Chairman. It was established in the year 1953 and is responsible for conducting public examinations from Elementary to Higher Secondary levels. Its function also includes the preparation of textbooks for Classes IX – XII.

1.6.4. Directorate of Higher and Technical Education: It is headed by a Director and entrusted with the control and management of various pre-university, degree colleges and polytechnics.

1.6.5. Nagaland University (N.U.): It was established in the year 1994. It is the thirteenth Central University in the country to be established through an Act of the Parliament. The University is headed by a Vice-Chancellor. It is tasked with overseeing both under-graduate and post-graduate levels of education in the State.

1.7. POPULATION OF NAGALAND

According to the Census of 2011, the population of Nagaland stood at 1,978,502. Out of this total population, 51.78% are males and 48.21% are females. The Census also indicates that the density of population of Nagaland is 119 per Sq. Km and 71.14% of the population are living in the rural areas.

1.7.1. DISTRICT-WISE POPULATION OF NAGALAND

The Table 1.7.1 below shows the district-wise population of Nagaland (Census of 2011):

District	Population	Rural	Urban	Male	Female	Density Of Population Per Sq. Km.
Dimapur	378,811	180,942	197,869	197,394	181,417	409
Kiphire	74,004	57,517	16,487	37,830	36,174	65
Kohima	267,988	146,900	121,088	138,966	129,022	183
Longleng	50,484	42,871	7,613	26,502	23,982	90
Mokokchung	194,622	138,897	55,725	101,092	93,530	121
Mon	250,260	215,816	34,444	131,753	118,507	140
Phek	163,418	138,843	24,575	83,743	79,675	81
Peren	95,219	81,429	13,790	49,714	45,505	58
Tuensang	196,596	159,822	36,774	101,933	94,663	78
Wokha	166,343	131,339	35,004	84,505	81,838	102
Zunheboto	140,757	113,160	27,597	71,217	69,540	112

Source: Census of India 2011. Primary Census Abstract-Data Highlights. Nagaland, Series 14.

1.7.2. NUMBER OF LITERATES AND LITERACY RATE OF NAGALAND

As per the 2011 Census, there are 1,342,434 literates in Nagaland i.e., 79.6% of the population. Out of this, 896, 663 (75.3%) literates are in the rural area and 445,771 (89.6%) literates are in the urban area. The Census of 2011 also shows that out of the total literate population in Nagaland, 723,957 (82.8%) literates are males and 618,477 (76.1%) literates are females.

1.7.3. NUMBER OF LITERATES AND LITERACY RATE (District-Wise)

The Table 1.7.3 below indicates the district-wise distribution of number of literates and literacy rate:

District	Literates	Rural	Urban	Male	Female	Literacy rate
Dimapur	278,037	126,822	151,215	150,142	127,895	84.8%
Kiphire	41,232	29,387	11,845	22,675	18,557	69.5%
Kohima	197,489	101,984	95,505	107,038	90,451	85.2%
Longleng	29,859	24,018	5,841	16,139	13,720	72.2%
Mokokchung	159,494	112,611	46,883	83,479	76,015	91.6%
Mon	119,626	94,931	24,695	67,432	52,194	57.0%
Phek	105,893	87,233	18,660	57,926	47,967	78.1%
Peren	62,204	52,355	9,849	34,584	27,620	77.9%
Tuensang	117,511	88,952	28,559	63,653	53,858	73.1%
Wokha	128,208	98,221	29,987	67,385	60,823	87.7%
Zunheboto	102,881	80,149	22,732	53,504	49,377	85.3%

Source: Census of India 2011. Primary Census Abstract-Data Highlights. Nagaland, Series 14.

1.8. IMPORTANT POLICIES OF THE GOVERNMENT ON PRIMARY EDUCATION

1.8.1. Mid-Day Meal Scheme: Mid-day Meal Scheme or the National Program on Nutritional Support to Primary Education was started on 15th August 1995. It aims at Universalization of Elementary Education in India by increasing the rate of enrollment, retention and attendance of primary school children, and improving their nutrition and health. The Scheme facilitates free lunch to the children on all working days. (Sikligar, P.C. 2011, pp. 15-16). In the State of Nagaland, the Mid-day meal scheme is implemented with the help of Village Education Committees, Self Help Groups and stake holders like Parents and Teachers Associations. (Directorate of School Education, Nagaland: Kohima, n.d. *Implementation Manual for Mid-Day Meal Scheme*).

1.8.2. Sarva Shiksha Abhiyan (SSA): It is a program launched by the Government of India in the year 2000-2001. Its main objective is universalization of elementary education in the Country. Its aims consist of, universal access and retention, bridging of gender and social category gaps, improvement in the learning levels of children, improving the quality of learning, establishing of new schools and alternate schooling facilities, construction of schools

and additional classrooms, toilets and drinking water, provisioning for teachers, in-service training of teachers and academic resource support, free textbooks & uniforms and improving learning achievement levels/outcome. **(Arora, Himanshu, 2017).** In the State of Nagaland, the management structures at various levels of SSA are instituted through the Nagaland Education Mission Society (NEMS) with the Chief Minister as its President. Along with this agency, the NBSE, SCERT, Directorate of School Education, State Mission Office, and the Secretariat, act as the implementing units. These units have their own definite powers and duties but functions in a coordinated manner.

1.8.3. Communitization Of Elementary Education: The Government of Nagaland enacted the Nagaland Communitization of Elementary Education Institutions and Services Rules, 2002 as a consequential legislation of the Nagaland Communitization of Public Institutions and Services Act, 2002. The Rules extend to all primary and middle schools which may be declared to be 'communitized' by the Government. The legislation is a landmark in the history of elementary education in Nagaland and a first of its kind in the country. This concept of Communitization aims to bring about an overall improvement in the quality of elementary education by empowering the community in management of financial, administration and academic facets of the communitized schools. An important salient feature of the Rules is the constitution of a Village Education Committee (VEC) in every village. The Rules empower the VECs with the responsibilities of managing, directing, supervising and controlling the communitized school in their respective villages for ensuring discipline in the areas of administration, academic and finance.

1.8.4. Right to Education Act, 2009: The Right to Education Act, 2009 came into force on 1ˢᵗ April 2010. It is an important Act aimed at improving the primary education sector in the country. The Act provides for free and compulsory education to all children between the ages of 6-14 years. Apart from this, the Act provides various norms with respect to Pupil-Teacher Ratio, Quality of education, infrastructure, admission, teacher qualifications and reservation for the socio-economically disadvantaged communities. The Act also stipulates that no child shall be detained, disqualified or obligatory to pass a board exam until elementary education is completed.

1.8.5. Samagra Shiksha Abhiyan: This new Scheme was launched on 24ᵗʰ May 2018 by the Ministry of Human Resource Development, Government of India. The Scheme is a merger or blend of the previously launched three Schemes viz., Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The Scheme takes a holistic approach to education i.e., from pre-school to class 12. The objectives of the scheme

include quality education, enhancing the learning outcomes of pupils, bridging of social and gender gaps, vocationalisation of education, strengthening teacher education institutions to improve quality of teachers, and strengthening of libraries.

1.9. STATUS OF GOVERNMENT PRIMARY SCHOOLS IN NAGALAND

As per the Directorate of School Education, Nagaland: Kohima, there are 1071 Government Primary Schools in Nagaland, with a total students' enrolment of 70389, and 9203 Teachers. The Table 1.9 below shows the status of Government Primary Schools in Nagaland:

Total Number of Government Primary Schools in Nagaland	Number of Students Enrolled (Class I-V) Under the Management of the Department of Education, Nagaland	Number of Teachers in Government Primary Schools of Nagaland
1071	70389	9203

Source: Directorate of School Education, Nagaland: Kohima.

1.9.1. DISTRICT-WISE NUMBER OF GOVERNMENT PRIMARY SCHOOLS AND TEACHERS IN NAGALAND

The Table 1.9.1 below shows the district-wise number of Government Primary Schools and teachers in Nagaland as per the Directorate of School Education, Nagaland: Kohima:

District	*No. of Government Primary Schools*	*No. of Teachers in Government Primary Schools*
Dimapur	135	1603
Kiphire	59	489
Kohima	87	797
Longleng	54	443
Mokokchung	103	1383
Mon	138	933
Peren	73	348
Phek	103	743
Tuensang	117	1078
Wokha	81	628
Zunheboto	121	758
Grand Total	1071	9203

Source: Directorate of School Education, Nagaland: Kohima.

1.9.2. ACADEMIC ACHIEVEMENT OR PERFORMANCE (EDUCATIONAL INDICATORS) OF GOVERNMENT PRIMARY SCHOOLS IN NAGALAND

Table 1.9.2 below shows that the transition rate from primary to upper primary stage is 95.01% (Boys- 93.38% and Girls- 96.71%), while, the retention rate in primary stage is 68% (Boys- 68% and Girls- 69%) and the dropout rate in primary stage is 4.33% (Boys- 4.84% and Girls- 3.80%).

Particulars	Category	Percentage of Boys	Percentage of Girls	Total Percentage
Transition Rate	Primary to Upper Primary	93.38	96.71	95.01
Retention Rate	Primary	68	69	68
Dropout Rate	Primary	4.84	3.80	4.33

Source: Annual Report (2019-20). Nagaland at a glance. State Mission Authority, Samagra Shiksha, Nagaland.

1.9.3. DETAILS OF GOVERNMENT PRIMARY SCHOOLS IN KOHIMA DISTRICT

As per the Directorate of School Education, Nagaland: Kohima; Kohima District has 87 Government Primary Schools and it is divided into 5 (Five) Educational Block Resource Centers (EBRCs). The following Table 1.9.3 indicates the details of the Government Primary Schools under each EBRC:

EBRC	No. of Government Primary Schools	Students Enrolled (2019-20)	Number of Teachers
Chiephobozou	15	119	128
L. Khel Kohima	15	684	288
Sechu Zubza	16	227	113
EBRC- Tseminyu	30	220	179
Viswema	11	138	89
Grand Total	**87**	**1388**	**797**

Source: Directorate of School Education, Nagaland: Kohima.

1.10. CONCEPTUAL FRAMEWORK OF THE STUDY
1.10.1. Introduction

Education is a constructive process that leads a person to happiness, prosperity, and enlightenment by bringing about all-round development of his or her individuality. Through this all-round development, the individual becomes an active, conscientious, imaginative and an innovative citizen with strong and good moral character. Such individuals utilize his or her abilities not only for developing his or her own self but also for developing the society and the country to the utmost feasible degree by contributing in many fields of human aspirations.

With the advent of Article 21 (A) under Part III of the Constitution of India through the 86th Constitution Amendment Act, 2002 and its consequent legislation; the Right to Education Act, 2009, primary education is considered essential and compulsory for every child in India. Hence, our country expects every child to acquire education at least up to the primary level. Primary education acts as the foundation for producing competent and productive citizens who can manage themselves and contribute to the nation to the best of their abilities without being a parasite on the society.

Primary education forms a vital part of the whole educational structure. A child at this stage begins his or her formal schooling. It is at this stage that the child learns and acquires not

only the 3Rs but different social skills and habits. Whatever is learnt during this period is long lasting and acts as the foundation for his or her all-round personality development and for higher levels of education. Therefore, a well-designed primary education is fundamental for our society.

The present study aims to study "the status and problems of primary education in the Government Primary Schools of Kohima District", because primary education plays a crucial role in ensuring students' all-round personality development with regard to their social, cultural, emotional, intellectual and physical; to the best of their abilities. It places huge demands on the structure of a school, teachers, parents, and the community to carry out this task. Therefore, it is indispensable for the primary schools, the teachers, the parents and the community to be specifically primed in assisting the students to learn, grow, realize their true potential, and become successful member-contributors of the society. This is feasible only when we have lucid knowledge of the problem areas that operate as hurdles in their education process. In fact, our failure to identify and alleviate the problems at the primary level has been major factors for not achieving the target of Universalization of Elementary Education within the stipulated period.

1.10.2. Meaning of Primary Education

According to YourDictionary, primary education has been defined as "The basic schooling given to children up to the age of puberty including reading, writing, and basic math." (Primary-education. n.d.).

According to the Cyprus Ministry of Education, Culture, Sports and Youth, "Primary education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development." (Department of Education. n.d.).

According to Livingstone (1949), "Elementary Education is not complete in itself. It is preparatory. It prepares the pupil to go on to something else and put his foot on the first step of the ladder of knowledge." (Kandregula, Rao, B.B., 2008).

Primary education lies between preschool and secondary education. It is usually referred to as the first level of education when a child starts his formal education. In India, the structure of primary education differs among the States and Union Territories. In some States and Union Territories, primary education starts from Class-I till Class-V i.e., five years of primary education. However, in other States and Union Territories including the State of Nagaland, primary education is of four years' duration i.e., from Class-I till Class-IV.

1.10.3. Major Objectives of Primary Education

a) All-round development of personality: physical, emotional, intellectual, social, aesthetic, moral, and spiritual.

b) To prepare for good citizenship

c) Inculcate the spirit Internationalism and Universal Fraternity

d) Develop scientific outlook in the children

e) Develop a sense of dignity of labor in the children

f) Preparation for Life

1.10.4. Role of Primary Education

An important role of primary education is ensuring all-round development of the students. This implies the development of their physical, mental, emotional, social and cultural aspects according to their abilities and interests, and laying down the foundation for their next levels of formal education. This however, requires the help and active participation of the teachers, parents, community, and inter-alia, a good school infrastructure and teaching-learning environment. Primary education is the stage where we can prepare our future generation of leaders, philosophers and creative talents.

1.10.5. Importance of Primary Education

Education has the potential to bring about enlightenment and empowerment in human beings, and an improved quality of life. A good education system unfolds the potentialities and develops competencies in children, and moreover, brings about positive change in their interests, attitudes and values. The modern Indian philosophy regards education as a means that develops in the child, the ability to read and write, contribute to all-round development of personality and nurturing the child to become an effective member of the society. It is now a well acknowledged fact that education is a powerful agent of nation building and social change.

Jawarharlal Nehru, the first prime minister of India has rightly said that the children of today are the citizens of tomorrow. The children of today are our hope for a better and brighter future. This is possible only when our educational system is well planned and implemented effectively. According to Comfort R. Etor, Usen F. Mbon and Ekpenyong (2013) "Primary education is the foundation on which all other levels of education are laid." According to the Indian Education Commission (1964-66), "The destiny of India is being shaped in its classrooms." (Sachar, G., 2015). According to Kochhar, S.K. (2005), primary "education deserves the highest priority- not only on grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity." This suggests that primary education has a very important place in molding the future of our nation.

Primary education is the first stage of formal education where the foundation is laid down for development of an individual's overall personality and national development.

Primary education is essential for upgrading the population into literates, and ultimately preventing a chain reaction of many ill effects caused by illiteracy. Primary education is a vital step for the child's educational career. Children, during the primary school years are very active, creative, inquisitive and spontaneous. Therefore, it is the perfect time when they can be shaped and molded into an enlightened citizenry.

Recognizing the importance of primary education in our country, the 86th Amendment Act, 2002 inserted Article 21-A in the Constitution of India. The Article provides for free and compulsory education of all children in the age group of 6-14 years as a Fundamental Right. The importance of primary education cannot be underestimated. In fact, efforts should be made tirelessly to ensure that primary education gets recognized and encouraged universally, especially in a democratic country like ours. Primary education can be compared to the first step that an individual takes in his life. It will be foolish on our part to think that one can run prior to learning to walk.

1.11. SIGNIFICANCE OF THE STUDY

Primary education forms an integral part of the entire education system. The importance of primary education lies in the proven fact that the seeds are planted at this stage for later levels of education. Therefore, it is essential for the society to give due attention to the primary education sector for improving its quality as well as quantity.

Infrastructure is one of the most important aspects of primary education. It refers to the availability and condition of school building, playground, furniture, toilet, electricity, and water, etc… Basic infrastructure facilities are the prerequisites for any primary school; but many of our Government Primary Schools lack in this field. Moreover, the schools that have the basic infrastructure facilities lacks in proper maintenance, therefore are in a deplorable condition. Teachers are the main agents to realize the objectives of primary education. However, many teachers employed in the primary schools are found to be under-qualified and untrained- which is of utmost concern for the primary education sector. Another important issue in the primary education sector is its curriculum. The curriculum needs to be updated and changed according the needs of the society, and the needs and interests of children. However, this characteristic of curriculum flexibility seems to be neglected. Maximum success can be achieved only when there is active community participation but sadly, this is also a missing part in our primary education sector. We are still not able to utilize the community to its

maximum potential for the success of primary education in the country. Our society is still underdeveloped so there ought to be so many villages that lack a primary school. Although efforts are being made to establish new schools by the Government, many children especially in the rural areas are still waiting to see their first school. Establishing more schools in the rural areas is an important step in realizing our ideal of Universalization of Elementary Education in the country. The present scenario of primary education is plagued with the problems of low enrolment and the retention of those students enrolled. There are so many incidences of drop-outs in the primary education sector all over the country. This is an important issue which needs to be looked into. Schemes and programs launched by the Government for increasing enrolment and retention seem to have little impact considering the statistics reported over the years. The Government is trying its best to revolutionize the primary education sector through many schemes and programs, which include providing of free lunch, textbooks, notebooks, school uniforms and such other ancillary services. However, there is a question why these free services never reach the ones who actually needs them. Considering the vital importance of primary education in the country, the overall school climate and the teaching system in the primary schools needs to be conducive to the needs and interests of the children. However, this requirement is not meet due to many factors like, lack of responsibility and active participation of the parents, teachers and the community, lack of facilities, lack of qualified-trained teachers, etc… The success of primary education in our country depends upon the successful solving of the problems, issues, and challenges through research. Therefore, the higher education institutions have an important role to play in encouraging more research in the primary education sector. Hence, considering all the aforementioned issues and challenges of primary education, the present study aims to study the status and problems of primary education in the Government Primary Schools of Kohima District, Nagaland.

In so far as the review of literature is concerned, many researches have been done with respect to primary education and the findings are noteworthy. However, no research has been done on the status and problems of primary education in the government primary schools of Kohima district. Therefore, the researcher undertook this present study with the aim to bring about an understanding of the status and problems of primary education in the Government Primary Schools of Kohima District. The findings of the study can sensitize, create awareness and develop knowledge and understanding about the various aspects associated with primary education in Kohima District. The present study can also help bring about an improvement in the problems of primary education through suggestions and measures. Furthermore, the

researcher can uncover vital areas concerning primary education through the present study. Moreover, the present study can also open up new scope for further research in the area.

1.12. STATEMENT OF THE PROBLEM

The problem of the present study is stated as, "A Study of the Status and Problems of Primary Education in the Government Primary Schools of Kohima District".

1.13. RESEARCH QUESTIONS

The present study is intended to seek answers to the following questions:

a) What is the profile of Head Teachers in the Government Primary Schools of Kohima District with respect to gender, age, training, and educational qualifications?

b) What is the profile of Teachers in the Government Primary Schools of Kohima District with respect to gender, age, training, and educational qualifications?

c) What is the status of Government Primary Schools of Kohima District with respect to enrolment, infrastructure, academic achievement, and curricular and co-curricular activities?

d) What teaching methods do the teachers of the Government Primary Schools of Kohima District use, to teach their students?

e) What evaluation system do the Government Primary Schools of Kohima District use, to evaluate the students?

f) What is the role of parents and community in the education process of students of Government Primary Schools of Kohima District?

g) What impact do the important schemes of the Government have on the Government Primary Schools of Kohima District?

h) What problems do the Government Primary Schools of Kohima District face?

i) What remedial measures may be suggested for improving the problems basing on the findings of the study?

1.14. OBJECTIVES OF THE STUDY

a) To study the profile of Head Teachers and Teachers in the Government Primary Schools of Kohima District with respect to gender, age, training, and educational qualifications.

b) To find out the status of Government Primary Schools of Kohima District with respect to enrolment, infrastructure, academic achievement, and curricular and co-curricular activities.

c) To analyze the status of teachers, teaching methods and evaluation system of students in the Government Primary Schools of Kohima District.

d) To examine the role of parents and community in the education process of students of Government Primary Schools of Kohima District.

e) To study the impact of important schemes of the Government on the Government Primary Schools of Kohima District.

f) To uncover the problems face by Government Primary Schools of Kohima District.

g) To suggest remedial measures for improving the problems basing on the findings of the study.

1.15. OPERATIONAL DEFINITION OF THE TERMS USED

1.15.1. Infrastructure: For the purpose of the present study, the term "Infrastructure" refers to the availability and condition of toilets, electricity, classrooms, playground, library, furniture like chairs, tables, desks, seats, blackboards, and building in the Government Primary Schools of Kohima District.

1.15.2. Academic Achievement: It refers to the achievement scores of the students in their previous annual examinations.

1.15.3. Samagra Shiksha Abhiyan: It is a scheme launched on 24th May 2018 by the Government of India. It is a merger or blend of the previously launched three Schemes viz., Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

1.15.4. Communitization: It means the transfer of powers and responsibilities from the State Government to the community with respect to administration and management of the communitized Government Primary Schools located in the vicinity of the community.

1.16. DELIMITATIONS OF THE STUDY

a) The present study is limited only to the Government Primary Schools of Kohima District.

b) The Sample for the present study is limited only to the Government Primary Schools of Kohima District (Class I to V); the Head Teachers, Teachers and Students of Government Primary Schools of Kohima District, Parents residing in the five Educational Block Resource Centers of Kohima District; and Government Officials working under the Department of School Education, Nagaland: Kohima.

c) Only class IV students were taken as sample for the focus group discussion.

REVIEW OF LITERATURE

2.1. INTRODUCTION

A review of related literature is an important part of any research work because it helps the researcher in better understanding of his problem under study. The objective of the present study is to study the status and problems of primary education in the Government Primary Schools of Kohima District. This chapter attempts to study and review various studies that were conducted in connection with the present study. This review has been presented under the following heads:

a.   Studies conducted in India

b.   Studies conducted abroad

c.   Summary of the review

2.2. STUDIES CONDUCTED IN INDIA

Das, R.C., (1974) conducted "A study on the impact of school conditions on primary education". (SIE, Assam):

Objective of the study: The objective of the study was to find out the impact of school conditions or facilities on the retention and progress of students in the primary school.

Sample: The sample for the study comprised of 380 primary schools in the district of Sibsagar with a proportionate representation of both rural and urban areas.

Tools and techniques used in the study: Product-moment correlation coefficient was used to determine the relationship between school facilities and deficiency in education. Chi-square test was also used to find out the association between school facilities and wastage in education.

Major findings of the study: The major findings of the study were the following:

* Significant relationship between school conditions/facilities and efficiency in education.

* School conditions have positive impact on education.

* Increased retention power and effective education is associated with better facilities.

Krishnamurthy, R. (1985) made "A study of position of enrolment of children in the age group 6-13 years and problems involved in their enrolment" (SCERT, Andhra Pradesh):

Objectives: The study aimed at studying the following areas:

* Children's enrolment ratio;

* Problems connected with the enrolment of children; and,

* Measures undertaken for improving the enrolment.

Sample: The required data/information for the study was collected from 46 schools along with 37 community leaders, 47 teachers and 44 parents.

Tools and techniques used in the study: The Investigator used School Information Schedule and Interview Schedules for collecting the data.

Major findings of the study:

- Out of the total population of children in the villages in which the sample schools were situated, only some were found to be enrolled.

- Enrolment percentage of children belonging to scheduled tribe was more compared to children belonging to scheduled caste.

- The introduction of Mid-Day Meal did not show any effect on the attendance of children.

- Parents attributed the cause of non-enrolment in the schools to problems such as; inadequate accommodation, absence of girls' schools, poverty, unsuitable school timings, looking after younger ones at home, and lack of lady teachers.

- According to the teachers, the causes of non-enrolment were; lack of infrastructure and incentives, poverty and illiteracy of the parents, etc.

- The community leaders responded that the causes of non-enrolment were; poverty and the feeling of the parents that education is not related to success in life.

- The measures undertaken for improving the enrolment rate were; visiting homes, mid-day meals, providing textbooks and uniforms, and providing cash to students belonging to scheduled tribe.

SIE (U.P.). (1986) conducted "A Study of Dropouts and Failures in Primary Classes" (Allahabad):

Objective of the study: The main objective of this study was to find out the causes of failures and dropouts of students between the ages of 6-14 years.

Sample: The sample for the study was delimited only to four regions of the state.

Tools and techniques used in the study: The study used various pro-forma for collecting the data.

Major findings of the study:

- The study found 4% failures and 15% dropouts among class 6-8 students.

- Children from backward classes had the maximum number of dropouts.

- The study also found that the main causes for dropouts were irrelevant curriculum, poverty, illiteracy of the parents, lack of interest, lack of infrastructure facilities, unattractive school environment, etc.

Rai, R.M. (1987) made "A study of elementary education in the rural areas of Ghazipur district". (BHU):

Main Objectives: The study aimed at inquiring into the following:

- Relationship between rural community and elementary schools;
- Curriculum;
- Financial status and income sources;
- Method of measurement and evaluation used;
- Methods of teaching used;
- Socio-economic status of the students; and,
- Problems of teachers.

Sample: The sample for the study comprised of 100 primary schools, 3043 students (Class V), 500 teachers, and 100 headmasters.

Tools and techniques used in the study: The study used Socio-economic Index, Schedule of Teachers, and Rural Basic Schedule, for collecting the data.

Major findings of the study:

- Average number of teachers per school was found to be four;
- For every population of 20,000, there was a primary school;
- Average number of students per school was 216.17;
- Compared to girl students, higher percentage of boys belonged to backward classes in the rural areas;
- Literacy rate of males was higher than that of females;
- The main problem faced by the teachers was economic;
- Agriculture was the main source of income for the students;
- Out of the parents, the fathers had higher literacy rate than the mothers;
- Maximum number of the students used chalk for writing;
- The schools used internal assessment system; and,
- More than 60% of the students used the floor for sitting during school hours.

Bhargava, S.M. (1990) conducted "A study of the growth of educational facilities and enrollment at the elementary stage in India". (The Maharaja Sayajirao University of Baroda):

Objectives of the study: The objectives of the study were to investigate the growth of educational facilities, and the growth of enrollment of scheduled tribes, scheduled castes, and girls at the elementary stage.

Tools and techniques used in the study: The study was document-survey based; therefore, it examined various documents spanning forty years. However, the analysis of growth of education (state-wise) was done from the year 1973 to 1986. Standard deviations, ratios, means, and percentages were used to analyze the data.

Sample: Sixteen states of India were taken for analysis during this study. They constituted 97% of India's total population.

Major findings of the study:

- Primary stage showed a steady growth in educational facilities.

- The state of Nagaland was found to have the highest educational facilities.

- With regard to schooling facilities within a one-kilometer distance, the study found an increase from 59.75% in the year 1957 to 80.34% in the year 1986.

- The study also found an improvement in educational facilities for SC, ST, and girls i.e. 38.05% in 1978 and 74.46% in 1986.

- It was found that the enrollment had also increased in the year 1986 compared to the year 1973; with 3.24% annual growth rate.

- Out of the total number of students enrolled, only 30.07% were able to reach Class VIII.

    Chavare, D.S. (1991) made a study on "The problem of students dropping out of the primary schools of the Pune Municipal Corporation". (Tilak Maharashtra Vidyapeth):

Objectives of the study: The main objectives of the study were the following:

- Reviewing progress of the primary schools;

- Studying the various problems faced by the primary schools especially drop-outs.

Sample, tools, and techniques of the study: Only three primary schools were selected using a random stratified sampling for studying the drop-outs. The study also used interview schedules for the dropped-out students, parents, teachers, and head of schools.

Major findings of the study:

- All the teachers were found to be trained and qualified;

- There were problems such as lack of drinking water facilities, inadequate equipments, and unsatisfactory seating arrangements;

- 18% of the parents were daily bread earners and a total of 23 families were living below the poverty line;

- Majority of the students had no access to basic learning materials like slates/books, uniforms, and pencils;

- Most of the drop-outs were found to be addicted to tobacco, television, and watching videos;
- Majority of the parents expected their children to earn rather than learn.

Hassan, Arif, (1992) conducted a study on "Textbooks with Primary Grade Children". (A.N. Sinha Institute of Social Sciences, Patna):

Objectives: The objectives of the research were to study the following:

- Differences in the availability of textbooks between inter-district, and rural-urban.
- Reasons for non-availability of textbooks.
- Perceptions of parents and teachers regarding the textbooks.
- Issues associated with the planning and management, and distribution and production of textbooks.

Tools and techniques used: The researcher used survey and interview for collecting the data.

Sample: The sample for the study comprised of198 schools, 570 teachers, 287 guardians, and distributors, booksellers, and some officials of the Bihar State Textbook Publishing Corporation.

Major findings of the study:

- Physical facilities of the schools in the rural areas were found to be inadequate but teaching strength was found to be good.
- Ranchi district had the highest student enrollment and attendance, as well as better availability of textbooks.
- Maximum number of students in the rural areas used second-hand textbooks.
- Parents complained that textbooks were not available on time, but they were satisfied with the textbooks.

Mehrotra, Nidhi. (1999) attempted a study on "Primary schooling in rural India: Determinants of demand". (University of Chicago):

Main objective of the study: The objectives of the study were to investigate the reason why the children are out of school.

Tool and Technique used in the study: The study used secondary sources and field survey for collecting the data.

Sample: Field survey was undertaken from a sample of 14 villages of India.

Major finding of the study: The study found that the main reason for children being out of school is attributed to the interaction between health and quality of the school, etc.

Majumder, B.G., Ray Chaudhuri, A., Debnath, M., Sen, S. (2010) made a study on "Factors affecting students' academic performance: a case study in Agartala municipal council area". (State Resource Centre, Tripura):

Main objective of the study: The main objective of the study was to spot the factors responsible for academic performance of students at elementary school level.

Methodology and tool used: Survey method was used in the study for collecting information and primary data.

Statistical Technique: The study used simple statistical techniques like Average and Percentage.

Sample: The sample for the study consisted of 24 schools selected by using simple random sampling method. 332 students of classes 1-8 were selected from these schools through simple random sampling method.

Major findings of the study: The study found that, family income is not a factor that affects the academic performance of students. The study found a positive relationship between the academic performance of students and their mothers' education. However, it was not so with their fathers' education. Moreover, the study found that the strength of relationship was weak between percentage of trained teachers and academic performance of students.

Tejaswani, K., Sridevi, Lalitha M. (2012) conducted a study on "Primary education in India: A case study of government-run primary schools in Rudraram". (GITAM University, Hyderabad, India):

Main objective: The study aimed at finding out the status of government-run primary schools in Rudraman.

Major findings: The study found that Zila parishad primary schools were under performing compared to private and central schools with regard to infrastructure. The study also found that the schools lack support from the teachers and parents.

Nongkynrih. Y. (2013) made a study on "Status and problems of elementary education in Ribhoi and West Khasi Hills Districts of Meghalaya". (North-Eastern Hill University):

Main objective of the study: The main objective of the study was to find out the status of elementary education.

Methodology: The study used descriptive method.

Sample: 100 schools and 400 teachers were selected as sample for the study using Random sampling technique.

Tools used in the study: The tools used in the study were, Questionnaire, Interview schedule and Government records.

Major findings of the study: The study found that the schools had no playgrounds. Majority of the schools had adequate staff rooms, common toilets for boys and girls, and drinking water facilities. However, majority of the schools lack electricity and library reading room facilities. The was an increase in enrollment in most of the schools but some schools' enrollment progress was slow due to lack of parents' concern for education. All headmasters of the schools were of the view that the curriculum does not suit the needs and interest of the students. The study also found that the contents of the syllabus were irrelevant and the textbooks were not according to the age, interest and intelligence of the students. Moreover, it was found that majority of the teachers prepare lesson plans and use explanation and questioning as their methods of teaching.

Panigrahi, M. R. (2013) conducted research on "School effectiveness at primary level of education in relation to community participation". (Haramaya University, Ethiopia):

Main objectives of the study: The main objective of the study was to investigate the connection between school effectiveness and community participation at primary level of education.

Methodology: The study used Descriptive survey method.

Sample: The samples for the study were 62 primary schools of Orissa (Odisha), India, all the principals of the selected schools and 5 community members.

Tools used in the study: The tools used in the study were School Effectiveness Schedule and Community Participation Interview Schedule.

Major findings of the study: The study found that, more-effective primary schools have better physical facilities along with better performance on the part of the teachers and students. It was also found that maximum community members belonging to the more-effective schools participate more in the school activities. The study observed that school effectiveness is closely connected with more community participation.

Yogesh, H. S. (2013) made research on "The determinants of school enrollment and dropouts in Karnataka". (University of Mysore):

Main objectives of the study: The main objective of the study was to study the growth pattern of enrollment and socio-economic determinants of enrollment in the schools.

Methodology: The study used Descriptive and Analytical method.

Sample: The sample for the study consisted of 210 households and 40 elementary schools.

Tools used in the study: Primary data was collected through Survey and secondary data was collected through various sources like Government publications and reports, Reports of Department of education and Ministry of education and Sarva Shiksha Abhiyan (SSA) reports, etc.

Major findings of the study: The study found that there was a declining trend in the average growth rate of the Government schools. There was a decrease in the enrollment level of Government schools in both urban and rural areas. The study found that, lack of parental participation was the cause for the decrease in enrollment rate of boys and girls. Moreover, the study found that the Government did not provide proper infrastructure facilities like drinking water and toilets. The schools which had such facilities were also found to be improperly maintained due to lack of fund.

D'Mello, Laveena., Monteiro, Meena. (2017) conducted "A study on the challenges of government primary school teachers in Dakshina Kannada District". (Srinivas Institute of Management Studies, Mangalore, Karnataka, India):

Objective: It aimed at studying the challenges of government primary school teachers in Dakshina Kannada District.

Major findings: The study found that teachers who love their job and satisfied had good relationship with others. Majority of the teachers were found to be suffering from stress. The main challenge for the teachers was regarding the teaching of slow learners. All the teachers were found to have one or more health issues.

Faaz, M., Khan, Z.N. (2017) made "A study of academic achievement of upper primary school students in relation to their socio-economic status". (Aligarh Muslim University, India):

Objective of the study: The objective of the study was to detect the impact of socio-economic status on the academic achievement of students belonging to upper primary stage.

Tool used in the study: The tool used in the study was, Socio-Economic Status Scale developed by R.L. Bhardwaj (2014).

Sample of the study: The sample for the study consisted of 121 students, selected through simple random sampling.

Data Analysis: The study used Karl Pearson Product Moment Correlation of Coefficient and t-test for analyzing the data.

Major findings of the study: The study found that the relationship between socio-economic status and academic achievement of students at upper primary stage was high and positive. The study also found that the variation in socio-economic level of students also affects their

academic achievement. Moreover, students belonging to high socio-economic status usually obtain higher marks and grades.

Lyngkhoi., Banlumlang. (2019) attempted "To find out the problem of students dropout in lower primary school at Mawten village south west Khasi hills district Meghalaya: A case study". (North Eastern Hill University):

Main objective: The main objective of the study was to find out the drop-out problem and reasons behind it the drop-out.

Methodology and Tools used: The study used descriptive method with Questionnaire and Interviews

Major findings: The study found that the reasons for drop-out can be attributed to illiteracy, poor family economic background and poverty. Apart from these, other problems include the lack of schools in the local vicinity, transport and communication.

Mahapatra, S.K., Goowalla, Horen. (2019) conducted **"**A study of educational infrastructure facilities provided by government and private schools in Nagaland with special reference to Dimapur". (ICFAI University, Nagaland).

Objective: The study aimed at analyzing and comparing the infrastructure facilities of government and private schools of Dimapur.

Methodology and Tool Used: The study used survey method and Questionnaire for collecting the data.

Major findings: The government schools did not have computer facility and many of these schools were functioning under tin roof buildings with no libraries as compared to private schools.

Rai, Binita., Chinara, Benudhar. (2019) made a study on the "Quality of education in government primary schools: A case study of Sikkim". (Namchi Government College, Sikkim):

Main objectives: The objective of the study was to find out the status of infrastructure in the government primary schools of Sikkim.

Sampling and Tools used: The study used simple random sampling with interview schedule and an observation sheet.

Major findings: The study found that some infrastructure facilities relating to school building and furniture were found to be satisfactory. However, infrastructure facilities pertaining to playground, fencing, drinking water, etc., were found to be unsatisfactory Furthermore, the quality of education in the schools were also found to be not satisfactory.

Gogoi, Gitashree. (2020) attempted "A study on the existing status and the problems of primary education with special reference to Sivsagar district, Assam". (Tezpur University, Assam):

Main objective: The study aimed at studying the existing status and problems of primary education.

Methodology, sampling and tolls used: The study was descriptive. It utilized purposive sampling for selection of the sample and used Questionnaire and Interview schedule.

Major findings: The study found problems pertaining to infrastructure, wastage and stagnation, financial, supervision, number of trained teachers, and illiteracy among the parents.

Kumari, Amita., Bakhla, Rani, Shashi. (2020) conducted "A Study of the status of primary education in village area of Jharkhand: With special reference to Chatra District". (Vinoba Bhave University, Jharkhand):

Objective: The study aimed at finding out the educational achievement, management, and facilities of primary schools.

Tool used: The study used Questionnaire to collect the data.

Major findings: The findings of the study showed that the primary schools were lacking all the three areas viz., educational achievement, management, and facilities.

Mahanta, Jyotisma., (2021) made "A Study on the problems of elementary school teachers under the area of Nagaon district". (Anundoram Borooah Academy Degree College).

Objective: The study aimed at finding out the personal and professional problems teachers in primary schools.

Methodology, sample and tool: The study was a descriptive survey type which used simple random sampling and questionnaire prepared by the researcher.

Major findings: The study found that maximum number of teachers were inadequately trained, they do not prepare lesson plans, the teachers also lack in attending in-service training programmes, they encounter obstacles in the utilization of teaching aids and language communication, the relationship between teachers and parents was also very poor and few numbers of the teachers give remedial classes. The study also found that the maximum number of teachers was not satisfied with their job and salary including transport facility available.

2.3. STUDIES CONDUCTED ABROAD

Haji, Nafisa. (1999) conducted research on "Caring over time: Long-term relationships between teachers and students". (University of California, Los Angeles):

Objective of the study: The purpose of the study was to examine and describe the elements connected with long-term relationships between teachers and students.

Technique used in the study: Interview technique was used to collect the data for the study.

Sample: The sample for the study comprised of 26 (Twenty-six) teachers, second grade students, and 09 (Nine) fourth grade students.

Major findings of the study:

- Teachers were of the view that, an important part of classroom dynamics is personal involvement.

- Teachers agreed that a long-term relationship in the classroom is beneficial for teaching and learning. Additionally, teachers were of the view that students are required to have access to a variety of experiences with different styles of teaching from different teachers.

- The students were of the belief that student worthiness is strongly connected with the level of caring of teachers.

Marimuthu, Malathi. (1999) made a study on "One-teacher primary schools in Tamil Nadu, India". (Brigham Young University):

Objective of the study: The purpose of the study was to investigate the conditions of one-teacher primary schools in Tamil Nadu, India.

Tools and Techniques used in the study: The researcher used survey questionnaire and Interviews to collect the data.

Sample: The data was collected from the teachers of 30 (Thirty) primary schools.

Major findings of the study:

- The study found that the schools were in a very poor condition.
- The schools lack basic amenities such as water, electricity and toilets.
- The schools also needed playground apparatus and essential educational materials.

Spears, Linda Ellen. (1999) conducted a study on "Getting connected: Finding common ground between parents and teachers on issues of parental involvement". (Alfred University):

Objective of the study: The objective of the study was to test the hypothesis that the opinions of teachers and parents differ in regard to involvement of parents in the school.

Tools and techniques used in the study: The study used a survey based on Epstein's 06 (six) types of parent involvement was utilized to measure attitude of the respondents.

Major findings of the study:

- The parents were of the view that communication between the school and home is very essential; followed by helping their children in homework/assignments (home-based involvement).

- The parents were in least favor of their involvement in the school.

- The responses of the teachers were almost the same as the parents but significant differences were found with regard to parents' actual participation and regularity of delivery in service.

Van Leuvan, Connie S. (1999) made research on "The acceptance and perceptions of grade retention". (Saint Louis University):

Objective of the study: The purpose of the study was to examine and assess the perceptions of the community with regard to acceptance and effectiveness of student retention.

Tool and Technique used in the study: The study used Survey and Interview for collecting the data.

Sample: The Survey was distributed to community patrons living within a rural school district, and another 10 (Ten) patrons were Interviewed.

Major findings of the study:

- It was found that the community placed immense importance on academic success of the students.

- Majority of the respondents favored retention along with other intervention measures but did not favor retention if the student keeps on repeating the same failure.

- For a successful retention experience, majority of the respondents were of the view that the involvement of parents in decision making process is important.

- Some of the respondents were not in favor of social promotion. The reason being that, promotion to next grade unprepared is worse than the peer pressure connected with retention.

- The study also found that the success of retention is closely connected with the cooperation between the child, school, and parents.

Windsor, Nancy Lynn. (1999) conducted a study on "Analysis of parent-teacher communication preferences in rural elementary schools and parent involvement" (University of Missouri, Columbia):

Objectives of the study: The objective was to study and make a comparison between the following:

- How the teachers communicate with the parents, and

- How parents want to be communicated to by the teachers.

Tools and techniques used in the study: Questionnaires and Interviews were used to collect the data for the study. Wilcoxon Rank Sum Test was used to analyze the data that were collected from the questionnaires.

Major findings of the study:

- Both the teachers and parents gave similar responses regarding communication.

- The responses between the two variables differed regarding the importance of communication about discipline and homework, and how frequently these issues need to be communicated.

- Parents with a higher level of education did not desire frequent communication from the teachers as compared to parents with lower level of education.

- Single parents were open to teachers visiting their homes but two-parent homes did not feel it as appropriate.

Defibaugh, Kim L. (2000) made a study on "An examination of the evaluation practices of elementary visual arts teachers". (The State University of New Jersey- New Brunswick):

Objective of the study: The study aimed at identifying and describing the factors associated with evaluation practices of elementary visual arts teachers.

Techniques used in the study: The study used Interview technique and review of related literature for collecting the data.

Sample: The sample for the study comprised of 09 (Nine) elementary arts teachers.

Major findings of the study: The study found the following:

- Evaluation practices are influenced by both internal and external conditions like, schedule of teachers, number of students, evaluation training, beliefs of teacher, etc…

- The findings of the study showed that there exist no disparities in evaluation practices of art teachers.

- The respondents showed consistencies in their evaluation of art learning and objectives for students.

Maxwell-Maher, Marta. (2000) conducted research on "An examination of the effects of combining study skills training with counseling to increase academic performance and school success". (Duquesne University):

Objectives of the study: The main objective of the study was to examine the connection between the grades of students and study skills instruction.

Tools and techniques used in the study: 2/3rd of the students were given study skill instruction and out of the 40 students, 20 students were also given counseling individually. ANOVA was used to assess the observation. The study also used a Tukey post hoc analysis in case the null hypothesis was rejected.

Sample: The sample for the study comprised the records of 60 (sixty) 7th grade students who were enrolled in a Talent Search Program.

Major findings of the study:

- Significant difference was found in the scores of English among the students who participated in study skills instruction versus the students who were given study skills instruction along with individual counseling versus those who did not participate in either of the programs.

- The null hypothesis was rejected.

- The study also found that there was no significant difference in mathematics grade.

Suver, Sara, L. (2000) attempted a study on "Parent involvement from parents' perspectives". (The University of Dayton):

Objective of the study: The objective of the study was to examine the attitude of parents towards their involvement in the school.

Tools and techniques used in the study: The study used Epstein's (1995) parental involvement model and interview.

Sample: The respondents were chosen from a cross section of family structures in addition to other areas to ensure a variety of responses and perspectives.

Major finding of the study: The study found that the parents were willing to volunteer and help the school as much as they can. They wanted their children to succeed by establishing good communication with the school. The study also found that the parents were in favor of homework.

Arnold, Dixie L. (2001) conducted "A case study of parent involvement in three low-socio-economic/high-percentage Spanish-speaking elementary schools in Orange County, California". (University of La Verne):

Objective of the study: The objective of the study was to describe parent involvement programs; its evolution, characteristics, challenges, and approaches utilized for coping with the challenges.

Techniques used in the study: The study used focus group and one-on-one interviews, and inspection of documents and artifacts. The interview questions were structured according to Joyce Epstein (1995) Framework for Parent Involvement.

Sample: The sample for the study comprised of three elementary schools and purposive sampling was used for selecting the sample.

Major findings of the study:

- The beliefs, decisions and behavior of principal are closely related to the success or failure of parental involvement.

- The characteristics laid down under Epstein's framework were found to take place only when there was good communication and the parents were able to convey their desires to the school.

Chin Fatt, Donna Marie. (2001) attempted "A study of the assessment practices of grade 1 teachers in an urban area of Jamaica". (University of Alberta, Canada):

Objective of the study: The objective of the study was to investigate how the teachers assess their students.

Tool used in the study: The study used Questionnaire and Interview to collect the data.

Sample: The sample for the study comprised of 140 teachers who were administered Questionnaire and 20 teachers who were selected for Interview.

Major findings of the study:

- The type of assessments used by the teachers were; testing, observation, performance, and oral assessments such as asking questions and discussion.

- The common type of assessment used by the teachers was testing.

- The teachers used the result of the assessments for identifying students and their proper placement; planning of lessons; informing the parents, administrators and teachers about the students' progress; preparation of cumulative records; and identifying the needs and characteristics of students.

Dowd, Amy Jo. (2001) conducted research on "Learning requires qualified teachers, good teaching and communication support in Malawi". (Harvard University):

Objective of the study: The study aimed to find out how the qualification of teachers, their methods of instruction and support of the community affects the mathematics scores of standard 2 (Two) students.

Major findings of the study:

- The main teaching techniques that facilitate more scores in mathematics were; child-centered and participatory teaching.

- The two teaching techniques such as child-centered and participatory teaching becomes more interconnected when the size of the class increases.

- The study also found that community participation in the education process greatly enhances the learning of the students.

Vacca-Rizopoulos, Lisa Anne Marie. (2001) made "A survey of elementary school teachers' perceptions and practices to promote Hispanic family involvement". (Fordham University):

Objective of the study: The objective of the study was to explore the practices and perceptions of teachers regarding Hispanic family involvement in the education of children at the elementary stage.

Tools used in the study: The following tools were used in the study-

- Epstein's (1993) Survey of School and Family Partnerships.

- Focus group interviews.

Sample: The sample for the study comprised of 115 elementary school teachers teaching in public schools of New York who had attended a graduate level teacher education course.

Major findings of the study: The study found the following regarding the practices and perceptions of teachers on family involvement in the education of children at the elementary stage:

- Teachers agreed that parent involvement is vital for academic achievement of the students.

- According to the teachers, parent involvement means assisting their children in assignments, taking part in Parent-Teacher Association meets and efforts of teachers being recognized.

- The most frequent type of contact was found to be Parent-Teacher meets.

- Compared to teachers of upper grade students, the teachers of lower grade students were found to experience more parental involvement.

Yantz, Geoffrey. (2001) conducted research on "Parent involvement in a new elementary school". (Pepperdine University):

Objectives of the study: The study aimed at describing the experience of a new school in creating partnership between school and family; and studying the impact of internet communication technology on parent involvement practices.

Strategies and tools used in the study: For data collection, the researcher reviewed transcripts of emails, parent/teacher survey, and group discussions.

Sample: The data was collected from a new elementary school in California, USA.

Major findings of the study:

- The study found positive impact of email technology on communication between teachers and parents;

- It was also found that the parents used email as a way to get information about their child;

- Web-based communication was found to have a positive impact on parent involvement; and relationship between the school and community;

- Both the parents and teachers agreed on the importance of providing information by the school on child development and parenting skills.

Alcott-Lutz, Louise, M. (2002) made a study on "The perceptions of administrators and teachers regarding student achievement and motivation in catholic elementary schools with year-round education". (San Francisco):

Objective of the study: The study aimed at investigating the effect of Year-Round Education (YRE) on student achievement and motivation.

Tool used in the study: Two survey questionnaires designed by the researchers were used in this study.

Sample: The sample for the study comprised of all the principals and teachers of catholic schools who had a minimum teaching experience of two years.

Major findings of the study:

- Majority of the respondents agreed that Year-Round Education (YRE) has a positive impact on student achievement and motivation.

- Both the principals and teachers acknowledged the improvements in report card grades due to YRE.

- Majority of the respondents were satisfied with YRE.

Bucci, Patricia. (2002) conducted research on "Teacher knowledge, beliefs and practices of classroom assessment: From the perspective of five elementary teachers". (University of Toronto, Canada):

The study used case study method on five elementary teachers. The study found that the teachers perceived assessment and learning to be closely connected to each other. This resulted in the creation of the word 'assesslearnment', which signifies the connection between assessment and learning.

According to the teachers:

- Assesslearnment is a part of teaching;
- Both the students and teachers have an important role and responsibility in assesslearnment;
- Assesslearnment also depends on the environment of the classroom.

Maruca, Patricia Marie. (2002) made a study on "Impact of parent involvement on Hispanic, limited english proficient students and their parents". (Northern Arizona University):

Objective of the study: The objective of the study was to determine the impact of Parent Institute for Quality Education (PIQE) on the following-

- Academic achievement and attendance of the students.
- Attitudinal and behavioural change of parents.
- Participation in the school activities by the parents.

Tools used in the study: The study used questionnaire and evaluative or analytic or descriptive investigation for the data collection.

Sample: The sample for the study comprised of 26 parents and 51 students whose parents attended the PIQE training at a primary school in California.

Major findings of the study: The study found the following regarding the impact of PIQE training-

- No significant difference in the academic achievement of students.
- Positive impact on attendance of the students.
- Increase in the level of parents' participation in school activities.
- Positive attitudinal and behavioural change of parents.

Jha, K.A. (2004) conducted research on "Status of Co-curricular and extra-curricular activities in primary schools of Nepal: Problems and prospects". (Tribhuvan University, Nepal):

Objective of the study: The main objective of the study was to find out the prevailing condition and problems of co-curricular and extra-curricular activities in the primary schools of Nepal.

Tools used in the study: The tools used in the study were, Questionnaire, Observation Form, Focus Group Discussion and Survey Form.

Sample: The sample for the study consisted of 12 primary schools, selected at random.

Major findings of the study: The study found that the schools have provision for activities like arts and handicrafts, music and dance, spelling contests, games and sports, and P.T. and drill. There was no fixed amount allocated in their regular budget for co-curricular and extra-curricular activities in all the schools. The schools did not have any trained teachers specialized in co-curricular and extra-curricular activities. Apart from the aforementioned problems, the study found the other problems associated with co-curricular and extra-curricular activities, such as, inadequate number of teachers, overcrowded classrooms, teaching overload, lack of physical facilities, equipment and supplies, lack of enthusiasm, and lack of co-ordination among the school personnel.

Ashraf, J., Habibullah, S. (2013) attempted a study on "Factors affecting academic performance of primary school children". (Dow Medical College, Karachi):

Objective of study: The objective of the study was to determine whether academic performance is affected by socio-economic, psycho-social, environmental, and student related factors.

Methodology used in the study: Descriptive cross-sectional survey method was used in the study.

Sample of the study: The sample for the study consisted of 600 students selected at random; 300 each from public and private primary schools.

Tools used in the study: The tool used in the study was Questionnaire.

Major findings of the study: The study found that academic performance is affected by socio-economic, psycho-social, environmental, and student related factors. The study also found that, students studying in private schools had better academic performance than students studying in public schools.

Menheere, A., and Hooge, E. H. (2014) made a study on "Parental involvement in children's education: a review study about the effect of parental involvement on children's school education with a focus on the position of illiterate parents". (Amsterdam University of Applied Sciences, Netherlands):

Objective of the study: The objective of the study was to review the studies done on parental involvement in children's education.

Tools used in the study: The study used databases and search engines for reviewing the related literature.

Major findings of the study: The study found that, parental involvement is important in their children's education with respect to achievement, motivation and well-being at school. The study also found that good practices such as, parent and teacher training programs, reorganization of the school structure, and family interventions, enhance parental involvement in children's education.

Hashami, M.F. (2016) conducted research on "The main problems of the students at primary level in rural area of Tehsil: Ferozwala district: Sheikhpura-Pakistan" (School Health and Nutrition Supervisor Health Department, District Sheikhupura Government of the Punjab):

Objectives of study: The objectives of the study were, to study the problems of students with respect to social, economic and cultural, and to assess the role of government teachers with respect to development of children.

Methodology of the study: Descriptive method was used for the study.

Tools used in the study: The tools used in the study were, Questionnaire and Interview.

Major findings of the study: The study found that, most of the schools had more than 4 rooms. However, there were no educational facilities like library, and scientific and computer laboratories in the schools. Most of the schools had no medical facility. The study also found that the performance of majority of the students was not appreciated. Most of the students were from poor economic background and their income source was mainly from the agricultural sector.

2.4. SUMMARY OF THE REVIEW

Review of literature is an important component of the research process. It aids the investigator in getting information about various aspects regarding the area of research. The review guides the investigator to know the gaps and areas that needs to be studied and what has been already done by others. In this Chapter the investigator made the review both from India and abroad. Furthermore, in the following, a summary of the review has been presented basing on the findings of the review.

According to the review, Chavare, D.S. (1991), found that all the teachers were trained and qualified; whereas, Gogoi, Gitashree. (2020) found problems in the number of trained teachers and the study conducted by Mahanta, Jyotisma. (2021) showed that maximum number of teachers was inadequately trained. Furthermore, Rai, R.M. (1987) found that the average number of teachers per school was found to be four.

With respect to enrolment, Krishnamurthy, R. (1985) found that out of the total population of children in the villages only some were found to be enrolled. The parents attributed the cause of non-enrolment in the schools to problems such as; inadequate accommodation, absence of girls' schools, poverty, unsuitable school timings, looking after younger ones at home, and lack of lady teachers. According to the teachers, the causes of non-enrolment were; lack of infrastructure and incentives, poverty and illiteracy of the parents, etc. The community leaders responded that the causes of non-enrolment were; poverty and the feeling of the parents that education is not related to success in life. The measures undertaken for improving the enrolment rate were; visiting homes, midday meals, providing textbooks and uniforms, and providing cash to students belonging to scheduled tribe. The study conducted by Bhargava, S.M. (1990) found that the enrolment increased in the year 1986 compared to the year 1973; with 3.24% annual growth rate. As per the findings of Nongkynrih, Y. (2013), there was an increase in enrolment in most of the schools but some schools' enrolment progress was slow due to lack of parents' concern for education. Furthermore, Yogesh, H. S. (2013) found that there was a decrease in the enrolment level of Government schools in both urban and rural areas. The study found that, lack of parental participation was the cause for the decrease in enrolment rate of boys and girls.

In the area of infrastructure, Das, R.C. (1974) found a significant relationship between school conditions/facilities and efficiency in education. The school conditions have positive impact on education and an increased retention power and effective education with better facilities. The study conducted by Chavare, D.S. (1991) found that there were problems such as lack of drinking water facilities, inadequate equipments, and unsatisfactory seating arrangements; and majority of the students had no access to basic learning materials like slates/books, uniforms, and pencils. Hassan, Arif. (1992) found that physical facilities of the schools in the rural areas were found to be inadequate. In the study conducted by Tejaswani, K., Sridevi, Lalitha M. (2012), the researchers found that Zila parishad primary schools were under performing compared to private and central schools with regard to infrastructure. Nongkynrih. Y. (2013) found that the schools had no playgrounds. Majority of the schools had adequate staff rooms, common toilets for boys and girls, and drinking water facilities. However, majority of the schools lack electricity and library reading room facilities. According to the study conducted by Yogesh, H. S. (2013), the Government did not provide proper infrastructure facilities like drinking water and toilets. The schools which had such facilities were also found to be improperly maintained due to lack of fund. Mahapatra, S.K., Goowalla, Horen. (2019) found that the government schools did not have computer facility and many of

these schools were functioning under tin roof buildings with no libraries as compared to private schools. As per the research made by Rai, Binita., Chinara, Benudhar. (2019), some infrastructure facilities relating to school building and furniture were found to be satisfactory. However, infrastructure facilities pertaining to playground, fencing, drinking water, etc., were found to be unsatisfactory. Marimuthu, Malathi. (1999) found that the schools were in a very poor condition, lack basic amenities such as water, electricity and toilets and also needed playground apparatus and essential educational materials. Furthermore, Hashami, M.F. (2016) found that most of the schools had more than 4 rooms. However, there were no educational facilities like library, and scientific and computer laboratories in the schools; and most of the schools had no medical facility. Panigrahi, M. R. (2013) found that, more-effective primary schools have better physical facilities along with better performance on the part of the teachers and students.

Majumder, B.G., Ray Chaudhuri, A., Debnath, M., Sen, S. (2010) found that family income is not a factor that affects the academic performance of students. The study found a positive relationship between the academic performance of students and their mothers' education. However, it was not so with their fathers' education. Moreover, the study found that the strength of relationship was weak between percentage of trained teachers and academic performance of students. Faaz, M., Khan, Z.N. (2017) found that the relationship between socio-economic status and academic achievement of students at upper primary stage was high and positive. The study also found that the variation in socio-economic level of students also affects their academic achievement. Moreover, students belonging to high socio-economic status usually obtain higher marks and grades. According to the study conducted by Vacca-Rizopoulos, Lisa Anne Marie. (2001), teachers agreed that parent involvement is vital for academic achievement of the students. Ashraf, J., Habibullah, S. (2013) found that academic performance is affected by socio-economic, psycho-social, environmental, and student related factors. The study also found that, students studying in private schools had better academic performance than students studying in public schools.

Nongkynrih. Y. (2013) found that all headmasters of the schools were of the view that the curriculum does not suit the needs and interest of the students. The study also found that the contents of the syllabus were irrelevant and the textbooks were not according to the age, interest and intelligence of the students. According to the study conducted by Hassan, Arif. (1992), maximum number of students in the rural areas used second-hand textbooks. Parents complained that textbooks were not available on time, but they were satisfied with the textbooks.

Jha, K.A. (2004) found that the schools have provision for activities like arts and handicrafts, music and dance, spelling contests, games and sports, and P.T. and drill. There was no fixed amount allocated in their regular budget for co-curricular and extra-curricular activities in all the schools. The schools did not have any trained teachers specialized in co-curricular and extra-curricular activities. Apart from the aforementioned problems, the study found the other problems associated with co-curricular and extra-curricular activities, such as, inadequate number of teachers, overcrowded classrooms, teaching overload, lack of physical facilities, equipments and supplies, lack of enthusiasm, and lack of co-ordination among the school personnel.

Rai, R.M. (1987) found that the main problem faced by the teachers was economic. D'Mello, Laveena., Monteiro, Meena. (2017) found that teachers who love their job and satisfied had good relationship with others. Majority of the teachers were found to be suffering from stress. The main challenge for the teachers was regarding the teaching of slow learners. All the teachers were found to have one or more health issues. Mahanta, Jyotisma. (2021) found that the maximum number of teachers was not satisfied with their job and salary including transport facility.

Nongkynrih. Y. (2013) found that majority of the teachers prepare lesson plans and use explanation and questioning as their methods of teaching. Mahanta, Jyotisma. (2021) found that maximum number of teachers does not prepare lesson plans, the teachers also lack in attending in-service training programmes, they encounter obstacles in the utilization of teaching aids and language communication, and only few numbers of the teachers give remedial classes.

According to the study conducted by Defibaugh, Kim L. (2000), evaluation practices are influenced by both internal and external conditions like, schedule of teachers, number of students, evaluation training, beliefs of teacher, etc. The findings of the study showed that there exist no disparities in evaluation practices of art teachers. The respondents showed consistencies in their evaluation of art learning and objectives for students. Chin Fatt, Donna Marie. (2001) found that the type of assessments used by the teachers were; testing, observation, performance, and oral assessments such as asking questions and discussion. The common type of assessment used by the teachers was testing. The teachers used the result of the assessments for identifying students and their proper placement; planning of lessons; informing the parents, administrators and teachers about the students' progress; preparation of cumulative records; and identifying the needs and characteristics of students.

Tejaswani, K., Sridevi, Lalitha M. (2012) found that the schools lack support from the parents. Panigrahi, M. R. (2013) found that maximum community members belonging to the more-effective schools participate more in the school activities. The study observed that school effectiveness is closely connected with more community participation. According to the study conducted by Spears, Linda Ellen. (1999), the parents were of the view that communication between the school and home is very essential; followed by helping their children in homework/assignments (home-based involvement). The parents were in least favor of their involvement in the school. The responses of the teachers were almost the same as the parents but significant differences were found with regard to parents' actual participation and regularity of delivery in service. Van Leuvan, Connie S. (1999) found that the community placed immense importance on academic success of the students. For a successful retention experience, majority of the respondents were of the view that the involvement of parents in decision making process is important and the success of retention is closely connected with the cooperation between the child, school, and parents. Suver, Sara, L. (2000) found that the parents were willing to volunteer and help the school as much as they can. They wanted their children to succeed by establishing good communication with the school. The study also found that the parents were in favour of homework. Dowd, Amy Jo. (2001) found that community participation in the education process greatly enhances the learning of the students. According to the study by Vacca-Rizopoulos., Lisa Anne Marie. (2001), teachers agreed that parent involvement is vital for academic achievement of the students. According to the teachers, parent involvement means assisting their children in assignments, taking part in Parent-Teacher Association meets and efforts of teachers being recognized. The most frequent type of contact was found to be Parent-Teacher meets. Compared to teachers of upper grade students, the teachers of lower grade students were found to experience more parental involvement. Yantz, Geoffrey. (2001) found positive impact of email technology on communication between teachers and parents; It was also found that the parents used email as a way to get information about their child; Web-based communication was found to have a positive impact on parent involvement; and relationship between the school and community; and both the parents and teachers agreed on the importance of providing information by the school on child development and parenting skills. Chavare, D.S. (1991) found that 18% of the parents were daily bread earners and a total of 23 families were living below the poverty line and majority of the parents expected their children to earn rather than learn.

Krishnamurthy, R. (1985) found that the introduction of Mid-Day Meal did not show any effect on the attendance of children.

SIE (U.P.). (1986) found that the main causes for dropouts were irrelevant curriculum, poverty, illiteracy of the parents, lack of interest, lack of infrastructure facilities, unattractive school environment, etc. Chavare, D.S. (1991) found that most of the drop-outs were found to be addicted to tobacco, television, and watching videos. Mehrotra, Nidhi. (1999) found that the main reason for children being out of school is attributed to the interaction between health and quality of the school, etc. Lyngkhoi., Banlumlang. (2019) found that the reasons for drop-out can be attributed to illiteracy, poor family economic background and poverty.

Regarding the methodology and tools used, the review reveals that majority of the researchers used descriptive survey method with questionnaires and interview schedules as their tools. One of the researchers also used focus group discussion.

As per the review of literature, the investigator found that a number of studies have been done in the field of primary education both in India as well as abroad. Considering the wide scope in this particular field of research, the studies conducted so far has studied different aspects of primary education in their own unique way with different objectives, different conditions and situations, scope of study, and variables. The review reveals that, the studies conducted have concentrated on many aspects of primary education such as; enrolment and academic achievement, status of primary schools, problems faced by the stakeholders, infrastructure of the primary schools, methods of teaching, evaluation system, role of parents and community, curriculum, co-curricular activities, student drop outs, and Mid-Day Meal, among others.

Hence, the literature review has given an insight to the investigator regarding what has been done and what needs to be done; and most importantly, it is found that no research has been done on the status and problems of primary education in the Government Primary Schools of Kohima District. The present study therefore is significant in the perspective of what is the status and what are the problems associated with primary education in the Government Primary Schools of Kohima District, and what measures can be suggested to bring about an improvement in this regard. Keeping all these in mind, the present study has been undertaken and formulated by the investigator.

CHAPTER- 3
RESEARCH METHODOLOGY

3.1. INTRODUCTION

Grinnell (1993) defines research as a structured inquiry which utilizes acceptable scientific methods to solve problems and create new knowledge which is acceptable generally. Further, Burns (1994) defines the term research as a systematic investigation to find the answers to a problem. As such, the present study also aims to find out the status and problems of primary education in the Government primary schools of Kohima District systematically basing on the objectives of the study.

Research methods refer to all those techniques or methods which are used by the researcher for conducting his research. Research methodology is the procedures or techniques utilized for identification, selection, processing, and analyzing information about the problem under study. A research study to be effective depends on the method and techniques followed in conducting the investigation. The methodology is basic to any research study. This chapter primarily deals with the description of the methodology and procedure followed for the conduct of the present study. It seeks to answer questions connected with how the data was collected and analyzed.

In the present study, the investigator followed descriptive survey method to collect the data keeping in view the objectives of the study. The descriptive survey method describes and interprets what exists at present. This kind of investigation is concerned with the condition and scenario that exists, practices that prevail, points of view and attitudes that are held and processes that are going on.

3.2. POPULATION OF THE STUDY

The term 'Population' refers to a set of elements (Objects or Persons) possessing some common characteristics which has been defined by the sampling criteria and established by the investigator. Population may be divided into two groups such as, target population (universe) and accessible population. The former refers to an entire group of objects or persons which the investigator wants to generalize the study findings; and, the latter refers to a portion of the population which the investigator has reasonable access and may be limited to state, institution, region, country, or city.

The population for the present study comprises the Government primary schools under Kohima District. As per the official record, there are 87 Government Primary Schools under Kohima District with 1388 students and 797 teachers. Further, Kohima district is divided into

five (05) Educational Block Resource Centers (EBRCs) namely, Viswema, Chiephobozou, EBRC- Tseminyu, L. Khel Kohima, and Sechu Zubza. Mention may be made that EBRC-Tseminyu was declared as a District by the State Government only after the data collection was completed. However, it is also included in the data presented in this study.

The Table 3.2 below indicates the details of population for the present study:

Number of Government Primary Schools (Kohima District)	*Number of Students*	*Number of Teachers*
87	1388	797

Source: Directorate of School Education, Nagaland: Kohima (2020-21)

3.3. TYPES, METHODS/TECHNIQUES OF SAMPLING USED IN THE PRESENT STUDY

In the present study, the investigator employed two types of sampling popularly known as probability and non-probability sampling.

3.3.1. Probability and Non-probability Sampling: In probability sampling, the sample is selected on a random basis; whereas in non-probability sampling, the sample is selected deliberately by the investigator basing on the aims and needs of his research.

3.3.2. Simple Random Sampling (Probability Sampling Method/Technique): In this method, each member of the population has equal chance of getting selected as a sample.

3.3.3. Purposive Sampling (Non-Probability Sampling Method/Technique): In this method, the sample is selected deliberately by the researcher keeping in view the main purpose, aims, and needs of his research topic.

3.4. SELECTION OF THE SAMPLE

According to Good and Hatt (1952), a sample refers to a smaller representation of a larger whole. Therefore, a sample may be defined as a selected number of unit (individuals, objects, or institutions) each of that are members of the population. It gives a fair representative of the population. The process of selecting a sample from the population is called sampling. The samples taken for the present study are stated as follows:

a. Through Simple Random Sampling, 60 Government Primary Schools were selected out of the 87 total number of Government Primary Schools under Kohima District i.e., 12 Government Primary Schools were chosen at random using Simple Random Sampling from each of the 5 (five) Educational Block Resource Centers under Kohima District.

b. All 60 Head Teachers of the selected Government Primary Schools i.e., 12 from each EBRC were taken as sample.

c. All 370 Teachers from the selected Government Primary Schools were taken as sample.

d. A total of 480 students were taken as sample i.e., 8 Students from Class 4 were selected through Simple Random Sampling from each selected Government Primary Schools i.e., 8 x 60 = 480

e. 50 Parents were taken as sample for the study i.e., 10 Parents from each of the 5 (five) Educational Block Resource Centers under Kohima District were selected through Simple Random Sampling.

f. 20 Government officials working under the Department of School Education, Nagaland: Kohima were selected through 'purposive sampling' technique. The researcher selected those officials who have in-depth knowledge and information about the primary education sector in Kohima District. This was done after thorough inquiry about those officials from the Department of School Education, Nagaland: Kohima.

g. Thus, the total sample size for the present study was: **60 + 370 + 480 + 50 + 20 = 980**

3.4.1. NUMBER OF SCHOOLS SELECTED FROM EACH EBRCs

The Table 3.4.1 given below indicates the number of schools selected from each EBRC:

Number of Government Primary Schools Selected	EBRCs Under Kohima District	Number of Government Primary Schools Selected from each EBRC
60	Viswema	12
	Chiephobozou	12
	EBRC- Tseminyu	12
	L. Khel Kohima	12
	Sechu Zubza	12
	Total:	60

3.4.2. SAMPLE TAKEN FOR THE PRESENT STUDY

The Table 3.4.2 below indicates the details of the sample taken for the present study:

EBRC	Name of Government Primary Schools (GPS)	No. of Teachers	No. of Students	No. of Head Teachers	No. of Parents
VISWEMA	1. GPS Khuzama 'B'	7	8	12	10
	2. GPS P. Khel	6	8		
	3. GPS Kipfuza Sector	4	8		
	4. GPS Tekhuba	7	8		
	5. GPS Kezoma	7	8		
	6. GPS Kidima 'B'	4	8		
	7. GPS Kezo Basa	6	8		
	8. GPS Jakhama 'B'	4	8		
	9. GPS Z. Khel	6	8		
	10. GPS Kigwema 'B'	7	8		
	11. GPS Kigwema 'C'	5	8		
	12. GPS Kidima 'A'	8	8		

EBRC	Name of Government Primary Schools (GPS)	No. of Teachers	No. of Students	No. of Head Teachers	No. of Parents
CHIEPHO-BOZOU	13. GPS Tsiesebou	7	8		
	14. GPS Teichuma	5	8		
	15. GPS Teichuma Basa	2	8		
	16. GPS Zhadi II	3	8		
	17. GPS Ruso Thephezou	6	8		
	18. GPS Zhadi Basa	5	8	12	10
	19. GPS Zhadi Kimho	6	8		
	20. GPS Tsiesema Basa	4	8		
	21. GPS Tsiemekhu Basa	3	8		
	22. GPS Nerhe Phezha	6	8		
	23. GPS Tsiemekhuma	4	8		
	24. GPS Ruso Bawe	6	8		
EBRC	Name of Government Primary Schools (GPS)	No. of Teachers	No. of Students	No. of Head Teachers	No. of Parents
EBRC-TSEMINYU	25. GPS ADC Hill	4	8		
	26. GPS Tseminyu Village	6	8		
	27. GPS Chunlikha	6	8		
	28. GPS Tsonsa	6	8		
	29. GPS Phenshunyu	6	8		
	30. GPS Nsunyu	6	8		
	31. GPS Ehunnu	6	8	12	10
	32. GPS Khenyu	6	8		
	33. GPS Lower Tesophen-yu	6	8		
	34. GPS Tseminyu Old Town	5	8		
	35. GPS Veterinary	5	8		
	36. GPS Tseminyu South Village	5	8		
EBRC	Name of Government Primary Schools (GPS)	No. of Teachers	No. of Students	No. of Head Teachers	No. of Parents
L. KHEL KOHIMA	37. GPS High School Area	11	8		
	38. GPS D. Block	8	8		
	39. GPS Sepfuzou	9	8		
	40. GPS New Keziekie	8	8		
	41. GPS Kenuozou	9	8		
	42. GPS Lower P.R. Hill	8	8		
	43. GPS Garuzou	4	8	12	10
	44. GPS Chede Model	9	8		
	45. GPS New Secretariat	9	8		
	46. GPS Lower Naga Bazaar	6	8		
	47. GPS T. Khel	12	8		
	48. GPS Kruliezou	11	8		

EBRC	Name of Government Primary Schools (GPS)	No. of Teachers	No. of Students	No. of Head Teachers	No. of Parents
SECHU ZUBZA	49. GPS Phezhu	9	8	12	10
	50. GPS Upper Sechu	4	8		
	51. GPS Upper Jotsoma	8	8		
	52. GPS Khono Thevo	7	8		
	53. GPS Mezo Koutsu	6	8		
	54. GPS Secuma Village	6	8		
	55. GPS Kiruphema Basa	6	8		
	56. GPS Lerumedi	6	8		
	57. GPS Sechu	8	8		
	58. GPS Kiruphema Bawe	3	8		
	59. GPS Mezo Phetsu	5	8		
	60. GPS Mezo Basa	3	8		
	Total	370	480	60	50
	Total Sample Size = 60 (Head Teachers) + 370 (Teachers) + 480 (Students) + 50 (Parents) + 20 (Government Officials) = 980				

3.5. RESEARCH TOOLS

The term 'Research Tools' refer to testing devices or instruments which are used by the investigator to collect information or measure an event. Research tools serves as a guide for the investigator in his data collection and evaluation. The following tools were used by the investigator for the present study:

3.5.1. Questionnaire: Questionnaire refers to a systematically compiled set of questions in a form seeking answers from the respondents. For the present study, Questionnaire was used for the Head-Teachers and Teachers. The Questionnaire consisted of a series of questions intended to collect information and data from the respondents keeping in view the objectives of the present study. The Questionnaire comprised of both closed and open-ended questions.

3.5.2. Focus Group Discussion: It refers to discussing a particular topic of interest among three or more people from similar background or experiences. In a focus group discussion, the investigator acts as a moderator and asks questions to generate discussion among the participants and elicit responses about their ideas, attitudes, opinion, perceptions, and beliefs. In the present study, the investigator used Focus Group Discussion for collecting data from the students.

3.5.3. Interview Schedule: It refers to a list that contains a set of structured questions prepared to serve as a guide for the investigator in collecting data from his clients. The investigator fills in the questions with the answers obtained from his clients during the

interview session. For the present study, the investigator used Interview schedules for collecting data from the Parents and Government Officials.

The drafts of questionnaires and interview schedules were then submitted to the supervisor and 3 (three) experts for ascertaining content validity. Valuable suggestions were given by them with regard to the content and language of the questions. The photocopies of the questionnaire were then made for distribution. The photocopies of the interview schedules were also made for conducting the interviews.

The above research tools were developed by the researcher in consultation with the supervisor. Moreover, relevant official records, data, reports, publications and various references were consulted for the present study.

3.6. COLLECTION OF DATA

For collection of the data, the researcher personally visited the Government Primary Schools and distributed the Questionnaires to the Head Teachers and Teachers. The researcher also conducted the Interviews with the parents and Government Officials, and conducted the Focus Group Discussions with the students. Apart from recording the responses on a notebook, audio recording through mobile phone was also done during the Interview and Focus Group Discussion sessions. The researcher mostly used Nagamese and English, but also employed local dialect translators during the interview and focus group discussions.

The data for the present study was scheduled to be collected from the month of March 2020. However, the sudden lockdown due to the COVID-19 Pandemic slowed down the data collection process. Due to the shutting down of all educational institutions, the investigator had to search and locate the residences of head-teachers and teachers for distributing and collecting the questionnaires.

The investigator also personally visited different villages coming under the five EBRCs of Kohima District for conducting the interviews with the parents. Some of the interviews conducted by the investigator with the government officials were done inside the office premises and the rest were done in their respective residences.

Furthermore, due to the shutting down of the educational institutions, the investigator conducted the focus group discussion with the students only after the schools were reopened officially by the State Government.

The investigator after repeated requests was able to receive 54 (fifty-four) questionnaires from the Head-Teachers out of the sample size of 60 (sixty) and 362 questionnaires from the teachers out of the sample size of 370. The investigator decided not to pursue the remaining questionnaires since the time was running out for finalizing the thesis. The investigator

conducted the focus group discussions by personally visiting the schools. The investigator was able to conduct the focus group discussion with a total number of 467 students out of the sample size of 480 since some of the students were absent on the day scheduled for conducting the focus group discussion. The responses of students for each of the 60 selected schools were kept separately to avoid confusion. The investigator was able to conduct the interviews with all the selected parents (50) and government officials (20).

3.7. ANALYSIS OF DATA

The collected data were analyzed and interpreted by employing appropriate measures of statistics which can yield useful and reliable results. Responses to the questionnaires, interview schedules and focus group discussion were classified, tabulated, and counted into percentages. Analysis and interpretation of data were made basing on the responses. The percentage, mean, etc. were calculated and used for interpretation.

3.8. STATISTICAL TECHNIQUES USED

Statistical techniques such as percentage analysis and arithmetic mean were used in the present study.

3.9. SCORING OF QUESTIONNAIRES

Scoring of questionnaires was done by counting the number of responses 'yes', 'no', 'sometimes' and 'to some extent' type of questions with the help of tally to marks. For open type of questions, all the responses were recorded on separate sheets of paper. The common responses were sorted out. Similarly, suggestions given by the teachers and head-teachers were analyzed by noting the responses on separate sheets of paper.

3.10. SCORING OF INTERVIEW SCHEDULES

Scoring of interview schedules was done by counting the number of responses and converting them into 'yes', 'no', 'to some extent', 'not uniform', and 'most of the time' type of responses with the help of tally to marks. Responses to open ended questions were recorded on a separate sheet of paper and common responses were sorted out. Further, suggestions given by the parents, and government officials were also recorded on separate sheets of paper and common responses were sorted out.

3.11. SCORING OF FOCUS GROUP DISCUSSION

Scoring of focus group discussion was done by counting the number of responses such as 'yes', 'no', 'to some extent', 'most of the time', 'sometimes' and 'some teachers only', and converted to percentages with the help of tally to marks. Furthermore, similar and common responses to open ended questions were sorted out, categorized, and placed under the head

'type of response' inside the table. The students were asked by the investigator to raise their hand as a sign of affirmation to some questions.

In this chapter, an attempt has been made to analyze and interpret the data collected from the respondents through questionnaire, focus group discussion and interview. The data are analyzed and interpreted as given below:

4.1. STATUS OF GOVERNMENT PRIMARY SCHOOLS IN KOHIMA DISTRICT

In the following, the investigator has tried to highlight the present status of Government Primary Schools of Kohima District under different heads.

4.1.1. Number of Government Primary Schools in Each Educational Block Resource Centres (EBRCs) of Kohima District

EBRC	Total Number of Government Primary Schools	Percentage
Chiephobozou	15	17%
L. Khel	15	17%
Sechu Zubza	16	18%
EBRC- Tseminyu	30	35%
Viswema	11	13%
Grand Total	87	-

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: According to the Table 4.1.1 given above, Kohima district is divided into five Educational Block Resource Centres (EBRCs) viz., Chiephobozou, L. Khel, Sechu Zubza, EBRC- Tseminyu, and Viswema; and there are a total of 87 Government Primary Schools in the District. The Figure 4.1.2 below indicates that among the five EBRCs under Kohima District, EBRC- Tseminyu has the highest percentage (35%) of Government Primary Schools, followed by Sechu Zubza (18%), Chiephobozou (15%), L. Khel (15%), and Viswema (11%).

Figure 4.1.2: Percentage of Government Primary Schools in each EBRC of Kohima District
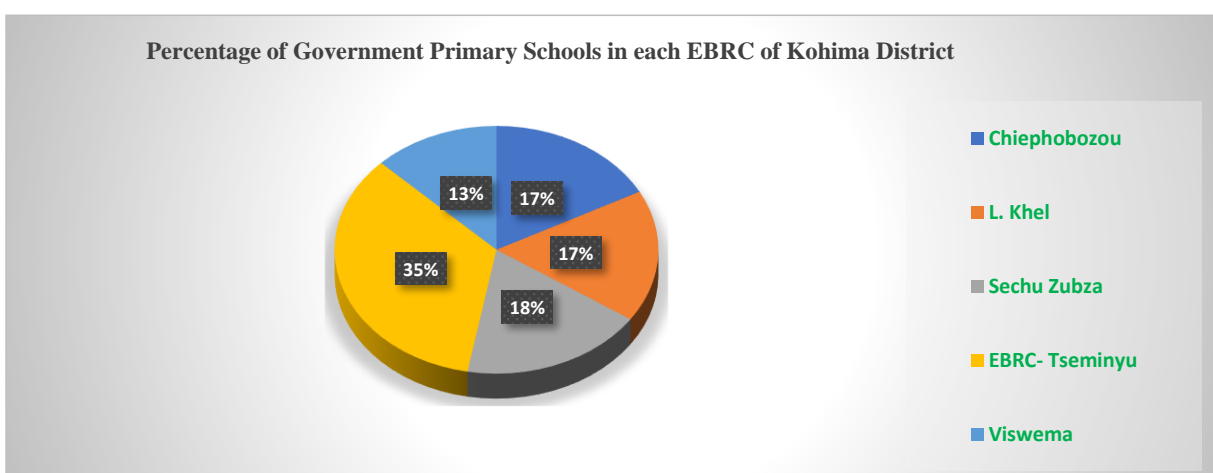
4.1.3. Number of Government Primary School Teachers in Kohima District

EBRC	Total Number of Teachers	Percentage
Chiephobozou	128	16%
L. Khel	288	36%
Sechu Zubza	113	14%
EBRC- Tseminyu	179	23%
Viswema	89	11%
Grand Total	797	-

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: According to the above given Table 4.1.3, there are a total of 797 Government Primary School Teachers in Kohima District (Chiephobozou- 128, L. Khel- 288, Sechu Zubza- 113, EBRC- Tseminyu- 179, Viswema- 89). As per Table 4.1.2 above and Figure 4.1.4 below, among the five EBRCs under Kohima District; L. Khel has the highest concentration of Government Primary School Teachers with 36%, followed by EBRC- Tseminyu (23%), Chiephobozou (16%), Sechu Zubza (14%), and Viswema (11%).

Figure 4.1.4: Percentage of Government Primary School Teachers in Kohima District
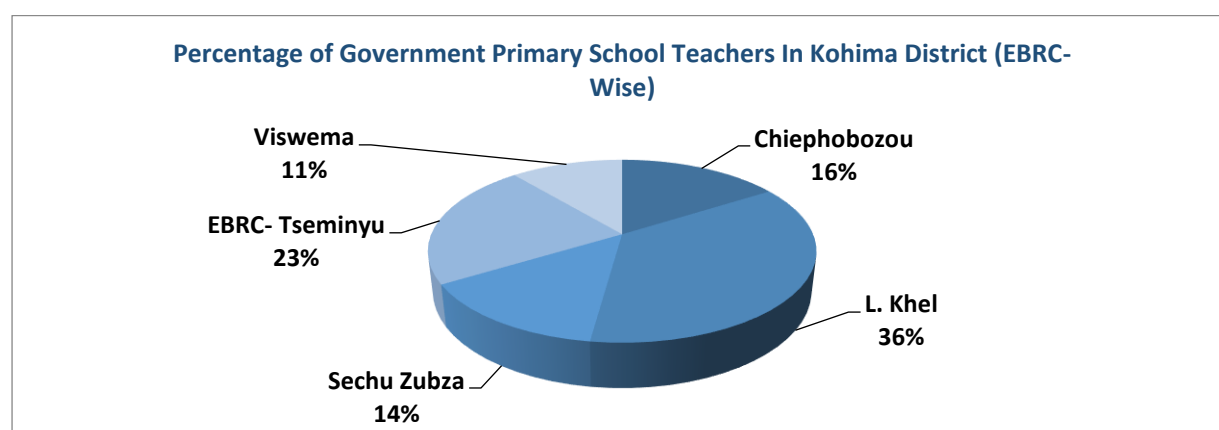
4.1.5. Gender-Wise Data of Government Primary School Teachers in Kohima District

Gender	EBRC	Number Of Teachers	Percentage
Male	Chiephobozou	71	-
	L. Khel	53	-
	Sechu Zubza	57	-
	EBRC- Tseminyu	91	-
	Viswema	36	-
Total	-	308	39%
Female	Chiephobozou	57	-
	L. Khel	235	-
	Sechu Zubza	56	-
	EBRC- Tseminyu	88	-
	Viswema	53	-
Total	-	489	61%

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: According Table 4.1.5 given above, out of the total 797 teachers in the five EBRCs of Kohima District; there are 308 male teachers and 489 female teachers. As per Table 4.1.5 and Figure 4.1.6, the female (61%) teachers outnumber the male (39%) teachers.

Figure 4.1.6: Percentage of Male and Female Teachers in Government Primary Schools of Kohima District

Percentage of Male and Female Teachers in Government Primary Schools of Kohima District

Male 39%
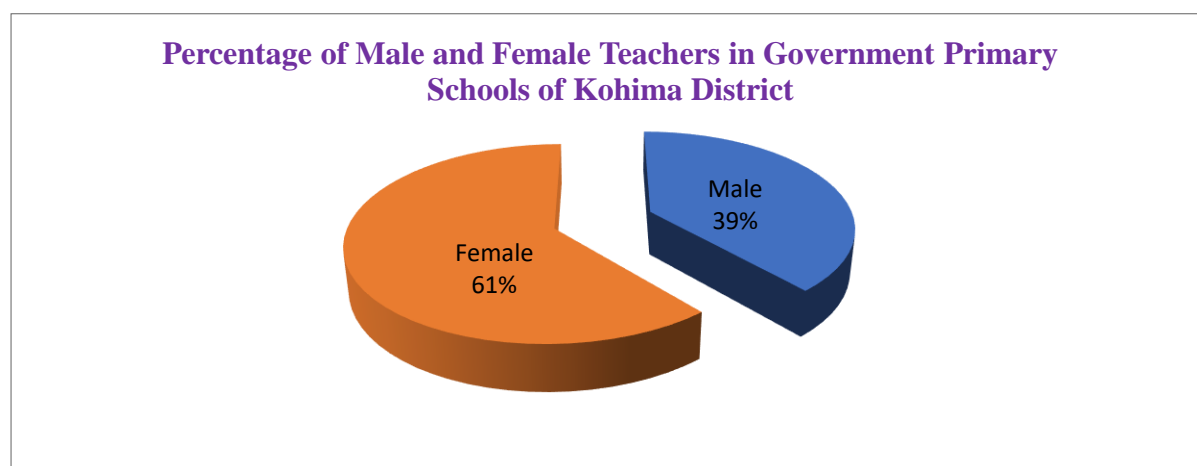
Female 61%

4.1.7. Number of Regular Teachers in Government Primary Schools of Kohima District

EBRC	Male	Female	Grand Total	Percentage
Chiephobozou	65	49	114	16%
L. Khel	46	208	254	35%
Sechu Zubza	54	51	105	15%
EBRC- Tseminyu	83	83	166	23%
Viswema	33	46	79	11%
Grand Total	281	437	718	-

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: As per Table 4.1.7, there are a total of 718 regular teachers in the Government Primary Schools of Kohima District with 218 Male and 437 Female Teachers. The Figure 4.1.8 given below indicates that among the five EBRCs under Kohima District; L. Khel has the highest number of GPS Regular Teachers with 35%, followed by EBRC- Tseminyu with 23%, Chiephobozou (16%), Sechu Zubza (15%), and Viswema (11%).

Figure 4.1.8: Percentage of Regular Teachers in Government Primary Schools of Kohima District (EBRC-Wise)

Percentage of Regular Teachers in Government Primary Schools of Kohima District (EBRC-Wise)

Viswema 11%

Chiephobozou 16%

EBRC-Tseminyu 23%

Sechu Zubza 15%

L. Khel 35%
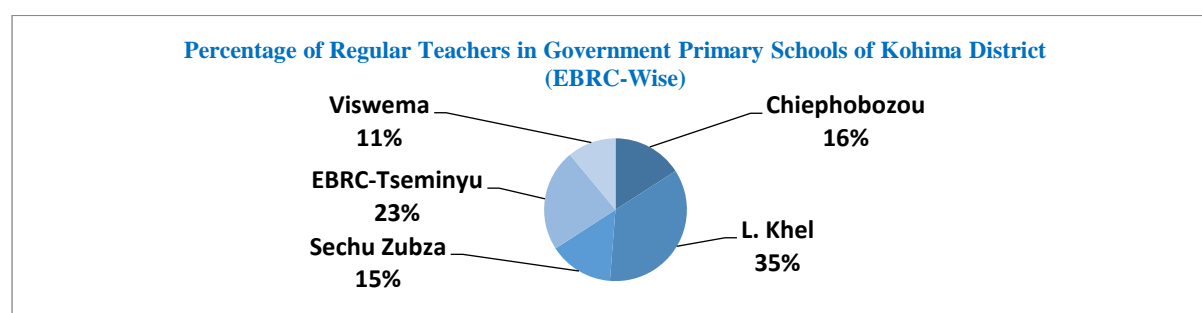
4.1.9. Number of Contract/Adhoc Teachers in Government Primary Schools of Kohima District

EBRC	Male	Female	Grand Total	Percentage
Chiephobozou	6	8	14	18%
L. Khel	7	27	34	43%
Sechu Zubza	3	5	8	10%
EBRC- Tseminyu	8	5	13	16%
Viswema	3	7	10	13%
Grand Total	27	52	79	-

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: According to Table 4.1.9 given above, there are a total of 79 contract/adhoc teachers (Male: 27 and Female: 52) presently working in Government Primary Schools of Kohima District. The Figure 4.1.10 given below indicates that among the five EBRCs under Kohima District; L. Khel has the highest concentration of contract/adhoc teachers with 43%, followed by Chiephobozou (18%), EBRC- Tseminyu (16%), Viswema (13%), and Sechu Zubza (10%).

Figure 4.1.10: Percentage of Contract/Adhoc Teachers in Government Primary Schools of Kohima District (EBRC-Wise)
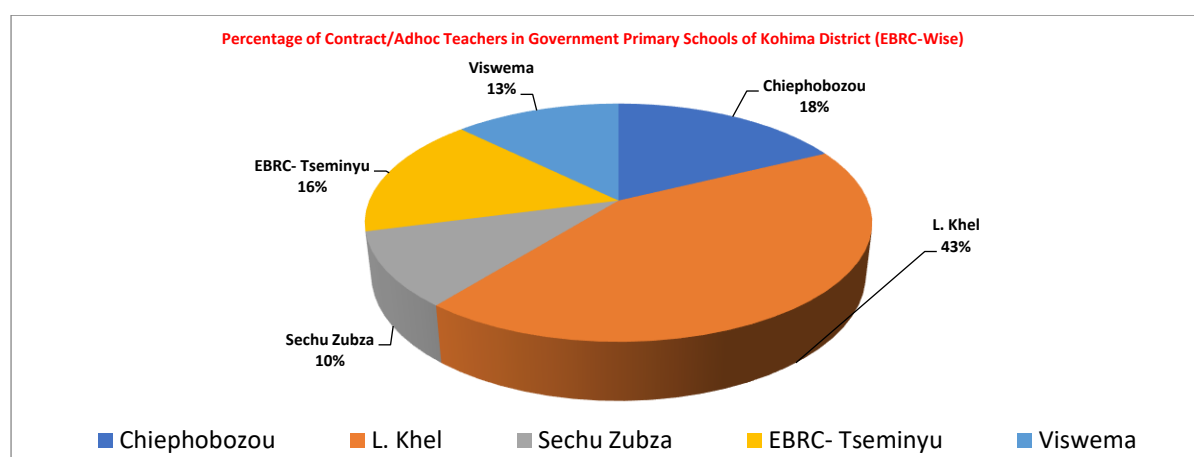
4.1.11. Number of Trained Teachers in Government Primary Schools of Kohima District

EBRC	Male	Female	Grand Total	Percentage
Chiephobozou	32	38	70	15%
L. Khel	33	148	181	39%
Sechu Zubza	24	34	58	12%
EBRC- Tseminyu	51	52	103	22%
Viswema	21	34	55	12%
Grand Total	161	306	467	-

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: According to Table 4.1.11 given above, there are a total of 467 trained teachers in the Government Primary Schools of Kohima District with 161 trained male teachers and 306 trained female teachers. The Figure 4.1.12 given below indicates that L. Khel has the highest

number of trained teachers (39%), followed by EBRC- Tseminyu (22%), Chiephobozou (15%), Viswema (12%) and Sechu Zubza (12%).

Figure 4.1.12: Percentage of Trained Teachers in Government Primary Schools of Kohima District (EBRC- Wise)

Percentage of Trained Teachers in Government Primary Schools of Kohima District (EBRC-Wise)
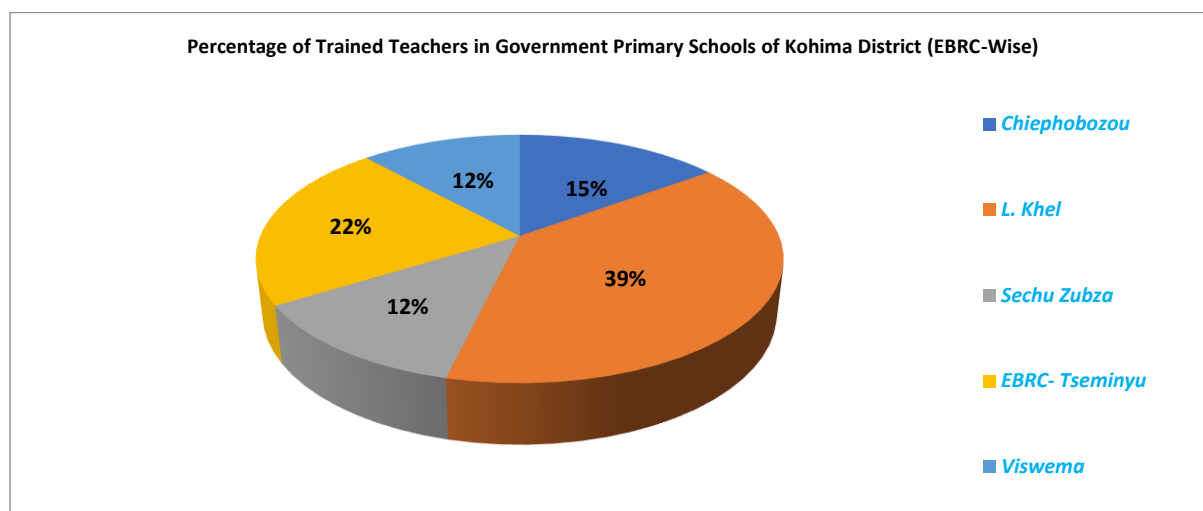
4.1.13. Gender-Wise Enrolment of Students in Government Primary Schools of Kohima District

EBRC	Boys	Girls	Grand Total	Percentage
Chiephobozou	76	43	119	9%
L. Khel	391	293	684	49%
Sechu Zubza	133	94	227	16%
EBRC- Tseminyu	119	101	220	16%
Viswema	75	63	138	10%
Grand Total	794	594	1388	-

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: As per the Table 4.1.13 given above, the total students' enrolment in Government Primary Schools under Kohima District is 1388 with 794 boys and 594 females. The Figure 4.1.14 given below indicates that among the five EBRCs, L. Khel has the highest students' enrolment with 49%, followed by Sechu Zubza (16%), EBRC- Tseminyu (16%), Viswema (10%), and Chiephobozou (9%).

Figure 4.1.14: Percentage of Students' Enrolment in Government Primary Schools under Kohima District

Percentage of Students' Enrolment in Government Primary Schools Under Kohima District
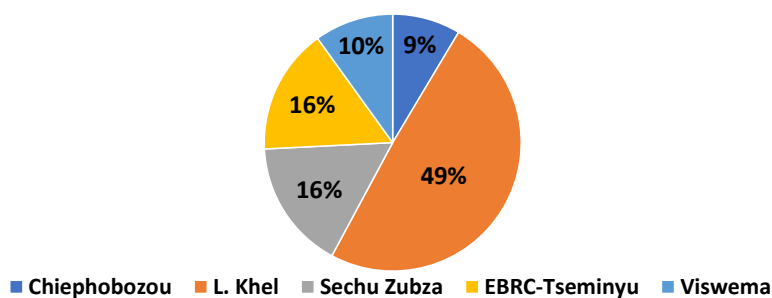
4.1.15. EBRC-Wise Student-Teacher Ratio in Government Primary Schools of Kohima District

EBRC	No. of Students	No. of Teachers	Student-Teacher Ratio
Chiephobozou	119	128	0.9:1
L. Khel	684	288	2.4:1
Sechu Zubza	227	113	2:1
EBRC- Tseminyu	220	179	1.2:1
Viswema	138	89	1.6:1
Grand Total	1388	797	1.7:1

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: The above Table 4.1.15 indicates the student-teacher ratio of government primary schools, Kohima district. The student-teacher ratio for Chiephobozou is 0.9:1, L. Khel is 2.4:1, Sechu Zubza is 2:1, EBRC-Tseminyu is 1.2:1, and Viswema is 1.6:1. The overall student-teacher ratio is 1.7:1. The highest student-teacher ratio is in L. Khel with 2.4:1 and the lowest is Chiephobozou 0.9:1.

4.1.16. Year-Wise Students' Enrolment (Class 1-5) in Government Primary Schools under Kohima District

Year	Boys	Girls	Grand Total
2015-16	2808	3285	6093
2016-17	2677	3083	5760
2017-18	3199	3379	6578
2018-19	2395	2774	5169
2019-20	2333	2728	5061
2020-21	2430	2361	4791

Source: Directorate of School Education, Nagaland: Kohima (2020-21).

Interpretation: According to Table 4.1.16 given above, the yearly enrolment of students has been on a steady decline in Government Primary Schools of Kohima District with 6093 students enrolled during the year 2015-16 but it has declined to 4791 during 2020-21; which shows a decline in enrolment by 11.96%. The Figure 4.1.17 below indicates the steady decline of enrolment starting from the year 2015-16 to 2020-21.

Figure 4.1.17: Steady Decline of Students' Enrolment (Class 1-5) in GPS under Kohima District. The figure illustrated below shows the Steady Decline of Students' Enrolment (Class 1-5) in GPS under Kohima District:
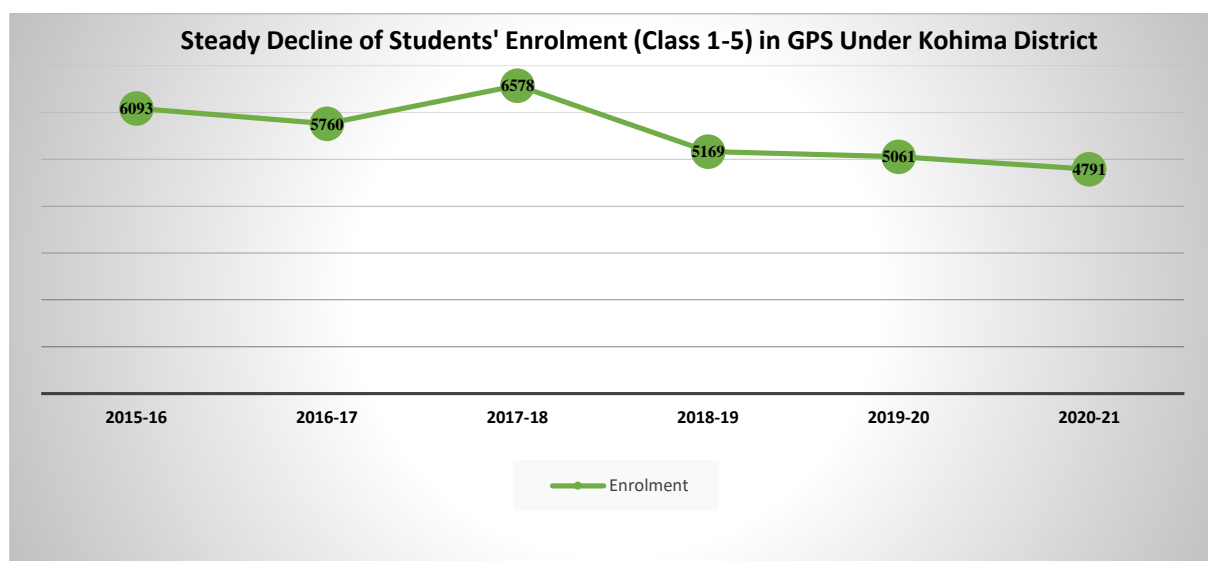
4.1.18. Academic Achievement or Performance (Educational Indicators) of Government Primary Schools in Nagaland

Particulars	Category	Percentage of Boys	Percentage of Girls	Total Percentage
Transition Rate	Primary to Upper Primary	93.38	96.71	95.01
Retention Rate	Primary	68	69	68
Dropout Rate	Primary	4.84	3.80	4.33

Source: Annual Report (2019-20). Nagaland at a glance. State Mission Authority, Samagra Shiksha, Nagaland.

Interpretation: Academic achievement or performance (educational indicators) of Government Primary Schools in Nagaland under Table 4.1.18above shows that the transition rate from primary to upper primary stage is 95.01% (Boys- 93.38% and Girls- 96.71%), while, the retention rate in primary stage is 68% (Boys- 68% and Girls- 69%) and the dropout rate in primary stage is 4.33% (Boys- 4.84% and Girls- 3.80%).

4.2. PROFILE OF HEAD-TEACHERS

The following Tables and Interpretations shows the profile of Head-Teachers with regard to gender, age, training, educational qualification and years of experience. Out of the total sample size of 60 Head-Teachers selected for the present Study, 54 of them were able to return the questionnaires after repeated requests. Hence, the following data presented by the Investigator is based on the responses of 54 Head-Teachers.

Category	Particulars	Number of Head-Teachers	Percentage
Gender	Male	32	59.26
	Female	22	40.74
Age	31-35	15	27.78
	36 and above	39	72.22
Training	Trained	50	92.59
	Untrained	4	7.41
Educational Qualification	Under-Graduate	15	27.78
	Graduate	27	50
	Post-Graduate	12	22.22
Teaching Experience	5-9 Years	13	24.07
	10-19 Years	12	22.22
	20 Years and above	29	53.70

Source: Field Survey

Interpretation: As per the above Table 4.2, out of the total of 54 head-teachers, 32 (59.26%) were male and 22 (40.74%) were female. With respect to Age, 15 (27.78%) were in the age group of 31-35 years of age; and 39 (72.22%) are in the category of 36 years of age and above. The study also found that, out of the total of 54 head-teachers, 50 (92.59%) of them were trained and 4 (7.41%) were untrained. With regard to educational qualification, out of the total of54 head-teachers, 15 (27.78%) were under-graduate, 27 (50%) were graduate, and 12 (22.22%) of them were post-graduate. Furthermore, out of the total of 54 head-teachers, 13 (24.07%) of them had of 5-9 years of teaching experience, 12 (22.22%) had 10-19 years of teaching experience, and 29 (53.70%) of them had 20 years and above teaching experience.

4.3. PROFILE OF TEACHERS

The following Tables and Interpretations shows the profile of Teachers with regard to gender, age, training, educational qualification and years of experience. Out of the total sample size of 370 Teachers selected for the present Study, 362 of them were able to return the questionnaires after repeated requests. Hence, the following data presented by the Investigator is based on the responses of 362 Teachers.

Category	Particulars	Number of Teachers	Percentage
Gender	Male	161	44.48
	Female	201	55.52
Age	25-30	31	8.56
	31-35	105	29.01
	36 and above	226	62.43
Training	Trained	315	87.02
	Untrained	47	12.98
Educational Qualification	Under-Graduate	141	38.95
	Graduate	161	44.48
	Post-Graduate	60	16.57

Teaching Experience	1 – 4 Years	31	8.56
	5-9 Years	105	29.01
	10-19 Years	161	44.48
	20 Years and above	65	17.96

Source: Field Survey

Interpretation: According to Table 4.3 shown above, out of the total of 362 teachers, 161 (44.48%) were male, and 201 (55.52%) were female; 31 (8.56%) of them were in the age group of 25-30 years, 105 (29.01%) of them were in the age group of 31-35 years, and 226 (62.43%) teachers were in the age group of 36 years and above; 315 (87.02%) were trained and 47 (12.98%) were yet to undergo their training; 141 (38.95%) were under-graduate, 161 (44.48%) were graduate, and 60 (16.57%) were post-graduate; and with regard to teaching experience, 31 (8.56%) of the teachers had 1 - 4 years of teaching experience, 105 (29.01%) of the them had 5-9 years of teaching experience, 161 (44.48%) of them had 10-19 years of teaching experience, and 65 (17.96%) of the teachers had 20 years or more teaching experience.

4.4. HEAD TEACHERS' RESPONSE ON ENROLMENT AND ADMISSION OF STUDENTS

4.4.1. Enrolment and admission of students

Particulars	Type of Response	Number of Response	Percentage
Status of yearly students' enrolment	Increasing	20	37.03
	Remain the same	13	24.07
	Decreasing	21	38.88
Procedure used for admitting students in the school	First come first basis	6	11.11
	Oral Interview	7	12.96
	No Criteria (As directed by the State Government)	22	40.74
	Age proof	5	9.26
	Free admission	14	25.93
Admitting students in the middle of academic session	Yes	32	59.26
	No	22	40.74
Satisfaction with students' enrolment in the school	Yes	23	42.59
	No	20	37.04
	To some extent	11	20.37

Interpretation: According to Table 4.4.1 given above, majority (38.88%) of the head-teachers responded that the status of yearly enrolment in their schools is decreasing, 37.03% of them responded that the enrolment in their schools is showing an increasing trend, and 24.07% of the head-teachers responded that the enrolment in their schools is the same i.e., neither increasing nor decreasing. With regard to the procedure used for admitting students in the schools, majority (40.74%) of the head-teachers responded that there are no particular criteria

for admitting students in their schools but follows whatever the Government directs them from time to time; 25.93% of the head-teachers responded that students are given free admission, 12.96% of them responded that admission is done through oral interviews, 11.11% of the head-teachers responded that admission is given on a first come first basis, and the remaining 9.26% of the head-teachers responded that admission is allowed only after the students provide their age proof. The above Table 4.4.1 also indicates that, majority (59.26%) of the head-teachers responded that their schools use to admit students in middle of the academic session; whereas, 40.74% of them responded that their schools do not admit students in middle of the academic session. Furthermore, majority (42.59%) of the head-teachers are satisfied with the students' enrolment in their schools, 37.04% of the head-teachers are not satisfied with the enrolment, and 20.37% of the head-teachers are partially (to some extent) satisfied with the students' enrolment in their schools.

4.4.2. Suggestions given by head-teachers for increasing the enrolment of students in their schools

Sl. No.	Type of Responses
1	Creating awareness regarding the benefit of sending children to government schools
2	Encouraging the community to send children to government schools
3	Motivate and encourage teachers to be more responsible
4	Organizing awareness seminars for sensitizing the parents and community
5	Village council and parent-teacher association should encourage enrolment drives

Interpretation: According to Table 4.4.2 given above, the suggestions given by head-teachers for increasing the enrolment of students in their schools are such as; creating awareness regarding the benefit of sending children to government schools, encouraging the community to send their children to the government schools, motivating and encouraging the teachers to be more responsible, organizing awareness seminars for sensitizing the parents and community, and encouraging enrolment drives by the village council and parent-teacher association.

4.5. HEAD TEACHERS' RESPONSE ON INFRASTRUCTURE

4.5.1. Infrastructure facilities

Particulars	Type of Response	No. of Response	Percentage
Type of Building	RCC	28	51.85
	Other types of building including semi-RCC	26	48.15
Satisfaction with infrastructure of the school	Yes	21	38.89
	No	26	48.15
	To some extent	7	1.30

Whether the schools face any problems with regard to proposal for new school building and renovation	Yes	18	33.33
	No	36	66.67
Whether school building is located in a favorable location	Yes	42	77.78
	No	12	22.22
Seating arrangements suited to the needs of students	Yes	32	59.26
	No	22	40.74
Classrooms with proper ventilation	Yes	31	57.41
	No	23	42.59
Whether the schools have computers	Yes	30	55.56
	No	24	44.44
Whether the school has the required mechanism to properly maintain the available infrastructure facilities	Yes	24	44.44
	No	30	55.56

Interpretation: According to Table 4.5.1 given above, majority (51.85%) of the head-teachers responded that their school building is RCC type whereas, 48.15% of the head-teachers responded that their school building is non-RCC which includes semi-RCC type. Majority (48.15%) of the head-teachers are not satisfied with the infrastructure of their schools, while, 38.89% of the head-teachers are satisfied, and 1.30% of the head-teachers are satisfied only to some extent. According to Table 4.5.1 given above, majority (66.67%) of the head-teachers responded that their schools do not face any problems with regard to proposal for new school building and renovation; while, 33.33% of the head-teachers responded that their schools face problems with regard to proposal for new school building and renovation. Majority (77.78%) of the head-teachers responded that their schools are located in a favorable location whereas, 22.22% of them responded that their schools are not located in such a favorable place. According to the Table 4.5.1 given above, majority (59.26%) of the head-teachers responded that the seating arrangements in their school classrooms are suited to the needs of the students. Whereas, 40.74% of them responded that the seating arrangements were not suited to the needs of the students. Majority (57.41%) of the head-teachers responded that the classrooms in their schools have proper ventilation. Whereas, 42.59% of the head-teachers responded that the classrooms do not have proper ventilations. As per the above given Table 4.5.1, majority (55.56%) of the head-teachers responded that their schools have computers; while, 44.44% of the head-teachers responded that their schools do not have computers. Furthermore, 55.56% (majority) of the head-teachers are of the view that their schools do not have the required mechanism to properly maintain the available infrastructure facilities. However, 44.44% of the

head-teachers responded that their schools have the required mechanism to properly maintain the available infrastructure facilities.

4.5.2. Reasons for not being satisfied with infrastructure of the school

Sl. No.	Type of Response
1	Lack of computer and electricity connection
2	No proper roof, wall, and fencing
3	All areas in infrastructure needs major improvements
4	Financial constraints for improving the infrastructure of the school
5	Lack of concern from the Government as well as the Village Education Committee (VEC)/School Management Committee (SMC)
6	Shortage/poor condition of desks and benches
7	Inadequate/poorly equipped classrooms
8	Absence of proper toilet facilities especially for the girl students
9	Lack of/congested playground
10	Inadequate/lack of drinking water facilities

Interpretation: Table 4.5.2 given above indicates that the head-teachers are not satisfied with infrastructure of their schools due to the reasons such as; lack of computer and electricity connection, no proper roof, wall, and fencing, shortage/poor condition of desks and benches, inadequate/poorly equipped classrooms, absence of proper toilet facilities especially for the girl students, lack of/congested playground, and inadequate/lack of drinking water facilities. The head-teachers responded that all areas in infrastructure need major improvements; however, financial constraints are a hurdle in the way of making infrastructure improvements. Furthermore, the head-teachers also responded that there is lack of concern from the Government as well as the Village Education Committee (VEC)/School Management Committee (SMC) in bringing about improvements in the infrastructure of their schools.

4.5.3. Type/s of problems with regard to proposal for new school building and renovation

Sl. No.	Type of Response
1	No space for further extension work
2	Fund is not sanctioned
3	No response from the concerned authority in spite of repeated pleas

Interpretation: Table 4.5.3 indicates that according to the head-teachers, the type/s of problems with regard to proposal for new school building and renovations are such as, there is no space for further extension work, funds proposed for are not sanctioned, and there is no response from the concerned authority in spite of repeated pleas.

4.5.4. Ways of maintaining the available infrastructure facilities

Sl. No.	Type of Response
1	Repairing furniture through the grants received by the school
2	Renovation of minor defects in school building through the grants received by the school

3	Applying sufficient security measures to keep its available facilities safe
4	Monitoring and repairing the school infrastructure facilities from time to time
5	Volunteering/donation from the parents and community

Interpretation: According to Table 4.5.4 given above, the head-teachers responded that they maintain the available infrastructure facilities of their schools by; repairing furniture through the grants received by the school, renovation of minor defects in school building through the grants received by the school, applying sufficient security measures to keep its available facilities safe, monitoring and repairing the school infrastructure facilities from time to time, and volunteering/donation from the parents and community.

4.5.5. Main problems relating to infrastructure of the school

Sl. No.	Type of Response
1	Shortage of classrooms
2	Require more classrooms for division of classes
3	Inadequate finance to improve the school infrastructure
4	Lack of fencing or boundary wall to protect the property of the school from miscreants
5	Lack of proper playground
6	Insufficient/poor toilet facilities
7	Deplorable condition of classroom roofs and partition walls
8	Poor condition of furniture such as desks, benches, tables, and chairs, etc…
9	Poor condition of school building
10	Poor electricity/No electricity connection at all
11	Installation of dangerous electric posts inside the school premises endangering the lives of both the teachers and the students
12	Absence of school gate
13	Poor condition/absence of doors for the classrooms
14	Unavailability of human resources such as good carpenters to repair the school furniture
15	Insufficient space for school compound
16	Insufficient space for school compound
17	Lack of/shortage of drinking water facilities

Interpretation: As per the Table 4.5.5 given above, the head-teachers responded that the main problems face by their schools with regard to infrastructure are such as; shortage of classrooms, require more classrooms for division of classes, inadequate finance to improve the school infrastructure, lack of fencing or boundary wall to protect the property of the school from miscreants, lack of proper playground, insufficient/poor toilet facilities, deplorable condition of classroom roofs and partition walls, poor condition of furniture such as desks, benches, tables, and chairs, etc., poor condition of school building, poor electricity/no electricity connection at all, installation of dangerous electric posts inside the school premises endangering the lives of both the teachers and the students, absence of school gate, poor condition/absence of doors for the classrooms, unavailability of human resources such as good

carpenters to repair the school furniture, insufficient space for school compound, insufficient space for school compound, and lack of/shortage of drinking water facilities.

4.5.6. Measures to bring about an improvement in the infrastructure of the school

Sl. No.	Type of Response
1	The department concerned should provide good quality furniture, sufficient computers, and electricity connectivity
2	Separate fund for infrastructure
3	Contribution from the community in whichever way possible
4	Appointment of a chowkidar or caretaker to look after the school infrastructure
5	Financial help from the Government, Community, and concerned citizens
6	Disseminating information about the needs and requirements of the school through meetings with the School Management Committee (SMC), Village Education Committee (VEC), parents, and guardians.

Interpretation: As per the Table 4.5.6, the measures suggested by the head-teachers to bring about an improvement in the infrastructure facilities of the school are such as; the department concerned should provide good quality furniture, sufficient computers, and electricity connectivity, separate fund for infrastructure, contribution from the community in whichever way possible, appointment of a chowkidar or caretaker to look after the school infrastructure, financial help from the Government, Community, and concerned citizens, disseminating information about the needs and requirements of the school through meetings with the School Management Committee (SMC),Village Education Committee (VEC) parents, and guardians.

4.6. HEAD TEACHERS' RESPONSE ON ACADEMIC ACHIEVEMENT OR PERFORMANCE OF STUDENTS

4.6.1. Academic achievement or performance of students

Particulars	Type of Response	Number of Response	Percentage
Satisfaction with academic performance of the students	Yes	27	50.00
	No	15	27.78
	To some extent	12	22.22
Head-Teachers' perspective on which gender of students has the best academic performance over the years	Boys	22	40.74
	Girls	32	59.26
Head-Teachers' response on whether students' academic achievement is far behind their potentials	Yes	26	48.15
	No	28	51.85

Interpretation: According to Table 4.6.1, majority of the head-teachers (50.00%) were satisfied with the academic performance of students; whereas, 27.78% of the head-teachers were not satisfied at all with the academic performance of the students, and 22.22% of the head-teachers were partially (to some extent) satisfied with the students' academic performance. Table 4.6.1 given above indicates that, majority (59.26%) of the head-teachers

responded that girl students have the best academic performance over the years and 40.74% of the head-teachers responded that boy students have the best academic performance over the years. Furthermore, majority (51.85%) of the head-teachers do not feel that the students' academic achievement is far behind their potentials; whereas, 48.15% of the head-teachers feel that the students' academic achievement is far behind their potentials and so the students can do better.

4.6.2. Causes for students' under-achievement

Sl. No.	Type of Response
1	Poor study habit of students
2	Negligence of parents and guardians
3	Lack of students-support services
4	Lack of guidance
5	Poor facilities
6	Poor economic condition to avail good facilities
7	Busy in other areas rather than the school or study
8	Ignorance of parents
9	Lack of motivation/encouragement

Interpretation: As per the Table 4.6.2 given above, the causes for students' under-achievement according to the head-teachers are such as; poor study habit of students, negligence of parents and guardians, lack of students-support services, lack of guidance, poor facilities, poor economic condition to avail good facilities, busy in other areas rather than the school or study, ignorance of parents, and lack of motivation/encouragement.

4.6.3. Suggestions given by head-teachers to improve the academic achievement of students

Sl. No.	Type of Response
1	Teachers need to be more accountable and active in the teaching-learning process
2	More attention should be facilitated to the weaker students
3	Free tuition and extra classes
4	Encouraging students to be more regular in attending the class
5	Adhering to Continuous and Comprehensive Evaluation (CCE) as provided by the Right to Education Act, 2009
6	Parents, teachers, School Management Committee (SMC) and students working together to achieve the common goal
7	Coordination among the teachers and between the teachers and parents
8	Activity-centered teaching-learning process and encouraging active participation of students
9	Conducting regular class tests
10	Encouraging home study and self-study
11	Proper guidance at home by the parents and elder siblings

Interpretation: According to Table 4.6.3 given above, the head-teachers gave their suggestions for improving the academic achievement of students such as; teachers need to be

more accountable and active in the teaching-learning process, more attention should be facilitated to the weaker students, free tuition and extra classes, encouraging students to be more regular in attending the class, adhering to Continuous and Comprehensive Evaluation (CCE) as provided by the Right to Education Act (2009), parents, teachers, School Management Committee (SMC) and students working together to achieve the common goal; coordination among the teachers, and between the teachers and parents; activity-centered teaching-learning process and encouraging active participation of students; conducting regular class tests, encouraging home study and self-study; and proper guidance at home by the parents and elder siblings.

4.7. HEAD TEACHERS' RESPONSE ON CURRICULAR AND CO-CURRICULAR ACTIVITIES

4.7.1. Curricular and co-curricular activities

Particulars	Type of Response	Number of Response	Percentage
Head-teachers' response on whether their schools have committee/s for managing the curricular activities	Yes	39	72.22
	No	15	27.78
Satisfaction with curricular activities of the school	Yes	43	79.63
	No	11	20.37
Whether the Head-teachers encounter any problems in organizing curricular activities in their school	Yes	3	5.56
	No	51	94.44
Satisfaction with co-curricular activities of the school	Yes	39	72.22
	No	15	27.78
Whether the schools organize co-curricular activities	Yes	54	100
Whether the schools face difficulties in organizing co-curricular activities	Yes	38	70.37
	No	16	29.63
Type of difficulties faced by the school with respect to organizing of co-curricular activities	Lack of funds	33	61.12
	Time constraints	11	20.37
	Limited infrastructure facilities	25	46.30
	Very less enrolment	22	40.74

Interpretation: As per the above given Table 4.7.1, majority (72.22%) of the head-teachers responded that they have committee/s for managing the curricular activities in their schools; while, 27.78% of the head-teachers responded that their schools does not have such

committee/s. Majority (79.63%) of the head-teachers are satisfied with the curricular activities of their schools. However, 20.37% of the head-teachers responded that they are not satisfied with the curricular activities in their schools. Table 4.7.1 indicates that, majority (94.44%) of the head-teachers do not encounter any problems with regard to organizing curricular activities in their schools; while, 5.56% of the head-teachers responded that they do encounter problems in organizing curricular activities in their schools. According to Table 4.7.1 given above, majority (72.22%) of the head-teachers were satisfied with the co-curricular activities of their schools; whereas, 27.78% of the head-teachers responded that they are not satisfied with the co-curricular activities. According to the Table 4.7.1given above, all the head-teachers (100%) responded that their schools organize co-curricular activities. According to the Table 4.7.1 given above, majority (70.37%) of the head-teachers responded that their schools face difficulties in organizing co-curricular activities. However, 29.63% of the head-teachers responded that their schools do not face such difficulties in organizing co-curricular activities. Furthermore, maximum number of the head-teachers (61.12%) responded that their schools are not able to organize co-curricular activities as planned because of lack of funds, 46.30% of the head-teachers responded that their schools are facing the problem of limited infrastructure facilities in organizing the co-curricular activities; 40.74% of the head-teachers responded that their schools have very less student enrolment therefore they feel de-motivated to organize co-curricular activities; and 20.37% of the head-teachers responded that time constraints prove a hurdle in organizing co-curricular activities.

4.7.2. Types of problems encountered by the head-teachers in organizing curricular activities in their school

Sl. No.	Type of Response
1	Students tend to be absent on days of assessment
2	Fear psychosis of exams among the students
3	Inadequate facilities
4	Financial constraints

Interpretation: As per the above Table 4.7.2, the problems encountered by the head-teachers in organizing curricular activities in their schools are such as; students tend to be absent on days of assessment, fear psychosis of exams among the students, inadequate facilities, and financial constraints.

4.7.3. Suggestions given by Head-teachers for improving curricular activities in the school

Sl. No.	Type of Response
1	Encouraging activity-based teaching and learning
2	Utilizing audio-visual aids in appropriate learning situation
3	Active participation of teachers

4	Organizing teachers' meetings from time to time on syllabus coverage/completion, sharing of different ideas on introducing new curricular activities or making changes
5	Strict adherence to the time table of the school by everybody concerned
6	Taking appropriate measures for the smooth conduct of examinations, class tests, invigilation duties, evaluation, etc.

Interpretation: Table 4.7.3 given above reveals the suggestions given by head-teachers for improving curricular activities in the school. The suggestions given by the head-teachers are such as; encouraging activity-based teaching and learning, utilizing audio-visual aids in appropriate learning situation, active participation of teachers, organizing teachers' meetings from time to time on syllabus coverage/completion, sharing of different ideas on introducing new curricular activities or making changes, strict adherence to the time table of the school by everybody concerned, and taking appropriate measures for the smooth conduct of examinations, class tests, invigilation duties, evaluation, etc.

4.7.4. Type of co-curricular activities organized in the school

Type of co-curricular activities	Number of Response	Percentage
Games and sports	54	100
Quiz	25	46.30
Project Work	54	100
Essay	23	42.59
Poem Writing	10	18.52
Drawing	31	57.41
Fancy Dress	13	24.07
Celebration of Festivals	42	77.78
Visit to places of cultural importance	16	29.63
Variety shows	12	22.23
Morning Assembly	54	100
Celebration of National and International Days	38	70.37
Exposure Trips and Sanitation Drives	11	20.37

Interpretation: The Table 4.7.4 given above reveals the type/s of co-curricular activities organized by the schools as per the responses made by the head-teachers. According to the Table 4.7.4, all the head-teachers (100%) responded that their schools organize games and sports, assign project work to the students, and conduct morning assemblies for the spiritual growth of students. Apart from this, 77.78% of the head-teachers responded that their school use to celebrate festivals, 70.37% of them responded that their school celebrate national and international days, 57.41% of the head-teachers responded that their school use to organize drawing competitions, 46.30% of the head-teachers responded that their school organize quiz competitions, 42.59% of the head-teachers responded that their school organize essay competitions, 29.63% of the head-teachers responded that their school use to take the students

on a visit to places of cultural importance, 24.07% of the head-teachers responded that their school organize fancy dress competitions, 22.23% of the head-teachers responded that their school use to organize variety shows, 20.37% of the head-teachers responded that their school organize sanitation drives and take the students and teachers on exposure trips; and 18.52% of the head-teachers responded that their school organize poem-writing competitions.

4.8. HEAD TEACHERS' RESPONSE ON MEDIUM OF INSTRUCTION AND METHODS OF TEACHING

4.8.1. Medium of instruction and methods of teaching

Particulars	Type of Response	Number of Response	Percentage
Medium of instruction used by the teachers in the schools	Mother Tongue/local dialect	54	100
	Nagamese		
	English		
Satisfaction with the methods of teaching used by teachers in the school	Yes	43	79.63
	No	11	20.37
Whether the head-teachers receive complaints or reports from students with regard to the method of teaching used by the teachers	Yes	8	14.81
	No	46	85.19
Whether essential teaching aids are being provided to the teachers	Yes	39	72.23
	To some extent	15	27.77
Whether the teachers are able to effectively use the teaching-learning materials during teaching	Yes	54	100
Whether the teachers prepare lesson plans	Only sometimes	31	57.41
	No	23	42.59
Whether students' individual educational needs are diagnosed	Yes	42	77.78
	To some extent	12	22.22
Whether the schools provide remedial teaching to the student	If required	54	100
Head-teachers' perspective on whether it is essential for the teachers to follow certain techniques and methods of teaching	Yes	54	100
Whether the head-teachers give feedback on the methods of teaching use by the teachers	Yes	31	57.41
	No	23	42.59

Interpretation: According to the above Table 4.8.1, all the head-teachers (100%) responded that the teachers use a mixture of English, Nagamese, and Mother Tongue/Local dialect as the

medium of instruction in their school. Majority (79.63%) of the head-teachers is satisfied with the methods of teaching used by the teachers in their school; while, 20.37% of the head-teachers responded that they are not satisfied with the methods of teaching used by the teachers in their school. According to Table 4.8.1given above, majority (85.19%) of the head-teachers responded that they have not received any complaints or reports from students with regard to the method of teaching used by the teachers. Whereas, 14.18% of the head-teachers responded that they use to receive such complaints from the students. As per the Table 4.8.1 given above, majority (72.23%) of the head-teachers responded that their schools provide the essential teaching aids to the teachers; whereas, 27.77% of the head-teachers responded that their school is able to provide essential teaching aids teachers to some extent only. All the head-teachers (100%) responded that the teachers are able to effectively use the teaching-learning materials during teaching. As per the Table 4.81 given above, majority (57.41%) of the head-teachers responded that the teachers prepare lesson plans only sometimes; while, 42.59% of the head-teachers responded that the teachers do not prepare any lesson plans at all. Majority (77.78%) of the head-teachers responded that the students' individual educational needs are diagnosed; while, 22.22% of the head-teachers responded that the students' educational needs are diagnosed only to some extent. As per the Table 4.8.1 given above, all the head-teachers responded that their schools use to provide remedial teaching to the students if required and feel that it is essential for the teachers to follow some techniques and methods of teaching. Furthermore, as per Table 4.8.1given above, majority (57.41%) of the head-teachers responded that they use to give feedback on the methods of teaching use by the teachers; while, 42.59% of the head-teachers responded that they do not give such feedback.

4.8.2. Reasons for non-satisfaction with the methods of teaching used by teachers in the school

Sl. No.	Type of Response
1	Use of lecture method is not enough for effective learning outcome
2	Some teachers are not good in classroom management
3	Teachers are not that competent and creative in using different methods of teaching according to the demands of the classroom situation
4	Teachers use one method of teaching most of the time so students get bored
5	Some teachers do not give proper explanation

Interpretation: As per the Table 4.8.2 given above, head-teachers are not satisfied with the methods of teaching used by teachers in their school due to reasons such as; use of lecture method is not enough for effective learning outcome, some teachers are not good in classroom management, teachers are not that competent and creative in using different methods of teaching according to the demands of the classroom situation, teachers use one method of

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teaching most of the time so students get bored, and some teachers do not give proper explanation.

4.8.3. Type/s of the complaint received from students with respect to the method of teaching used by the teachers

Sl. No.	Type of Response
1	Some teachers do not give proper explanation
2	Some teachers ask too many questions
3	Some teachers talk about other topics not related to the syllabus during class and waste time
4	Some teachers do not know how to manage/control the classroom properly

Interpretation: According to Table 4.8.3 given above, the type of complaints received by the head-teachers from the students with respect to the method of teaching used by the teachers are such as; not giving proper explanation, asking too many questions, talking about other topics not related to the syllabus during class and wasting the time, and inability to manage/control the classroom properly.

4.8.4. Measures undertaken by the school for those students being diagnosed

Sl. No.	Type of Response
1	Tutorial class is provided after class hours to the students concerned
2	Inform the students' parents
3	Giving proper guidance
4	Extra care for the slow learners
5	Re-teach, retrain, and reassessment for those students
6	Providing extra work
7	More attention is given to those subjects in which the students are under-performing

Interpretation: As per the Table 4.8.4 given above, the measures undertaken by the school for those students being diagnosed according to the head-teachers are such as; providing tutorials after class hours, informing the students' parents, giving proper guidance, giving extra care for slow learners; re-teaching, retraining and reassessing the concerned students, providing extra work, and giving more attention to those subjects in which the students are under-performing.

4.9. HEAD TEACHERS' RESPONSE ON EVALUATION SYSTEM

4.9.1. Evaluation system

Particulars	Type of Response	Number of Response	Percentage
Type of evaluation system used in the school	Both marking and grading	54	100
Whether the evaluation system practiced in the school is effective in evaluating the overall potential of the students	Yes	12	22.22
	No	32	59.26
	To some extent	10	18.52

Satisfaction with evaluation system of the school	Yes	28	51.85
	No	12	22.22
	To some extent	14	25.93
Whether the schools maintain cumulative records for all the students	Yes	54	100

Interpretation: As per the Table 4.9.1given above, all the head-teachers (100%) responded that their school use both marking as well as grading system for evaluating the students. Majority of the head-teachers (59.26%) responded that the evaluation system practiced in the school is not effective in evaluating the overall potential of the students; while, 22.22% of the head-teachers responded that the evaluation system is effective, and 18.52% of the head-teachers responded that the evaluation system is partially (to some extent) effective in evaluating the overall potential of the students. As per the Table 4.9.1 given above, majority of the head-teachers (51.85%) are satisfied with evaluation system of their school; whereas, 25.93% of the head-teachers are partially (to some extent) satisfied, and 22.22% of the head-teachers are not satisfied at all with evaluation system of their school. Furthermore, all the head-teachers (100%) responded that their schools maintain cumulative records for all the students.

4.9.2. Main problems with respect to evaluation system in the school

Sl. No.	Type of Response
1	Not properly following the guidelines provided under the Continuous Comprehensive Evaluation (CCE) system due to time factor
2	The present evaluation system gives more importance to academic performance
3	Evaluation and assessment are not uniform; it differs among the teachers with respect to every individual student
4	Lack of concern and cooperation from the parents with regard to their children's project works and assignments
5	Many students take the assessments and evaluation very lightly
6	Subjective evaluation

Interpretation: As per the Table 4.9.2 given above, according to the head-teachers the main problems with respect to evaluation system in their school are such as; the schools are not able to properly follow the guidelines provided under the Continuous Comprehensive Evaluation (CCE) system due to time factor, the present evaluation system gives more importance to academic performance, there is no uniformity in the evaluation and assessment methods used by the teachers, there is also a lack of concern and cooperation from parents with regard to their children's project works and assignments. Furthermore, the head-teachers are also of the view

that many of the students take assessments and evaluation very lightly, and the head-teachers also responded that the present system of evaluation is too subjective.

4.9.3. Measures to improve evaluation system in the school

Sl. No.	Type of Response
1	The evaluation system should be made tighter and stricter
2	Conducting a number of tests, giving assignments, etc. before final assessment and evaluation for better result
3	Introducing the old system of evaluation where the schools had three terms of academic performance evaluation i.e. First term, second term, and final with 100 marks each term
4	Evaluating not only the academic performance of the students but also their performance in other areas

Interpretation: According to the Table 4.9.3 above, the suggestions given by the head-teachers for improving the evaluation system in the school are such as; the evaluation system should be made tighter and stricter, conducting a number of tests, giving assignments, etc. before final assessment and evaluation for better result, introducing the old system of evaluation where the schools had three terms of academic performance evaluation i.e. First term, second term, and final with 100 marks each term, and evaluating not only the academic performance of the students but also their performance in other areas.

4.10. HEAD TEACHERS' RESPONSE ON ROLE OF PARENTS, COMMUNITY AND SMC OR VEC

4.10.1. Role of parents, community and SMC or VEC

Particulars	Type of Response	Number of Response	Percentage
Whether parents and community actively participate in the activities of the school	Yes	26	48.15
	No	28	51.85
Whether the school informs the parents/guardians about their child's/wards' progress	Yes	38	70.37
	Occasionally	16	29.63
Whether the head-teachers call for parent-teacher meetings	Yes	54	100
Whether academic matters are being discussed in the parent-teacher meetings	Yes	54	100
Whether School Management Committee (SMC) or VEC (Village Education Committee) members visit the school	Yes	54	100
Whether the head-teachers receive feedback from parents and community about the school's performance	Yes	41	75.93
	No	13	24.07

Whether reformative measures are being taken based on the feedbacks received from parents and community	Yes	41	100
Whether the head-teachers are satisfied with the co-operation of parents and community with the school	Yes	15	27.78
	No	11	20.37
	To some extent	28	51.85
Type of issues discussed during School Management Committee (SMC) or VEC (Village Education Committee) members' visit the school	School Maintenance	13	24.07
	School Environment	10	18.52
	Students Attendance	12	22.23
	Teacher Punctuality	12	22.23
	Teaching-Learning Materials	7	12.96
	Textbook Distribution	8	14.81
	Students' exam results	11	20.37
	Students' enrollment	13	24.07
	Teachers' Welfare	9	16.67

Interpretation: As per the Table 4.10.1 above, majority (51.85%) of the head-teachers responded that the parents and community do not actively participate in the activities of the school; whereas, 48.15% of the head-teachers responded that the parents and community actively participate in the activities of the school. Majority (70.37%) of the head-teachers responded that their school informs the parents or guardians about their child's or ward's progress; whereas, 29.63% of the head-teachers responded that their school disseminates such information to the parents or guardians only occasionally. Table 4.10.1given above reveals that all the head-teachers (100%) call for parent-teacher meetings. All the head-teachers (100%) affirmed that academic matters are taken up and discussed in the parent-teacher meetings. According to Table 4.10.1 given above, all the head-teachers (100%) responded that the School Management Committee (SMC) or VEC (Village Education Committee) members use to visit their school. Majority (75.93%) of the head-teachers responded that they use to receive feedback from parents and community about the school's performance; while, 24.07% of the head-teachers responded that they do not receive such feedback from the parents and community. As per the Table 4.10.1 given above, out of the 41 head-teachers who affirmed that they receive feedback from parents and community about the school's performance; all of them (100%) further affirmed that reformative measures are taken based on the feedbacks received from parents and community. Table 4.10.1given above also indicates that, majority (51.85%) of the head-teachers are partially satisfied with the co-operation of parents and community, 27.78% of them are satisfied, and 20.37% of them are not satisfied.

Furthermore,24.07% of the head-teachers responded that school maintenance and students' enrolment issues are discussed during SMC/VEC members' visit to the school, 22.23% of the head-teachers responded that students' attendance and teacher punctuality issues are discussed during such visit, 20.37% of the head-teachers responded that they use to discuss on students' exam results, 18.52% of the head-teachers responded that they discuss on the environment of the school, 16.67% of the head-teachers responded that they discuss teachers' welfare, 14.81% of the head-teachers responded that they use to discuss on textbook distribution issues, and 12.96% of the head-teachers responded that they discuss on issues relating to TLMs (Teaching-Learning Materials).

4.10.2. Reasons for non-satisfaction with the cooperation of parents and community

Sl. No.	Type of Response
1	Some parents are irresponsible and not cooperative
2	They do not give time to their children
3	Negligence and disregard for parent-teacher meetings

Interpretation: Table 4.10.2 reveals the reasons why some of the head-teachers are not satisfied with the cooperation of parents and community. They are of the view that; some parents are irresponsible and not cooperative, they do not give time to their children, and they also neglect and disregard parent-teacher meetings.

4.10.3. Suggestions for more active participation and cooperation of parents and the community in school activities

Sl. No.	Type of Response
1	Attending all parent-teacher meetings whenever it is convened
2	Paying visits to the school from time to time by the parents and concerned community members and discussing issues relating to their children and school improvements
3	More participation of parents in the school activities especially on important days
4	Holding meetings right after the results are declared
5	Conducting joint social work with the community and parents
6	Communitization is not required anymore. It is much better to let the Government take the responsibilities like before
7	The school need the support of the parents and community in solving the issues related to appointments, transfer, and posting, etc.…
8	Contribution of parents and community with respect to refreshments during meetings and social work, and giving prizes to successful or exceptionally good students

Interpretation: The Table 4.10.3 given above reveals the suggestions given by the head-teachers for more active participation and cooperation of parents and the community in school activities. The suggestions given by the head-teachers are such as; attending all parent-teacher meetings whenever it is convened, paying visits to the school from time to time by the parents

and concerned community members and discussing issues relating to their children and school improvements, more participation of parents in the school activities especially on important days, holding meetings right after the results are declared, conducting joint social work with the community and parents, doing away with communitization letting the Government take the responsibilities like before, the school need the support of the parents and community in solving the issues related to appointments, transfer, and posting, etc., and contribution of parents and community with respect to refreshments during meetings and social work, and giving prizes to successful or exceptionally good students.

4.11. HEAD TEACHERS' RESPONSE ON SCHEMES/BENEFIT

4.11.1. Schemes/benefit

Particulars	Type of Response	Number of Response	Percentage
Source/s of benefit received by the school other than government	NGOs	10	18.52
	Individuals/private		
Whether help provided by the Government is sufficient to meet the requirements of the school	To some extent	42	77.78
	No	12	22.22
Whether the schemes launched by the Government has a positive impact on the school	To some extent	54	100

Interpretation: As per the Table 4.11.1given above, 18.52% of the head-teachers responded that their school use to receive benefits from NGOs and other concerned individuals or private organizations in the form of donations or volunteering. Majority of the head-teachers (77.78%) responded that the help provided by the Government is to some extent sufficient to meet the requirements of the school; while, 22.22% of the head-teachers responded that the help provided by the government is not sufficient for their school. Furthermore, all the head-teachers (100%) responded that the schemes launched by the Government have a positive impact on their school up to some extent.

4.11.2. Response given by Head-Teachers on the areas of positive impact on the school through schemes launched by the Government

Sl. No.	Type of Response
1	To avoid malnutrition
2	To avoid gender gap
3	Curriculum
4	Financial
5	Administration
6	Improvement in infrastructure
7	Student Achievement

8	Student Attendance
9	Student Enrollment
10	Effective Teaching-Learning Process
11	More Participation of Parents and Community in school activities

Interpretation: According to Table 4.11.2, the areas of positive impact on the school through schemes launched by the Government as per the respondents are; to avoid malnutrition, to avoid gender gap, curriculum, financial, administration, improvement in infrastructure, student achievement, student attendance, student enrollment, effective teaching-learning process, and more participation of parents and community in school activities.

4.11.3. Suggestions given by Head-Teachers for better implementation of the various schemes/programs launched by the Government for primary education

Sl. No.	Type of Response
1	The Government must take into account the grass-root level before implementing any schemes
2	The schemes of the Government should concentrate on the vital areas/issues first
3	Providing quality Teaching-Learning Materials (TLMs) and sports goods
4	The Government should issue the funds on time
5	Schemes and programs launched by the Government should reach the beneficiaries on time
6	Bridging the gap between the Government and beneficiaries should be a prime concern
7	There must be transparency in the schemes and allocation of funds so that there is justice, equality and judicious use of funds
8	Deserving students should be carefully identified and given aid

Interpretation: Table 4.11.3 reveals the suggestions given by Head-Teachers with respect to better implementation of the various schemes/programs launched by the Government for primary education. The suggestions are such as; The Government must take into account the grass-root level before implementing any schemes, the schemes of the Government should concentrate on the vital areas/issues first, providing quality Teaching-Learning Materials (TLMs) and sports goods, the Government should issue the funds on time, schemes and programs launched by the Government should reach the beneficiaries on time, bridging the gap between the Government and beneficiaries should be a prime concern, there must be transparency in the schemes and allocation of funds so that there is justice, equality and judicious use of funds, and deserving students should be carefully identified and given aid.

4.12. HEAD TEACHERS' RESPONSE ON CURRICULUM, SYLLABUS AND TEXTBOOK

4.12.1. Curriculum, syllabus and textbook

Particulars	Type of Response	Number of Response	Percentage
Whether the teachers are prepared to deal effectively with the existing curriculum	Yes	54	100
Whether the teachers are able to complete the syllabus on time	Yes	54	100
Satisfaction with the existing curriculum	Yes	43	79.63
	No	11	20.37
Areas of drawbacks of the present curriculum	It is overloaded	11	20.37
	It is boring	15	27.78
	It is outdated, bookish, and very simple	28	51.85
Whether the head-teachers are satisfied with the existing textbooks used in the school	Yes	33	61.11
	To some extent	21	38.89
Whether contents of the textbooks cater to the needs of the students	Yes	35	64.81
	To some extent	19	35.19

Interpretation: As per the above Table 4.12.1, all the respondents (100%) feel that the teachers are prepared to deal effectively with the existing curriculum and also responded that the teachers are able to complete the syllabus on time. Majority (79.63%) of the Head-Teachers are satisfied with the existing curriculum; whereas 20.37% of them are not satisfied. According to Table 4.12.1 given above, majority of the Head-Teachers (51.85%) responded that the present curriculum is outdated, bookish and very simple; whereas, 27.78% of them responded that the present curriculum is boring, and the remaining 20.37% responded that the present curriculum is overloaded. Majority of the Head-Teachers (61.11%) responded that they are satisfied with the existing textbooks used in the school; whereas, 38.89% of the respondents are satisfied only to some extent. Furthermore, majority of the Head-Teachers (64.81%) responded that the contents of the textbooks cater to the needs of the students; whereas, 35.19% of them responded that the contents of the textbooks cater to the needs of the students only to some extent.

4.12.2. Suggestions given by Head-Teachers to bring about an improvement in the existing curriculum.

Sl. No.	Type of Response
1	The curriculum must be updated. The textbooks should contain current world/local related issues
2	The curriculum should be linked with the needs and demands of the society
3	The curriculum should be constructed in such a way that it upholds the spirit of equalization of educational opportunities
4	Uniform curriculum, if possible, for both Government and private schools

5	The present advancement in technology demands for a more activity centred curriculum
6	The curriculum should also include Conversation or Communication Skills as a subject in lower classes

Interpretation: Table 4.12.2 given above indicates the various suggestions given by Head-Teachers to bring about an improvement in the existing curriculum. The suggestions are such as; the curriculum must be updated. The textbooks should contain current world/local related issues, the curriculum should be linked with the needs and demands of the society, the curriculum should be constructed in such a way that it upholds the spirit of equalization of educational opportunities, uniform curriculum if possible for both Government and private schools, the present advancement in technology demands for a more activity-centred curriculum, and the curriculum should also include Conversation or Communication Skills as a subject in lower classes.

4.12.3. Measures to bring about an improvement in the textbooks

Sl. No.	Type of Response
1	The textbooks should contain current world/local related issues
2	A separate textbook should also be introduced on Conversation or Communication Skills for lower classes
3	The contents of the textbooks need to be updated
4	The topics and contents in the textbooks should be related to life and needs of the society

Interpretation: Table 4.12.3 above indicates the suggestions given by Head-Teachers to bring about an improvement in the textbooks. The suggestions are such as; the textbooks should contain current world/local related issues, a separate textbook should also be introduced on Conversation or Communication Skills for lower classes, the contents of the textbooks need to be updated, and the topics and contents in the textbooks should be related to life and needs of the society.

4.13. HEAD TEACHERS' RESPONSE ON MATTERS RELATING TO TEACHERS

4.13.1. Matters relating to teachers

Particulars	Type of Response	No. of Response	Percent age
Whether teachers are performing well in the school	Yes	43	79.63
	To some extent	11	20.37
Whether the teachers need orientation/refresher course training for improving their performance	Yes	11	100
Whether Head-Teachers encourage teachers to go for orientation/refresher training programs	Yes	47	87.04
	No	7	12.96
Whether the teachers come regularly to the school	Yes	43	79.63
	No	11	20.37

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Whether the teachers are punctual	Yes	18	33.34
	No	13	24.07
	Sometimes	23	42.59
Measures to make the teachers better and punctual	By making them feel more secure and comfortable about their job	17	31.48
	By taking strong action	13	24.07
	By making the SMC more effective in supervision	15	27.78
	By sharing the importance of their roles, duties, and responsibilities	4	7.41
	Coordination, building trust, and sharing the powers and responsibilities	5	9.26
Whether the Head-teacher receive support from fellow teachers in academic and administrative works	Yes	54	100
Whether the school has the required number of teachers	Yes	42	77.78
	No	12	22.22
Whether the recruitment of teachers done through competitive/departmental exams	Yes	47	87.04
	No	4	7.40
	Sometimes	3	5.56
Whether academic program of the school is adversely affected due to the existing staffing pattern	Yes	41	75.93
	No	13	24.07
Whether teachers are qualified in the subject they are teaching	Yes	54	100
Whether teachers are sent for in-service training programs	Yes	54	100
Whether the Head-teachers face problems in sending the teachers for in-service training programs	Yes	24	44.45
	No	30	55.55
Whether teachers are cooperative with the Head-teachers	Yes	51	94.45
	To some extent	3	5.55
Whether teachers come to share their problems with the Head-teacher	Yes	42	77.78
	No	12	22.22

Interpretation: As per Table 4.13.1 given above, majority of the Head-Teachers (79.63%) responded that the teachers were performing well in the school; whereas, 20.37% of them were

partially satisfied (to some extent) with performance of the teachers. All the Head-Teachers (100%) who were partially satisfied (to some extent) with the performance of the teachers, agreed that such teachers need orientation/refresher course training for improving their performance. Majority of the Head-Teachers (87.04%) encourage teachers to go for orientation/refresher training programs, whereas, 12.96% of them does not do so. According to Table 4.13.1, majority of the Head-Teachers (79.63%) responded that the teachers come regularly to the school; whereas, 20.37% of them responded that the teachers do not come regularly to the school. Majority of the Head-Teachers (42.59%) responded that the teachers are punctual only sometimes, 33.34% of the Head-Teachers responded that the teachers are punctual, and the remaining 24.07% of them responded that the teachers are not punctual at all. The Table 4.13.1 given above indicates the responses given by Head-Teachers with respect to measures for making the teachers better and punctual. As per the Table, majority of the Head-Teachers (31.48%) responded that the teachers will become better and punctual by making them feel more secure and comfortable about their job; 27.78% of the Head-Teachers responded to making the SMC more effective in supervision; 24.07% of the Head-Teachers responded that strong action should be taken and enforced; 9.26% of the Head-Teachers responded that there should be coordination, building of trust, and sharing the powers and responsibilities; and 7.41% of the Head-Teachers responded that sharing with the teachers the importance of their roles, duties, and responsibilities is required for making them better and punctual. As per Table 4.13.1given above, all the Head-Teachers (100%) responded that they receive support from fellow teachers in academic and administrative works. Majority of the Head-Teachers (77.78%) responded that their schools have the required number of teachers; whereas, 22.22% of the Head-Teachers responded that their schools do not have the required number of teachers. As per the above Table 4.13.1, majority of the Head-Teachers (87.04%) responded that the teachers are recruited through competitive/departmental exams; whereas, 7.40% of the Head-Teachers responded that the teachers are not recruited through such exams and 5.56% of the Head-Teachers responded that the teachers are recruited through competitive/departmental exams only sometimes. According to Table 4.13 given above, majority of the Head-Teachers (75.93%) responded that academic program of their schools is adversely affected due to the existing staffing pattern; whereas, 24.07% of the Head-Teachers responded that the existing staffing pattern do not adversely affect the academic program of the school. All the Head-Teachers (100%) responded that the teaching staffs are qualified in the subject they are teaching and that the teachers are sent for in-service teacher-training programs. According to Table 4.13.1 shown above, majority (55.55%) of the Head-Teachers

responded that they do not face any problems with respect to sending the teachers for in-service training programs; whereas, 44.45% of the Head-Teachers responded that they use to face problems with respect to sending the teachers for in-service training programs. Majority (94.45%) of the Head-Teachers responded that the teachers are cooperative; whereas, 5.55% of the Head-Teachers responded that the teachers are cooperative only to some extent. Furthermore, majority (77.78%) of the Head-Teachers responded that the teachers come to share their problems with them; whereas, 22.22% of the Head-Teachers responded that the teachers do not come to share their problems with them.

4.13.2. Remedial measures suggested by Head-teachers to improve the adverse effects of staffing pattern on academic program of the school

Sl. No.	Type of Response
1	Appointing sufficient number of subject specific teachers especially local Mother Tongue and Hindi
2	Balancing the ratio of teachers appointed for every subject
3	Teacher-training programs should be held during holidays for the reason that it does not create any issues in occupying the classes

Interpretation: The above Table 4.13.2 reveals the remedial measures suggested by Head-teachers to improve the adverse effects of staffing pattern on academic program of the school. The suggestions are such as; appointing sufficient number of subject specific teachers especially local Mother Tongue and Hindi, balancing the ratio of teachers appointed for every subject, and, teacher-training programs should be held during holidays for the reason that it does not create any issues in occupying the classes.

4.13.3. Types of problems face by Head-teachers on sending the teachers to in-service training programs

Sl. No.	Type of Response
1	Appointment of substitute teachers is not possible therefore it is difficult to occupy the classes when teachers go for their training
2	The anticipated targets of the school cannot be achieved when teachers go for training
3	The vacant position left by the teachers who went for training creates a burden for the remaining teachers who are compelled to occupy the classes

Interpretation: As per Table 4.13.3, the types of problems face by Head-Teachers with respect to sending the teachers for in-service training programs are such as; the appointment of substitute teachers is not possible therefore it is difficult to occupy the classes when teachers go for their training, the anticipated targets of the school cannot be achieved when teachers go for training, and, the vacant position left by the teachers who went for training creates a burden for the remaining teachers who are compelled to occupy the classes.

4.13.4. Types of problems shared by the teachers with the Head-teachers

Sl. No.	Type of Response
1	Poor academic performance of students
2	Problems related to classroom management
3	Discipline problems of students

Interpretation: According to Table 4.13.4 given above, the types of problems shared by the teachers are such as; poor academic performance of students, problems related to classroom management, and, discipline problems of students.

4.14. HEAD TEACHERS' RESPONSE ON ADMINISTRATION, MANAGEMENT AND ATTENDANCE

4.14.1. Administration, management and attendance

Particulars	Type of Response	No. of Response	Percentage
Whether the Head-teachers seek help from the SMC/VEC in school management	Yes	54	100
Whether teachers are allowed to involve in management of the school	Yes	54	100
Perspective of Head-teachers regarding their work load	Heavy	19	35.19
	Light	7	12.96
	Moderate	28	51.85
Supervision of the performance of teachers	Weekly	4	7.41
	Monthly	2	3.70
	From time to time	48	88.89
Whether any problems are encountered when supervising the performance of teachers	No	54	100
Whether cordial relationship exists between Head-Teachers and the Teachers	Yes	54	100
Responses on how often does the head-teachers give constructive feedback or suggestion to the teachers	Whenever it is needed	54	100
Whether the school has Parents-Teachers Association	Yes	54	100
Whether parents-teachers association meetings are being convened	Yes	54	100
Perspective of Head-teachers on how often the parents-teachers association meetings are being convened per year	When needed	44	81.48
	Three times in a year	6	11.11
	After every terminal exam	4	7.41

Whether the Head-teachers seek help of teachers for solving students' problems in the school	Yes	54	100
Whether staff meetings are being convened	Yes	54	100
Responses of Head-teachers on how often staff meetings are being convened per year	Monthly	26	48.15
	When needed	28	51.85
Responses of Head-teachers with regard to students' attendance	Average	11	20.37
	Good	43	79.63

Interpretation: As per Table 4.14.1 given above, all the Head-Teachers (100%) responded that they seek help from the SMC/VEC in school management, and the teachers are allowed to involve in management of the school. Majority (51.85%) of the Head-Teachers responded that their work load is moderate; whereas, 35.19% of them responded that their work load is heavy, and, 12.96% of them responded that their work load is light. The Table 4.14.1given above also reveals the responses of Head-Teachers with respect to how often they supervise the performance of the teachers. According to the Table, majority (88.89%) of the Head-Teachers responded that they use to supervise the performance of the teachers from time to time; whereas, 7.41% of the Head-Teachers responded that they do the supervision on weekly basis and, 3.70% of the Head-Teachers responded that they supervise on monthly basis. As per Table 4.14.1 given above, all the Head-Teachers (100%) responded that they do not encounter any problems when supervising the performance of teachers, there is cordial relationship between them and the teachers, they give constructive feedback/suggestion to the teachers whenever it is needed, their schools have Parents-Teacher Association, and they use to convene parents-teachers association meetings. Maximum number of Head-Teachers (81.48%) responded that their schools use to have parents-teachers association meetings whenever needed during the academic year; whereas, 11.11% of the Head-Teachers responded that they use to have three times per year, and, 7.41% of the Head-Teachers responded that they have parents-teachers associations meetings after every terminal exam. As per the Table 4.14.1 given above, all the Head-Teachers (100%) responded that they use to seek help from the teachers for solving students' problems in their schools, and their schools use to have staff meetings. As per the above Table, maximum number of the Head-Teachers (51.85%) responded that they use to convene staff meetings whenever needed during the academic year; whereas, 48.15% of them responded that they use to convene such meetings monthly. Furthermore, majority of the Head-Teachers (79.63%) responded that the attendance record of students is good; whereas, 20.37% of them responded that the attendance is average.

4.14.2. Number of meetings with the SMC/VEC in a year

Type of Response	Number of Response	Percentage
Once	1	1.85
Two times	2	3.70
Three times	2	3.70
Three to four times	4	7.41
Four to five times	3	5.56
Monthly	4	7.41
After every three or four months	2	3.70
Quarterly	3	5.56
As often as possible/when needed	33	61.11

Interpretation: According to Table 4.14.2 given above, majority (61.11%) of the Head-Teachers responded that the SMC/VEC use to have meetings as often as possible/when needed during the academic year. The remaining responses of the Head-Teachers are such as; three to four times per year (7.41%), monthly (7.41%), four to five times per year (5.56%), quarterly (5.56%), two times per year (3.70%), three times per year (3.70%), after every three to four months (3.70%), and, once per year (1.85%).

4.14.3. Purpose of parents-teachers association for the school

Type of Response	Number of Response	Percentage
Advising the school	15	27.78
Pointing out weaknesses of the school	9	16.67
Suggest measures for improvement	21	38.88
Any other: Joining hands to contribute towards development of the school	9	16.67

Interpretation: According to Table 4.14.3 shown above, maximum number of the head-teachers (38.88%) responded that the purpose of parent-teachers association is giving suggestions for making improvements; whereas, 27.78 % of the head-teachers responded that the purpose of parent-teacher association is to give advice, 16.67% responded that pointing out weaknesses of the school was also one of the purposes of such association, and, 16.67% of the Head-Teachers responded that the purpose of parents-teachers association is joining hands to contribute towards development of the school.

4.14.4. Types of registers/records maintained by the school

Type of Response	Number of Response	Percentage
Teachers' Attendance	54	100
Students' Register	54	100
Administration Record	53	98.15
Salary Record	52	96.30
Co-Curricular Activities Record	53	98.15
Parents-Teachers Meetings Record	54	100
Staff Meetings Record	53	98.15
Record of Meetings with the VEC/SMC	54	100

Any other	Grants received	1	1.85
	Supervision and inspection record	1	1.85
	School income and expenditure	1	1.85
	EBRC/Visiting Register	1	1.85

Interpretation: According to Table 4.14.4 given above, all the Head-Teachers (100%) responded that their schools maintain records of Teachers' Attendance, Students' Register, Parents-Teachers Meetings, and, Meetings with the VEC/SMC; 98.15% of the Head-Teachers responded that their schools maintain records of Administration, Co-Curricular Activities, and, Staff Meetings; 96.30% of the Head-Teachers responded that their schools maintain records of Salary; and, 1.85% of the Head-Teachers responded that they maintain records of grants received, supervision and inspection, school income & expenditure, and EBRC/Visiting records.

4.14.5. Types of problems faced by head-teachers during management and administration of the school

Type of Response	Number of Response	Percentage
Work overload	13	24.07
Lack of co-operation from parents	16	29.63
Lack of competent teachers	2	3.70
Financial constraints	18	33.34
Lack of administrative staff	2	3.70
Do not face any problems	3	5.56

Interpretation: As per Table 4.14.5 given above, maximum number of the Head-Teachers (33.34%) responded that financial constraint is one problem faced by them during management and administration of the school; 29.63% of them responded that lack of co-operation from parents is another problem they use to face; 24.07% of the Head-Teachers face the problem of work overload; 3.70% of the Head-Teachers face problems like lack of competent teachers & administrative staff; and, 5.56% of them responded that they do not face any such problems.

4.14.6. Suggestions given by Head-teachers for improving the management and administration of the school

Sl. No.	Type of Response
1	All teachers must be given different responsibilities in the management of the school
2	Head-teachers should not take too many classes so that he/she has ample time to look into the management and administration of the school
3	Occasional meetings with SMC, staff, and parents, social gatherings and social work, can build a good coordination with the students and teachers; bringing about a fruitful and sound administration/management of the school
4	Sufficient fund, constructive mindset of the VEC, Parents, and Teachers
5	Appointment of at least a peon and a chowkidar since the head-teachers are already over-burdened with the management/administration of the school as well as taking his/her own classes

6	Head-teachers must be given more freedom and power for checking arrogant and unpunctual teachers
7	Assigning different files and registers to teachers
8	Active participation of the VEC/SMC

Interpretation: Table 4.14.6 given above reveals the suggestions given by Head-Teachers for better management and administration of the school. The suggestions are such as; all teachers must be given different responsibilities in the management of the school; head-teachers should not take too many classes so that he/she has ample time to look into the management and administration of the school, occasional meetings with SMC, staff, and parents, social gatherings and social work, can build a good coordination with the students and teachers; bringing about a fruitful and sound administration/management of the school, sufficient fund, constructive mindset of the VEC, Parents, and Teachers, appointment of at least a peon and a chowkidar since the head-teachers are already over-burdened with the management/administration of the school as well as taking his/her own classes, head-teachers must be given more freedom and power for checking arrogant and unpunctual teachers, assigning different files and registers to teachers, and, active participation of the VEC/SMC.

4.14.7. Suggestions given by Head-Teachers for improving students' attendance

Sl. No.	Type of Response
1	Students should be properly motivated for coming to the school regularly
2	Producing leave in case of being absent
3	Awarding students who have 100% attendance
4	Making the school activities more interesting
5	Awarding punctual students and conducting morning assembly
6	Making some improvements in the mid-day meals
7	Making the school environment more creative and attractive
8	Cordial relationship between the teachers and the students
9	Emphasizing the need and importance of education
10	Cooperation of SMC and parents
11	Developing interest in the students

Interpretation: According to Table 4.14.7 given above, the suggestions given by Head-Teachers for improving students' attendance are such as; students should be properly motivated for coming to the school regularly, producing leave in case of being absent, awarding students who have 100% attendance, making the school activities more interesting, awarding punctual students and conducting morning assembly, making some improvements in the mid-day meals, making the school environment more creative and attractive, cordial relationship between the teachers and the students, emphasizing the need and importance of education, cooperation of SMC and parents, and, developing interest in the students.

4.15. HEAD TEACHERS' RESPONSE ON FINANCIAL ASPECTS

4.15.1. Financial aspects

Particulars	Type of Response	No. of Response	Percentage
Responses of Head-teachers on whether they get their salary on time	Yes	43	79.63
	No	4	7.41
	Sometimes	7	12.96
Satisfaction of Head-teachers with their present emolument	Yes	43	79.63
	To some extent	11	20.37
Whether the salary of Head-teachers is sufficient to meet their requirements	Yes	35	64.81
	No	13	24.07
	To some extent	6	11.12
Satisfaction with the grants given to the school	Yes	2	3.70
	No	14	25.93
	To some extent	38	70.37
Whether there is any attempt on part of the authorities concerned to enhance the salary of the staff	Yes	13	24.07
	No	41	75.93

Interpretation: As per Table 4.15.1, maximum number of Head-Teachers (79.63%) receives their salary on time; 12.96% of them responded that they receive their salary on time sometimes and sometimes it is delayed; and, 7.41% of the Head-Teachers responded that they do not receive their salary on time. Majority of the Head-Teachers (79.63%) responded that they are satisfied with their present emolument; whereas, 20.37% of them are partially satisfied (to some extent).As per Table 4.15.1 given above, majority of the Head-Teachers (64.81%) responded that their salary is sufficient to meet their requirements; 24.07% of them responded that the salary is not sufficient and, 11.12% of the responded that the salary is sufficient only to some extent. Majority of the Head-Teachers (70.37%) are partially satisfied (to some extent) with the grants given to their schools; 25.93% of them are not satisfied at all, and 3.70% of them are satisfied. Furthermore, majority of the Head-Teachers (75.93%) responded that no attempts are being made by the concerned authority to enhance the salary of the staff; whereas, 24.07% of them responded that efforts are being made to enhance the salary.

4.15.2. Reasons given by Head-teachers for the delay/irregularity of their salary

Sl. No.	Type of Response
1	The concerned Department does not prepare the salary on time
2	Some teachers are appointed under different schemes such as SSA, so their salary is not credited on regular basis

Interpretation: The Table 4.15.2 given above reveals the reasons given by Head-Teachers for the delay/irregularity of their salary. The reasons are such as; the concerned Department does not prepare the salary on time, and, some teachers are appointed under different schemes such as SSA, so their salary is not credited on regular basis.

4.15.3. Responses given by Head-teachers on the ways of managing the school in the absence of any income sources

Sl. No.	Type of Response
1	Contribution from teachers and well-wishers from the community
2	Contribution by VEC/SMC
3	Sometimes the head-teachers spend from their own pockets
4	The school approaches the Village Development Board (VDB) in times of emergency

Interpretation: The Table 4.15.3 given above reveals the responses given by Head-teachers on the ways of managing the school in the absence of any income sources. The ways are such as; contribution from teachers and well-wishers from the community, contribution by VEC/SMC, sometimes the head-teachers spend from their own pockets, and, the school approaches the Village Development Board (VDB) in times of emergency.

4.15.4. Main financial problems face by the school according to Head-teachers

Sl. No.	Type of Response
1	Shortage of grants for renovating the school building and replacing furniture
2	Insufficient fund to procure sports goods, stationeries, organizing co-curricular activities, and taking students on educational tours/outing
3	The Government have stopped the school from taking admission fees from the students therefore the school is suffering with limited or no funds at all
4	The teachers most of the time collectively bears the expenses of the school

Interpretation: The Table 4.15.4 given above reveals the responses of Head-Teachers on the main financial problems face by their schools. The main financial problems according to them are such as; Shortage of grants for renovating the school building and replacing furniture, insufficient fund to procure sports goods, stationeries, organizing co-curricular activities, and taking students on educational tours/outing; the Government have stopped the school from taking admission fees from the students therefore the school is suffering with limited or no funds at all, and, the teachers most of the time collectively bears the expenses of the school.

4.15.5. Measures suggested by Head-teachers for improving the financial problems of their schools

Sl. No.	Type of Response
1	Taking admission fee from the students
2	Enhancing financial assistance of the schools
3	The need of every school is different therefore the Department should look into the matter first and allocate the funds accordingly and not on random basis
4	Increasing the enrolment along with introduction of taking admission fees
5	Financial assistance should be given basing on the yearly reports submitted by the schools

Interpretation: The above Table 4.15.5 reveals the suggestions given by Head-Teachers for improving the financial problems of their schools. The suggestions are such as; Taking

admission fee from the students, enhancing financial assistance of the schools, the need of every school is different therefore the Department should look into the matter first and allocate the funds accordingly and not on random basis, increasing the enrolment along with introduction of taking admission fees, and financial assistance should be given basing on the yearly reports submitted by the schools.

4.16. HEAD TEACHERS' RESPONSE ON THE MAIN PROBLEMS OF PRIMARY EDUCATION

Sl. No.	Type of Response
1	Lack of parental support
2	Poor economic background
3	Preference of private educational institutions
4	Illiterate parents
5	It is very difficult to deal with the students of this age group
6	Poor enrollment and lack of proper facilities
7	Teachers are compelled to teach in mother tongue/Nagamese

Interpretation: According to Table 4.16 given above, the main problems of primary education in their schools are such as; Lack of parental support, poor economic background, preference of private educational institutions, illiterate parents, acute difficulty in dealing with the students of this age group, poor enrollment and lack of proper facilities, and, teachers are compelled to teach in mother tongue/Nagamese.

4.17. HEAD TEACHERS' RESPONSE ON THE MEASURES FOR IMPROVING PRIMARY EDUCATION IN KOHIMA DISTRICT

Sl. No.	Type of Response
1	Activity based learning
2	Having a different technique to deal with the primary school students
3	Revamping the government primary schools in such a way that it attracts more students
4	Conducting awareness programs especially for the parents in rural areas
5	Coordination among all the different bodies i.e., the Department, SMC, SDEO, etc…
6	Child-centred education should be emphasized more
7	Doing away with the mindset 'whether I work or not the Government will pay me' of most Government teachers
8	Using English more often in the class
9	Proper training should be given to the basic language teachers
10	Primary teachers should not be appointed randomly. Persons who are very passionate and friendly to teach young children should be appointed

Interpretation: Table 4.17 above shows the suggestions given by Head-Teachers for improving primary education in Kohima District. The suggestions are such as; Activity based learning, having a different technique to deal with the primary school students, revamping the government primary schools in such a way that it attracts more students, conducting awareness

programs especially for the parents in rural areas, coordination among all the different bodies i.e. the Department, SMC, SDEO, etc., child-centred education should be emphasized more, doing away with the mindset 'whether I work or not the Government will pay me' of most Government teachers, using English more often in the class, proper training should be given to the basic language teachers, and, primary teachers should not be appointed randomly. Persons who are very passionate and friendly to teach young children should be appointed.

4.18. TEACHERS' RESPONSE ON ENROLMENT, INFRASTRUCTURE, AND ACADEMIC ACHIEVEMENT/PERFORMANCE

4.18.1. Enrolment, infrastructure, and academic achievement or performance

Particulars	Type of Response	Number of Response	Percentage
Satisfaction with the enrolment of students	Yes	140	38.67
	No	158	43.66
	To some extent	64	17.67
Satisfaction with the infrastructure of the school	Yes	72	19.89
	No	161	44.47
	To some extent	129	35.64
Whether the school have sufficient classrooms to accommodate the students	Yes	246	67.96
	No	116	32.04
Number of classrooms	Two	17	4.70
	Four	65	17.95
	Five	221	61.05
	More than five	59	16.30
How the school manage to accommodate the students in the classrooms	Managing somehow	362	100
Whether furniture is sufficient	Yes	235	64.92
	No	127	35.08
Satisfaction with the students' academic achievement	Yes	162	44.75
	No	113	31.22
	To some extent	87	24.03
Teachers' response on which gender of students has the best academic performance in the school over the years	Boys	88	24.31
	Girls	274	75.69
Whether teacher give special attention to the students with poor academic achievement	Yes	362	100
Satisfaction with curricular activities of the school	Yes	227	62.71
	No	47	12.98
	To some extent	88	24.31

Interpretation: Table 4.18.1 given above indicates that, majority of the Teachers (43.66%) are not satisfied with the enrolment of students; 38.67% of them are satisfied, and, 17.67% of the teachers are partially satisfied (to some extent). Majority of the Teachers (44.47%) are not

satisfied with the infrastructure of their schools; 35.64% of them are partially satisfied (to some extent), and, 19.89% of the Teachers are satisfied with their schools' infrastructure. According to Table 4.18.1 given above, majority of the Teachers (67.96%) responded that their schools have sufficient classrooms to accommodate the students; whereas, 32.04% of them responded that their classrooms are not sufficient to accommodate the students. Majority of the Teachers (61.05%) responded that their schools have five classrooms, 17.95% responded that their schools have four classrooms, 16.30% of the responded that their schools have more than five classrooms, and, 4.70% responded that they have only two classrooms. As per Table 4.18.1 given above, all the Teachers (100%) responded that their schools are somehow managing to accommodate the students in the available classrooms. Majority of the Teachers (64.92%) responded that furniture is sufficient in their schools; whereas, 35.08% of them responded that it is not sufficient. According to Table 4.18.1 given above, majority of the Teachers (44.75%) are satisfied with the academic achievement of the students; 31.22% of the Teachers are not satisfied, and, 24.03% of them are partially satisfied (to some extent). Majority of the Teachers (75.69%) responded that the academic performance of girl students is better in their schools over the years; whereas, 24.31% of the Teachers responded that boy students' academic performance is better than girl students. Furthermore, all the Teachers (100%) responded that they give special attention to the students with poor academic achievement. Majority of the Teachers (62.71%) responded that they are satisfied with curricular activities of their schools, 24.31% of the Teachers responded that they are partially satisfied (to some extent), and, 12.98% of the Teachers responded that they are not at all satisfied.

4.18.2. Possible causes for poor enrolment

Sl. No.	Type of Response
1	Insufficient classrooms and lack of other facilities
2	More preference given to private schools
3	Migration to urban areas
4	Rise in the number of new schools being established in nearby villages
5	Lack of trust on Government schools by the community
6	Failure on the part of Government schools in many areas
7	Negligence of Government schools by the society
8	Shortcomings on the part of teachers, and other members of the community

Interpretation: Table 4.18.2 above reveals the responses given by Teachers with respect to causes for poor enrolment in their schools. The possible causes are such as; insufficient classrooms and lack of other facilities, more preference given to private schools, migration to urban areas, rise in the number of new schools being established in nearby villages, lack of trust on Government schools by the community, failure on the part of Government schools in

many areas, negligence of Government schools by the society, and, shortcomings on the part of teachers, and other members of the community.

4.18.3. Suggestions for improving the poor enrolment of students

Sl. No.	Type of Response
1	Improvement in infrastructure
2	Revamping the present education system followed by the Government
3	Encouraging the parents and community members
4	Teachers should also let their own children get enrolled in Government schools where they teach
5	Better academic result will attract more students
6	Trust and co-operation between the teachers and parents
7	Awareness programs
8	VECs/SMCs should work harder
9	Negative attitude towards Government schools should be changed

Interpretation: Table 4.18.3 above indicates the suggestions given by Teachers for improving the enrolment of students in their schools. The suggestions are such as; Improvement in infrastructure, revamping the present education system followed by the Government, encouraging the parents and community members, teachers should also let their own children get enrolled in Government schools where they teach, better academic result will attract more students, trust and co-operation between the teachers and parents, awareness programs, VECs/SMCs should work harder, and, negative attitude towards Government schools should be changed.

4.18.4. Reasons for non-satisfaction with the infrastructure of the school

Sl. No.	Type of Response
1	Poor building condition
2	Poor toilet facilities
3	No library
4	Congested or no playground

Interpretation: Table 4.18.4 above indicates the reasons given by Teachers for their non-satisfaction with the infrastructure of their schools. The reasons are such as; poor building condition, poor toilet facilities, no library, and, congested or no playground.

4.18.5. Facilities available in the school

Type of Response	Number of Response	Percentage
Fencing/Wall	270	74.58
Drinking Water	270	74.58
Electricity	222	61.32
Toilet	362	100
Separate toilet for girls	293	80.94
Separate toilet for faculty	293	80.94
Library	4	1.10
Staff room	362	100

Fans	-	-
Reading room	3	0.83
Play ground	260	71.82
Desks	362	100
Benches	362	100
Chairs	362	100
Black Board/whiteboard	362	100
Hostel	-	-
Science Laboratory	-	-

Interpretation: According to Table 4.18.5 given above, all the Teachers (100%) responded that their schools have toilet, staff room, desks, benches, chairs, and black board/whiteboard; 80.94% of the Teachers responded that their schools have separate toilets for girls and the faculty, 74.58% of the Teachers responded that their schools have fencing/wall and drinking water facility, 71.82% of the Teachers responded that their schools have playground, 61.32% of the Teachers responded that their schools have electricity, 1.10% of the Teachers responded that their schools have library, and, 0.83% of the Teachers responded that their schools have reading room. However, there are no fans, hostel and science laboratory in the schools.

4.18.6. Type/s of furniture provided in the classrooms

Type of Response		Number of Response	Percentage
Wooden desks and benches for the students		362	100
Wooden chairs and tables for the teachers		315	87.02
Blackboard		335	92.54
Whiteboard		315	87.02
Any other	Plastic chairs and tables	122	33.70

Interpretation: According to Table 4.18.6 given above, all the Teachers (100%) responded that wooden desks and benches are provided for students in the classrooms, 92.54% of the teachers responded that blackboard is provided in the classrooms, 87.02% of them responded that wooden chairs and tables for the teachers along with whiteboard is provided in the classrooms, and, 33.70% of the teachers responded that plastic chairs and tables are provided in the classrooms in their schools.

4.18.7. The main problems relating to infrastructure of the school

Sl. No.	Type of Response
1	Lack of toilets
2	Shortage of water
3	Water tank needs repairing
4	No proper water pipeline
5	Outdated school building
6	Poor condition of desks and benches
7	No reading room and library
8	Not enough plot of land for further development and extension

9	Poor condition of building walls
10	No proper hall to provide mid-day meals
11	No computer room
12	Lack of and/or congested playground
13	Lack of and/or poor electricity
14	Poor road condition
15	Lack of transport facility

Interpretation: Table 4.18.7 above reveals the responses given by Teachers with regard to infrastructural problems face by their schools. The main problems are such as; Lack of toilets, shortage of water, water tank needs repairing, no proper water pipeline, out-dated school building, poor condition of desks and benches, no reading room and library, not enough plot of land for further development and extension, poor condition of building walls, no proper hall to provide mid-day meals, no computer room, lack of and/or congested playground, lack of and/or poor electricity, poor road condition, and, lack of transport facility.

4.18.8. Suggestions given by teachers to bring about an improvement in the infrastructure of the school

Sl. No.	Type of Response
1	The community and the concerned department should join hands and work together
2	Provide sincere infrastructure development officials by the concerned department
3	Give full power to the SMC with enough fund
4	A separate special scheme should be there for the development of infrastructure
5	The government should allocate more funds for infrastructure development

Interpretation: As per the Table 4.18.8 given above, the suggestions given by teachers to bring about an improvement in the infrastructure of the school are such as; the community and the concerned department should join hands and work together, providing sincere infrastructure development officials by the concerned department, give full power to the SMC with enough fund, a separate special scheme should be there for the development of infrastructure, and, the government should allocate more funds for infrastructure development.

4.18.9. Reasons why one gender is performing better than the other

Sl. No.	Type of Response
1	They give more interest/concentration in their studies
2	More hardworking and sincere
3	They are brilliant
4	More attentive in the classroom
5	They are regular in class and punctual
6	Completion of homework and assignments on time
7	They are obedient
8	More disciplined

Interpretation: Table 4.18.9 above indicates the reasons why one gender is performing better than the other. The reasons given by the Teachers in this regard are such as; they give more interest/concentration in their studies, more hardworking and sincere, they are brilliant, more attentive in the classroom, they are regular in class and punctual, they complete their homework and assignments on time, they are obedient, and, more disciplined.

4.18.10. Mechanism/s used by teachers to teach the students with poor academic achievement

Sl. No.	Type of Response
1	Special tuition
2	Giving extra time and teaching in a simpler way with lots of examples
3	Extra classes and re-teach
4	Giving extra assignments and conducting periodical tests
5	Remedial classes
6	Private tuition and structuring a proper time-table
7	Letting the students read/study in the presence of the teachers and encouraging them to study
8	Using probing questions and taking retests

Interpretation: Table 4.18.10 given above indicates the mechanisms used by teachers to teach the students with poor academic achievement. The mechanisms are such as; giving special tuition, giving extra time and teaching in a simpler way with lots of examples, taking extra classes and re-teaching, giving extra assignments and conducting periodical tests, giving remedial classes, giving private tuition and structuring a proper time-table, letting the students read/study in the presence of the teachers and encouraging them to study, and, using probing questions and taking retests.

4.18.11. Main problems for the poor academic achievement of students

Sl. No.	Type of Response
1	Lack of self-study at home
2	Lack of interest in studies
3	Illiterate parents and their inability to help their children in studies
4	Lack of proper supervision and guidance from parents
5	Poor attendance
6	Undisciplined
7	Absence of conducive and stimulating environment for learning
8	Lack of proper study routine
9	Only limited teachers to guide the students
10	Lack of seriousness in appearing class-tests, doing homework, no advance preparation and irregularity in class

Interpretation: Table 4.18.11 above shows the main problems associated with students' poor academic achievement as per the Teachers' responses. The main problems are such as; lack of self-study at home, lack of interest in studies, illiterate parents and their inability to help their

children in studies, lack of proper supervision and guidance from parents, poor attendance, undisciplined, absence of conducive and stimulating environment for learning, lack of proper study routine, only limited teachers to guide the students, and, lack of seriousness in appearing class-tests, doing homework, no advance preparation and irregularity in class.

4.18.12. Suggestions given by teachers for improving the academic achievement of the students

Sl. No.	Type of Response
1	Parents should know the importance of their children's education so they should give them time and proper guidance
2	Giving extra class to the students
3	Encouraging the students to observe a daily study routine, conducting more class-tests, and giving rewards for their achievement
4	Coordination and cooperation between the parents and teachers
5	Going for lesson revisions, making learning more fun through activity-based learning, and asking more questions
6	Providing a conducive learning environment
7	Making use of appropriate Teaching Learning Materials (TLMs) and teaching aids to make the lesson more interesting
8	Taking the students outdoors and visiting places related to the topic for inspiring them to study

Interpretation: Table 4.18.12 shows the suggestions given by teachers for improving the academic achievement of the students. The suggestions are such as; parents should know the importance of their children's education so they should give them time and proper guidance, the students should be given extra classes, encourage the students to observe a daily study routine, conducting more class-tests, and giving rewards for their achievement, coordination and cooperation between the parents and teachers, going for lesson revisions, making learning more fun through activity-based learning, and asking more questions, providing a conducive learning environment, making use of appropriate Teaching Learning Materials (TLMs) and teaching aids to make the lesson more interesting, and, taking the students outdoors and visiting places related to the topic for inspiring them to study.

4.19. TEACHERS' RESPONSE ON CURRICULAR AND CO-CURRICULAR ACTIVITIES, METHODS OF TEACHING AND EVALUATION

4.19.1. Curricular and co-curricular activities, methods of teaching and evaluation

Particulars	Type of Response	No. of Response	Percentage
Whether the teacher is a member of any committee/s for managing and organizing curricular activities in their school	Yes	39	10.77
	No	323	89.23
Whether the present curricular activities cater to the needs of the students	Yes	121	33.43
	No	26	7.18
	To some extent	215	59.39

Satisfaction with co-curricular activities of the school	Yes	152	41.99
	No	76	20.99
	To some extent	134	37.02
Whether students participate in the co-curricular activities	Yes	277	76.52
	No	85	23.48
Whether teachers are free to practice their own method of teaching	Yes	362	100
Whether the school provide necessary teaching aids	Yes	174	48.07
	To some extent	188	51.93
Whether the teachers incorporate audio-visual aids in their teaching	Yes	105	29.01
	No	257	70.99
Whether the teachers provide remedial teaching to the students	Yes	362	100
Teachers' viewpoint on whether it is essential for them to follow certain techniques and methods of teaching	Yes	362	100
Whether head-teachers are supportive in implementing the teachers' own method/s of teaching in the school	Yes	362	100
Whether the teachers have any problems with regard to their teaching	Yes	144	39.78
	No	218	60.22
Whether evaluation system practiced in the school is effective in evaluating the overall skills of the students	Yes	124	34.25
	No	112	30.94
	To some extent	126	34.81
Satisfaction with evaluation system of the school	Yes	183	50.55
	No	71	19.62
	To some extent	108	29.83
Whether the teachers face any problems while evaluating the students' performance	Yes	362	100

Interpretation: As per the Table 4.19.1 given above, majority of the Teachers (89.23%) responded that they are not a member of any committee/s for managing and organizing curricular activities in their schools; whereas, 10.77% of the Teachers responded that they are a member of such committee/s. Majority of the Teachers (59.39%) responded that the curricular activities organized in their schools so far is only partially (to some extent) catering to the needs of students; whereas, 33.43% of the Teachers feel that the curricular activities has been successful in catering to the needs of the students, and, 7.18% of the Teachers do not think so at all. As per Table 4.19.1 above, majority of the Teachers (41.99%) are satisfied with co-curricular activities of their schools; whereas, 37.02% of the Teachers are partially satisfied (to

some extent), and, 20.99% of them are not satisfied at all. Majority of the Teachers (76.52%) responded that students use to participate in the co-curricular activities organized by their schools; whereas, 23.48% of the Teachers responded that the students do not take interest or participate in such activities. All the Teachers (100%) responded that they are free or have the freedom to practice their own method of teaching. According to Table 4.19.1 given above, majority of the Teachers (51.93%) responded that to some extent their schools try to provide the necessary teaching aids; whereas, 48.07% of the Teachers responded that their schools satisfactorily provide the necessary teaching aids. Majority of the Teachers (70.99%) responded that they do not incorporate audio-visual aids in their teaching; whereas, 29.01% of them responded that they use to incorporate audio-visual aids in their teaching. According to Table 4.19.1 given above, all the Teachers (100%) responded that they provide remedial teaching to the students, agreed that it is essential for them to follow certain techniques and methods of teaching, and responded that the Head-Teachers are supportive in implementing their own method/s of teaching in the school. As per Table 4.19.1 given above, majority of the Teachers (60.22%) responded that they use to encounter problems with regard to their teaching; whereas, 39.78% of them responded that they do not encounter such problems. Majority of the Teachers (34.81%) responded that the evaluation system is partially effective (to some extent), 34.25% of them responded that it is effective, and, 30.94% of the Teachers responded that the evaluation system is not effective at all in evaluating the overall skills of the students. Furthermore, majority of the Teachers (50.55%) are satisfied with the evaluation system of their schools, 29.83% of them are partially satisfied (to some extent), and, 19.62% are not satisfied at all, and all the teachers face problems while evaluating the students' performance.

4.19.2. Types of committees in which the teachers are a member

Sl. No.	Type of Response
1	Time table committee
2	Institutional planning committee
3	Examination committee
4	Special tuition committee
5	Education committee/SMC
6	Guidance committee

Interpretation: Table 4.19.2 above reveals the types of committees in which the Teachers serve as a member for managing and organizing curricular activities in their school. The committees are such as; Time table committee, Institutional planning committee, Examination committee, Special tuition committee, Education committee/SMC, and, Guidance committee.

4.19.3. Suggestions given by the teachers for bringing about an improvement in curricular activities of the school

Sl. No.	Type of Response
1	Setting up of libraries
2	Providing computers to the students
3	Providing sufficient reading materials
4	Wise construction of the time table
5	Maximum use of activity-centered teaching-learning methods, and audio-visual aids.
6	Conducting timely class-tests/unit-tests
7	Teachers should be experts in the subjects they teach and should have a high level of pedagogical knowledge

Interpretation: Table 4.19.3 above shows the suggestions given by the teachers for bringing about an improvement in curricular activities of the school. The suggestions are such as; setting up of libraries, providing computers to the students, providing sufficient reading materials, wise construction of the time table, maximum use of activity-centered teaching-learning methods, and audio-visual aids, conducting timely class-tests/unit-tests, and, teachers should be experts in the subjects they teach and should have a high level of pedagogical knowledge.

4.19.4. Type/s of teaching aids provided in the school

Type of Response		Number of Response	Percentage
Blackboard		218	60.22
Whiteboard		216	59.67
Duster		362	100
Chalk		218	60.22
Marker		215	59.39
Printed Charts		219	60.50
Plain Charts		217	59.94
Any other	Coloured papers	6	1.66

Interpretation: Table 4.19.4 above indicates the type/s of teaching aids provided in the schools. All the Teachers (100%) responded that they are provided Dusters, 60.50% responded that they are provided with Printed Charts, 60.22% of the Teachers responded that they are provided Blackboard and Chalk, 59.94% responded that they are provided Plain Charts, 59.67% of the Teachers responded that they are provided Whiteboards, 59.39% of them responded that they are provided Markers, and, 1.66% of the Teachers responded that they are provided Coloured Papers.

4.19.5. Type/s of teaching skills/methods used by teachers during teaching

Sl. No.	Type of Response
1	Play-Way
2	Question-Answer
3	Explanation

4	Story-Telling
5	Use of examples/illustrations
6	Experiments like tasting, touching, etc.

Interpretation: According to Table 4.19.5 given above, the type/s of teaching skills/methods used by teachers during their teaching are such as; Play-Way, Question-Answer, Explanation, Story-Telling, use of examples/illustrations, and, Experiments like tasting, touching, etc.

4.19.6. Type/s of audio-visual aids used by teachers

Sl. No.	Type of Response
1	Maps
2	Printed and hand-drawn charts
3	Video, audio, and picture clips through smart phone
4	Toys

Interpretation: Table 4.19.6 above shows the type/s of audio-visual aids used by teachers. The audio-visual aids are such as; Maps, Printed and hand-drawn charts, Video, audio, and picture clips through smart phone, and, Toys.

4.19.7. Types of problems face by teachers with regard to their teaching

Sl. No.	Type of Response
1	Time management
2	Insufficient teaching aids and materials
3	Teaching slow learners
4	Lack of computers and projectors

Interpretation: According to Table 4.19.7, the types of problems face by teachers with regard to their teaching are such as; time management, insufficient teaching aids and materials, teaching slow learners, and, lack of computers and projectors.

4.19.8. Type/s of measurement tools and techniques use by the school for evaluating the students

Type of Response	Number of Response	Percentage
Homework/Assignment	362	100
Teachers' Observation	268	74.03
Oral/Written reports from teachers	211	58.29
Quiz	33	9.12
Class Tests	362	100
Weekly tests	320	88.40
Unit Tests	214	59.12
Project Work	321	88.67
Terminal Examinations	362	100

Interpretation: Table 4.19.8 above reveals the responses of Teachers with respect to the type/s of measurement tools and techniques use by their schools for evaluating the students. All the Teachers (100%) responded that their schools use homework/assignments, class tests, and terminal examinations for evaluating the students; 88.67% responded that they assign project

works, 88.40% responded that their schools conduct weekly tests, 74.03% of the teachers responded that their schools makes use of teachers' observation for evaluating the students, 59.12% of the Teachers responded that their schools conduct unit tests, 58.29% of the Teachers responded that their schools makes use of oral/written reports from them, and, 9.12% of the Teachers responded that their schools conduct quiz.

4.19.9. Type/s of problem/s face by teachers while evaluating students' performance

Type of Response	Number of Response	Percentage
Time constraints	276	76.24
No proper training regarding evaluation	203	56.08
Subjectivity	207	57.18
Pass mandatory/no detention policy	220	60.77

Interpretation: Table 4.19.9 above shows the type/s of problem/s face by teachers while evaluating students' performance. Majority of the Teachers (76.24%) encounter time constraints, 60.77% responded to problems arising out of the policy of no detention or making pass mandatory, 57.18% of the Teachers responded to the problem of subjectivity while evaluating students' performance, and, 56.08% responded that they do not have adequate training regarding evaluation.

4.19.10. Suggestions given by teachers to improve the evaluation system of the school

Sl. No.	Type of Response
1	Proper/systematic planning
2	Training in evaluation techniques and in use and construction of standardized tests
3	Emphasis on objectivity
4	Qualitative evaluation
5	Effective feedback mechanism
6	Dissemination of progress reports and taking action accordingly

Interpretation: Table 4.19.10 above reveals the suggestions given by Teachers for improving the evaluation system in their schools. The suggestions are such as; the need for proper/systematic planning, training in evaluation techniques and in use and construction of standardized tests, emphasis on objectivity, qualitative evaluation, effective feedback mechanism, and, dissemination of progress reports and taking action accordingly.

4.20. TEACHERS' RESPONSE ON ROLE OF PARENTS AND COMMUNITY, SCHEMES AND BENEFITS, AND, CURRICULUM, SYLLABUS AND TEXTBOOK

4.20.1. Role of parents and community, schemes and benefits, curriculum, syllabus and textbook

Particulars	Type of Response	Number of Response	Percentage
Whether the parents and community participate actively in the activities of the school	Yes	76	20.99
	No	286	79.01

Whether the teachers inform the parents about their children's progress	Yes	121	33.43
	Sometimes	241	66.57
Whether teachers attend parents-teachers' meetings	Yes	216	59.67
	Sometimes	146	40.33
Whether academic matter is being discussed in parent-teacher meetings	Yes	232	64.09
	Sometimes	130	35.91
Satisfaction with co-operation of parents and community with the school	Yes	145	40.06
	No	47	12.98
	To some extent	170	46.96
Whether schemes launched by the Government is having a positive impact on the school	Yes	136	37.57
	To some extent	226	62.43
Satisfaction with the existing curriculum	Yes	177	48.90
	No	105	29.00
	To some extent	80	22.10
Whether the teachers are able to complete the syllabus on time	Yes	217	59.94
	No	103	28.45
	Sometimes	42	11.60
Whether the teachers feel competent in dealing effectively with the curriculum of the school	Yes	79	21.82
	To some extent	283	78.18
Whether the curriculum facilitates the development of concepts and skills in the Students	Yes	255	70.44
	To some extent	107	29.56
Satisfaction with existing textbooks of the school	Yes	211	58.29
	To some extent	151	41.71
Whether contents of the textbooks cater to the needs of the students	Yes	216	59.67
	To some extent	146	40.33

Interpretation: According to Table 4.20.1 given above, majority of the Teachers (79.01%) responded that the parents and community do not participate actively in the activities of their schools; whereas, 20.99% of the Teachers responded that the parents and community used to participate actively in the activities of their schools. Majority of the Teachers (66.57%) responded that they inform the parents about their children's progress only sometimes; whereas, 33.43% of the Teachers responded that they inform the parents about their children's progress. As per Table 4.20.1 above, majority of the Teachers (59.67%) responded that they attend parents-teachers' meetings; whereas, 40.33% of the Teachers responded that they attend such meetings only sometimes. Majority of the Teachers (64.09%) responded that academic matters are discussed in the parent-teacher meetings; whereas, 35.91% of the Teachers

responded that such matters are discussed only sometimes. Table 4.20.1 above indicates that majority of the Teachers (46.96%) are only partially satisfied (to some extent) with the co-operation of parents and community with their schools; while, 40.06% of them are satisfied, and, 12.98% of the Teachers are not at all satisfied. Majority of the Teachers (62.43%) responded that the impact of Governmental schemes is positive only to some extent; while, 37.57% of the Teachers responded that the schemes are having a positive impact on their schools. As per Table 4.20.1 given above, majority of the Teachers (48.90%) are satisfied with the existing curriculum, 29.00% are not satisfied at all, and, 22.10% are only partially satisfied (to some extent). Majority of the Teachers (59.94%) are able to complete their syllabus on time; whereas, 28.45% of them are not able to complete on time, and, 11.60% of the Teachers are able to complete it on time only sometimes.Table 4.20.1 above shows the responses given by teachers on whether they feel competent in dealing effectively with the curriculum of the school. In this regard, majority of the Teachers (78.18%) responded that they feel competent only to some extent; whereas, the remaining 21.82% of the Teachers responded that they feel competent. Majority of the Teachers (70.44%) responded that the curriculum facilitates the development of concepts and skills in the students; whereas, 29.56% of the Teachers were of the view that the curriculum facilitates such development only to some extent. According to Table 4.20.18 given above, majority of the Teachers (58.29%) responded that they were satisfied with the present textbooks used in their schools; whereas, 41.71% of the Teachers were only partially satisfied (to some extent). Furthermore, majority of the Teachers (59.67%) feel that the contents of the textbooks cater to the needs of the students; whereas, 40.33% of the Teachers feel that the textbooks cater to the students' needs only to some extent.

4.20.2. The reasons why teachers are not satisfied with co-operation of parents and community with the school

Sl. No.	Type of Response
1	Most of the parents do not visit the school even after repeated information
2	Meetings with parents and community members is very occasional and many of them do not participate even if the meeting is scheduled

Interpretation: Table 4.20.2 given above reveals the reasons given by Teachers with respect to why they are not satisfied with co-operation of parents and   community with their schools. The reasons are such as; most of the parents do not visit the school even after repeated information, and, meetings with parents and community members is very occasional and many of them do not participate even if the meeting is scheduled.

4.20.3. Suggestions given by teachers for more active participation and cooperation of parents and the community in the school activities

Sl. No.	Type of Response
1	Organizing programs in such a way that it demands the active participation and involvement of parents and community members
2	Organizing more parent-teacher meetings
3	Utilizing the technology like creating WhatsApp groups to create awareness and quick dissemination of information
4	Home visitation by the school staff
5	Creating opportunities for the parents and community to volunteer or do welfare activities
6	Organizing joint social work for strengthening the bonds
7	Organizing awareness programs

Interpretation: Table 4.20.3 given above shows the various suggestions given by teachers for more active participation and cooperation of parents and the community in the school activities. The suggestions are such as; organizing programs in such a way that it demands the active participation and involvement of parents and community members, organizing more parent-teacher meetings, utilizing the technology like creating WhatsApp groups to create awareness and quick dissemination of information among the parents and community, home visitation by the school staff, creating opportunities for the parents and community to volunteer or do welfare activities, organizing joint social work for strengthening the bonds, and, organizing awareness programs.

4.20.4. Areas of positive impact through schemes launched by the Government

Type of Response	Number of Response	Percentage
To avoid malnutrition	284	68.51
To avoid gender gap	227	62.71
Curriculum	155	42.82
Financial	136	37.57
Administration	201	55.52
Improvement in infrastructure	129	35.63
Student Achievement	190	52.49
Student Attendance	142	39.23
Student Enrollment	113	31.21
Effective Teaching-Learning Process	188	51.93
More Participation of Parents and Community in school activities	171	47.24

Interpretation: Table 4.20.4 above indicates the areas of positive impact through various schemes launched by the Government. The responses of the Teachers in this regard are such as; 68.51% (majority) of the Teachers responded that one important area of positive impact is in avoiding malnutrition, 62.71% of them responded that the schemes have positive impact on avoiding gender gaps, 55.52% of the Teachers responded that the area of administration has

improved, 52.49% of the Teachers responded that there is positive improvement in students' achievement, 51.93% of the Teachers feels that the schemes has helped in effective teaching-learning process, 47.24% of the Teachers responded that there is more participation of Parents and Community in school activities due to the schemes, 42.82% of the Teachers responded that there is a positive impact on the overall curriculum of their schools, 39.23% of the Teachers responded that there is a positive trend in students' attendance, 37.57% of the Teachers responded that there is improvement in the financial status of their schools, 35.63% of the Teachers responded that there is visible improvement in the infrastructure of their schools, and, 31.21% of the Teachers feel that the number of students' enrolment has risen after implementation of the schemes.

4.20.5. Suggestions given by teachers for better implementation of the various schemes launched by the Government for primary education

Sl. No.	Type of Response
1	Doing away with corruption
2	Active involvement and participation of public/community
3	Practicing transparency
4	Judicious utilization of resources

Interpretation: Table 4.20.5 above shows the suggestions given by teachers for better implementation of the various schemes launched by the Government for primary education. The suggestions are such as; doing away with corruption, active involvement and participation of public/community, practicing transparency, and, judicious utilization of resources.

4.20.6. Drawbacks of the present curriculum according to the teachers

Sl. No.	Type of Response
1	It is overloaded
2	It is outdated
3	It is boring
4	Mostly not contextual

Interpretation: According to Table 4.20.6 given above, the drawbacks of the present curriculum as per the Teachers are such as; it is overloaded, outdated, boring, and, mostly not contextual.

4.20.7. Reasons for non-completion of syllabus on time

Sl. No.	Type of Response
1	Time for completion of syllabus is extended if there is a need for additional revision
2	Too many paper-works to be submitted to department
3	Shortage of teachers leading to a greater number of classes per teacher
4	Overloaded syllabus and non-cooperation from parents

Interpretation: Table 4.20.7 above reveals the reasons given by Teachers for their inability to complete the syllabus on time. The reasons are such as; time for completion of syllabus is extended if there is a need for additional revision, too many paper-works to be submitted to department, shortage of teachers leading to a greater number of classes per teacher, and, overloaded syllabus and non-cooperation from parents.

4.20.8. Suggestions given by teachers to bring about an improvement in the existing curriculum

Sl. No.	Type of Response
1	Training/orientation of teaching staff before the start of each academic session
2	Sufficient supply of reading materials
3	Activity and Experience-centered curriculum
4	Relevance with the present world situation

Interpretation: Table 4.20.8 above reveals the various suggestions given by teachers for improving the existing curriculum. The suggestions given are such as; training/orientation of teaching staff before the start of each academic session, sufficient supply of reading materials, activity and experience-centered curriculum, and, relevance with the present world situation.

4.20.9. Suggestions given by teachers on improving the textbooks

Sl. No.	Type of Response
1	Inclusion of a conversation textbook for the students to improve their communication skills
2	Updating of the textbooks is needed
3	Adding more contextual topics
4	Inclusion of topics that the students can relate to their everyday life

Interpretation: Table 4.20.9 given above reveals the various suggestions given by teachers on improving the textbooks. The suggestions are such as; inclusion of a conversation textbook for the students to improve their communication skills, the need for updating of the textbooks, adding more contextual topics, and, inclusion of topics that the students can relate to their everyday life.

4.21. TEACHERS' RESPONSE ON MATTERS RELATING TO THEMSELVES, ADMINISTRATION AND MANAGEMENT, ATTENDANCE AND FINANCIAL

4.21.1. Matters relating to teachers, administration and management, attendance and financial

Particulars	Type of Response	No. of Response	Percentage
Number of classes taken by teachers in a week	Three to four classes	47	12.98
	Five to six classes	55	15.19
	Seven to eight classes	66	18.23
	Nine to Ten classes	102	28.18
	Eleven and above	92	25.42

Time allotted for a period in the school	30 Minutes	29	8.01
	35 Minutes	49	13.54
	40 Minutes	284	78.45
Satisfaction with the current teaching profession	Yes	362	100
Workload of teachers	Very heavy	20	5.52
	Light	20	5.52
	Average/Manageable	322	88.96
Whether teachers feel that teacher-training programs are essential for them	Yes	362	100
Whether the present profession and work environment are motivating and challenging for the teachers	Yes	280	77.35
	To some extent	82	22.65
Whether teachers get other fellow teachers' support in academic works	Yes	163	45.03
	Sometimes	199	54.97
Whether the present number of teachers is sufficient to cater to the needs of the students	Yes	148	40.88
	No	71	19.61
	To some extent	143	39.50
Whether teachers feel that the academic program of the school is adversely affected due to the existing staffing pattern	Yes	54	14.92
	No	225	62.15
	To some extent	83	22.93
Whether the head teacher interfere with the work of the teachers	Yes	113	31.22
	No	79	21.82
	To some extent	170	46.96
Whether the school provide leave facilities to the teachers	Yes	362	100
Whether the head-teachers ask for help from the teachers in matters relating to administration and management of the school	Yes	242	66.85
	Sometimes	120	33.15
Whether teachers help the head teacher when asked in matters relating to administration and management of the school	Yes	313	86.46
	Sometimes	49	13.54
Whether cordial relationship exists between the teachers and head-teachers	Yes	362	100
Teachers' opinion on the attendance status of students in their schools	Good	184	50.83
	Average	80	22.10
	Poor	98	27.07

Whether teachers get their salary on time	Yes	202	55.80
	No	117	32.32
	Sometimes	43	11.88
Satisfaction with present salary	Yes	192	53.04
	To some extent	170	46.96
Whether salary of teachers is sufficient to meet their requirements	Yes	201	55.52
	To some extent	161	44.48
Whether the students are provided with any free-ships	No	362	100

Interpretation: Table 4.21.1 given above shows the number of classes taken by teachers in a week. The Table reveals that majority of the Teachers (28.18%) takes nine to ten classes in a week, 25.42% of the teachers take eleven and above classes, 18.23% of them take seven to eight classes, 15.19% of the Teachers take five to six classes in a week, and, 12.98% of them takes three to four classes in a week. According to Table 4.21.1 above, majority of the Teachers (78.45%) responded that their schools allot 40 minutes per period; while, 13.54% of the Teachers responded that their schools allot 35 minutes per period, and, 8.01% of the Teachers responded that their schools allot 30 minutes per period. All the Teachers (100%) are satisfied with their current teaching profession and majority of the Teachers (88.96%) of the Teachers responded that workload is either average or manageable; while, 5.52% of them responded that their workload is very heavy, and, another 5.52% of the Teachers responded that their work load is light. As per Table 4.21.1 given above, all of the Teachers (100%) feel that teacher-training programs are essential for them. Majority of the Teachers (77.35%) responded that the present profession and work environment are motivating and challenging for them; while, 22.65% of the Teachers feel that the present profession and work environment are only partially (to some extent) motivating and challenging for them. As per Table 4.21.1 above, 45.03% of the Teachers responded that they get support from their fellow teachers in academic works; whereas, majority of the Teachers (54.97%) responded that they get such support from fellow teachers only sometimes. Majority of the Teachers (40.88%) responded that the present number of teachers is sufficient to cater to the needs of the students; while, 39.50% of the Teachers feel that the present number of teachers is sufficient only to some extent for catering to the needs of the students, and, 19.61% of the Teachers responded that the present number of teachers is not at all sufficient for catering to the needs of the students. As per Table 4.21.1 given above, majority of the Teachers (62.15%) responded that the existing staffing pattern does not adversely affect the academic program of the school. Whereas, 14.92% of the Teachers responded that the existing staffing pattern adversely affects the academic program of the school and, 22.93% of them responded that it affects only to some extent. Majority of the

Teachers (46.96%) responded that the head teacher interferes with their work up to some extent. Whereas, 31.22% of the Teachers responded that the head teacher interferes with their work, and 21.82% of them responded that the head teacher does not interfere with their work. According to Table 4.21.1 shown above, all the Teachers (100%) responded that their schools provide leave facilities. Majority of the Teachers (66.85%) responded that the head-teacher use to ask for help from them in matters relating to administration and management of the school. Whereas, the remaining 33.15% of the Teachers responded that the head-teacher use to ask for such help only sometimes. According to Table 4.21.1 given above, majority of the Teachers (86.46%) responded that they use to help the head teacher in the administration and management of the school; and 13.54% of them responded that they offer such help only sometimes. All the Teachers (100%) responded that a cordial relationship exists between them and the head-teachers. Majority of the Teachers (50.83%) responded that attendance of their students is good. Whereas, 27.07% of the Teachers responded that the attendance of their students was poor; and 22.10% of them responded that their students' attendance is average. As per Table 4.21.1 shown above, majority of the Teachers (55.80%) responded that they get their salary on time. Whereas, 32.32% of the Teachers responded that they do not get their salary on time, and 11.88% of them responded that they get their salary on time only sometimes. Majority of the Teachers (53.04%) responded that they are satisfied with their present salary; whereas 46.96% of them are only partially (to some extent) satisfied. Furthermore, majority of the Teachers (55.52%) responded that their salary is sufficient to meet their requirements; whereas 44.48% of the Teachers responded that they are only partially (to some extent) satisfied, and all the Teachers (100%) responded that, their schools do not provide any kind of free-ships to their students.

4.21.2. Suggestions given by teachers to bring about an improvement in the problem caused by the existing staffing pattern

Sl. No.	Type of Response
1	Appointment of at least one or more teachers
2	Appointment of non-teaching staff to lessen the burden of teachers

Interpretation: Table 4.21.2 given above reveals the suggestions given by teachers to bring about an improvement with respect to the problem caused by the existing staffing pattern. The Teachers suggested that at least one or more teachers should be appointed considering the shortage of teachers in their respective schools and non-teaching staff should also be appointed so as to lessen the burden of teachers; since teachers also performs the duties of non-teaching staff due to lack of or shortage of non-teaching staff in their schools.

4.21.3. Main problems face by the teachers at present

Sl. No.	Type of Response
1	Work overload
2	No free periods
3	So many paper works
4	Attending to so many activities of the school that are non-academic
5	Negative feedback and attitude from and of the community with regard to government primary schools
6	No motivation due to less enrolment
7	Irregular students and majority of them are domestic helpers
8	Lack of essential facilities such as good infrastructure
10	Insufficient supply of basic academic needs of the students such as books and stationeries

Interpretation: Table 4.21.3 highlighted above indicates the main problems face by the Teachers currently. According to them, the main problems are such as; Work overload, absence of free periods, too many paper works, attending to so many activities of the school that are non-academic, negative feedback and attitude from and of the community with regard to government primary schools, no motivation due to less enrolment, irregular students and majority of them are domestic helpers, lack of essential facilities such as good infrastructure, and insufficient supply of basic academic needs of the students such as books and stationeries.

4.21.4. Suggestions given by teachers to alleviate the problems face by teachers of government primary schools in Kohima District

Sl. No.	Type of Response
1	Training of all teachers
2	Upgrading the school infrastructure
3	All stakeholders joining hands and working together
4	Appointment of non-teaching staff
5	Supply of essential academic needs and library materials
6	Teachers should be more regular and sincere in their duties
7	Appointment of more teachers

Interpretation: Table 4.21.4 shows the suggestions given by teachers to alleviate the problems face by teachers of government primary schools in Kohima District. The suggestion given by the teachers are such as; Training of all teachers, upgrading the school infrastructure, all stakeholders joining hands and working together, appointment of non-teaching staff, supply of essential academic needs and library materials, teachers should be more regular and sincere in their duties, and appointment of more teachers.

4.21.5. Type/s of leave facilities provided by the school to the teachers

Sl. No.	Type of Response
1	Casual Leave
2	Earned Leave
3	Medical Leave and Maternity Leave

Interpretation: Table 4.21.5 given above reveals that the types of leave facilities provided by the school to the teachers are; Casual leave, earned leave, medical leave, and maternity leave.

4.21.6. Main administrative and managerial problems face by the school at present according to the teachers

Sl. No.	Type of Response
1	Head-teacher/teacher-in-charge usually is not stationed in the school area so the matters relating to administration and management are handled by other teachers
2	Financial constraints are a hurdle to good management and administration
3	Sometimes the administration and management are too controlling and authoritative
4	Communication and collaboration problems
5	Problems of poor enrolment, uncertainty of student outcome, and decreasing participation of parents in school activities

Interpretation: Table 4.21.6 given above indicates the main administrative and managerial problems face by their schools at present. The problems are such as; Head-teacher/teacher-in-charge usually is not stationed in the school area so the matters relating to administration and management are handled by other teachers, financial constraints are a hurdle to good management and administration, sometimes the administration and management are too controlling and authoritative, communication and collaboration problems, problems of poor enrolment, uncertainty of student outcome, and decreasing participation of parents in school activities.

4.21.7. Suggestions given by teachers for improving the management and administration of the school

Sl. No.	Type of Response
1	Enforce and maintain stricter rules
2	Head teachers should be more sincere and should distribute the work properly
3	Active involvement of parents in decision making of the school
4	Sharing of responsibilities
5	Take advantage of social media to connect with parents and community members

Interpretation: Table 4.21.7 given above indicates the suggestions given by teachers for improving the management and administration of the school. The suggestions are such as; Enforce and maintain stricter rules, head teachers should be more sincere and should distribute the work properly, active involvement of parents in decision making of the school, sharing of responsibilities, and taking advantage of social media to connect with parents and community members.

4.21.8. Suggestions given by teachers to improve the attendance of students in their schools

Sl. No.	Type of Response
1	Encouraging students to attend class daily
2	Awarding students with 100 percent attendance

3	Reinforcement for positive behaviour
4	Effective timetable scheduling
5	Encouraging the parents
6	Strict rule on attendance
7	Informing the parents and guardians about the child being absenting
8	Make teaching-learning more interesting
9	More activities in the school
10	Giving due consideration to the health of each and every student

Interpretation: Table 4.21.8 shown above indicates the suggestions given by teachers to improve the attendance of students in their schools. The suggestions are such as; Encouraging students to attend class daily, awarding students with 100 percent attendance, reinforcement for positive behaviour, effective timetable scheduling, encouraging the parents, strict rule on attendance, informing the parents and guardians about the child being absenting, make teaching-learning more interesting, more activities in the school, and giving due consideration to the health of each and every student.

4.21.9. Main financial problems face by the school

Sl. No.	Type of Response
1	No particular fund for co-curricular activities and teaching aids
2	Insufficient or lack of fund for school infrastructure maintenance
3	Student enrolment is too low to generate some amount
4	No source of income other than complete dependence on the government
5	Lack of proper income and expenditure budget records

Interpretation: Table 4.21.9 indicated above shows the responses given by the Teachers with respect to the main financial problems face by their schools. The main problems are such as; No particular fund for co-curricular activities and teaching aids, insufficient or lack of fund for school infrastructure maintenance, student enrolment is too low to generate income, no source of income other than complete dependence on the government, and lack of proper income and expenditure budget records.

4.21.10. Suggestions given by teachers for improving the financial problems of government primary schools

Sl. No.	Type of Response
1	Sufficient financial assistance from the government
2	Timely disbursement of salaries
3	Donation from SMC and community members
4	Formulating a good spending plan

Interpretation: Table 4.21.10 given above indicates the various suggestions given by teachers for improving the financial problems of government primary schools. The suggestions are such as; sufficient financial assistance from the government, timely disbursement of salaries,

donation from SMC (School Management Committee) and community members, and formulating a good spending plan.

4.22. TEACHERS' RESPONSE ON THE MAIN PROBLEMS OF PRIMARY EDUCATION

Sl. No.	Type of Response
1	Shortage of funds
2	Problem of medium of instruction for teachers posted in a place where he/she does not know the local dialect
3	Geographical condition/location
4	Poor background of students
5	Illiterate parents
6	Poor study habits of the students
7	Poor enrolment
8	Lack of supervision and guidance from parents
9	Less participation by the community
10	Poor infrastructure facilities
11	Insufficient teaching aids/teaching-learning materials
12	In some cases, under-aged children gets admitted in the government primary schools
13	Students dropping out
14	Lack of important technologies in the classroom like projectors
15	Frequent alteration of educational policies in the State
16	Teachers are compelled to teach in mother-tongue

Interpretation: Table 4.22 above reveals the main problems of primary education in the Government Primary Schools as per the responses of the Teachers. According to them the main problems are such as; Shortage of funds, problem of medium of instruction for teachers posted in a place where he/she does not know the local dialect, geographical condition/location, poor background of students, illiterate parents, poor study habits of the students, poor enrolment, lack of supervision and guidance from parents, less participation by the community, poor infrastructure facilities, insufficient teaching aids/teaching-learning materials, in some cases, underage children gets admitted in the government primary schools, students dropping out, lack of important technologies in the classroom like projectors, frequent alteration of educational policies in the State, and teachers are compelled to teach in mother-tongue.

4.23. SUGGESTIONS GIVEN BY TEACHERS FOR IMPROVING PRIMARY EDUCATION IN KOHIMA DISTRICT

Sl. No.	Type of Response
1	Making English as the only medium of instruction
2	Minimize the number of subjects
3	Cooperation and coordination between the school and community
4	Enhancing the curriculum beyond just the 3Rs (Reading, Writing, and Arithmetic)
5	Effective and efficient teaching-learning system
6	Infrastructure up-gradation

7	Sincere government officials should be sent and problems addressed as per their report
8	Terminate or punish insincere teachers and other government officials
9	Primary education should shift from traditionalistic to constructivist approach
10	Emphasis on the health and hygiene of the students
11	Assessment should be both quantitative and qualitative
12	Enriching the whole primary education curriculum
13	Employing appropriate ways and means to increase the enrolment of students at the primary level

Interpretation: Table 4.23 given above indicates the suggestions given by teachers for improving primary education in Kohima District. The suggestions are such as; Making English as the only medium of instruction, minimize the number of subjects, cooperation and coordination between the school and community, enhancing the curriculum beyond just the 3Rs (Reading, Writing, and Arithmetic), effective and efficient teaching-learning system, infrastructure up-gradation, sincere government officials should be sent and problems addressed as per their report, terminate or punish insincere teachers and other government officials, primary education should shift from traditionalistic to constructivist approach, emphasis on the health and hygiene of the students, assessment should be both quantitative and qualitative, enriching the whole primary education curriculum, and employing appropriate ways and means to increase the enrolment of students at the primary level.

4.24. ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY STUDENTS DURING GROUP DISCUSSION

Under this head, the Investigator has made an attempt to analyze and interpret the data collected from the students through Focus Group Discussion. The Investigator was able to conduct the discussion with 467 students out of the total sample size of 480. Their responses are analyzed and interpreted under the following sub-heads:

4.24.1. Infrastructure facilities

Particulars	Type of Response	Number of Response	Percentage
Whether the students like the building of their school	Yes	119	25.48
	No	161	34.48
	To some extent	187	40.04
Whether the students like their classroom	Yes	108	23.13
	No	253	54.17
	To some extent	106	22.70
Whether the students like their school toilet	Yes	57	12.20
	No	268	57.39
	To some extent	142	30.41
Whether drinking water is provided by the school	Yes	126	26.98
	No	341	73.02
Whether students are satisfied with their school playground	Yes	88	18.84
	No	321	68.74
	To some extent	58	12.42

Interpretation: According to Table 4.24.1 above, majority (40.04%) of the students responded that they like the building of their school only to some extent. Whereas, 34.48% of the students do not like their school building and the remaining 25.48% like the building of their school. Majority (54.17%) of the students responded that they do not like their classroom. Whereas, 23.13% of them like their classroom and the remaining 22.70% like their classroom only to some extent. According to the Table 4.24.1 above, majority (57.39%) of the students responded that they do not like their school toilets. Meanwhile, 30% of them like the school toilet only to some extent and remaining 12.20% responded that they like their school toilet. Majority (73.02%) of the students responded that their school do not provide drinking water. However, the remaining students (26.98%) responded that their school provide them with drinking water facilities. Furthermore, majority of the students were not satisfied with their school playground. Whereas, 18.84% of the students were satisfied with their school playground, and the remaining 12.42% responded that they were satisfied only to some extent.

4.24.2. Curriculum

Particulars	Type of Response	Number of Response	Percentage
Subjects which the students like the most	English	110	23.55
	Science	66	14.13
	Maths	23	4.93
	Hindi	39	8.35
	Social studies	178	38.12
	General Knowledge	51	10.92
Response of students on what they do during break time/recess	Study	11	2.36
	Eat Tiffin	89	19.06
	Play with friends	267	57.17
	Go to nearby shop to buy refreshment	64	13.70
	Take a nap	36	7.71
Satisfaction with the duration of class taken per period	Yes	266	56.96
	No	128	27.41
	To some extent	73	15.63
Whether students participate in co-curricular activities of the school	Yes	467	100
Whether the school conduct class tests often	Yes	467	100

Interpretation: With regard to the question on which subject the students like the most; the Table 4.24.2 given above shows that majority (38.12%) of the students like social studies, 23.55% of the students like English, 14.13% of the students like science, 10.92% of the students like general knowledge, 8.35% of the students like Hindi, and 4.93% of the students like maths.

Majority (57.17%) of the students play with friends during break time or recess, 19.06% of the students eat their tiffin, 13.70% of the students use to visit nearby shops to buy refreshment, 7.71% of the students responded that they just take a nap during the break time, and the remaining 2.36% of the students responded that they use to study. As per the Table 4.24.2 given above, majority (56.96%) of the students are satisfied with the duration of class taken per period. Whereas, 27.41% responded that they are not satisfied with the duration of class taken per period for the reason that the duration is too long, and the remaining students (15.63%) of the students are satisfied to some extent with regard to the duration of class. Furthermore, all the students responded that they participate in co-curricular activities of the school, and their schools conduct class tests often.

4.24.3. Role of teachers

Particulars	Type of Response	Number of Response	Percentage
Students' satisfaction on how the teachers teach them	Yes	371	79.44
	No	28	6.00
	To some extent	68	14.56
Whether students are able to understand what their teachers teach them	Yes	343	73.45
	To some extent	124	26.55
Whether students like getting homework from their teachers	Yes	113	24.20
	No	354	75.80
Whether students feel that they get too much homework from their teachers	Yes	51	10.92
	No	225	48.18
	To some extent	191	40.90
Whether teachers check homework on regular basis	Yes	264	56.53
	Most of the time	203	43.47
Whether the teachers are too strict	Yes	122	26.12
	No	197	42.18
	To some extent	148	31.70
Whether teachers tell students to obey the rules of the school	Yes	467	100
Whether teachers come regularly to the school	Yes	296	63.38
	No	73	15.63
	Some teachers only	98	20.99

Interpretation: According to Table 4.24.3 given above, majority (79.44%) of the students responded that they are satisfied with how their teachers teach them, 14.56% of the students are satisfied only to some extent, and 6% of the students responded that they are not satisfied. Majority (73.45%) of the students responded that that they are able to understand what their teachers teach them, and the remaining 26.55% of the students responded that they are not able to understand. According to the Table 4.24.3 given above, majority (75.80%) of the students

do not like getting homework from their teachers, and the remaining 24.20% of the students like getting homework. Majority (48.18%) of the students do not feel that the amount of homework given by their teachers is too much, while 40.90% of the students to some extent feel that the amount of homework is too much, and the remaining 10.92% affirmed that the amount of homework given by their teachers is too much. As per the Table 4.24.3 given above, majority (56.53%) of the students responded that teachers check the students' homework on a regular basis, and 43.47% of them responded that the teachers check the students' homework most of the time. Majority (42.18%) of the students do not agree that their teachers are too strict, 42.18% of them responded that their teachers are not that strict, and 31.70% of the students feels that their teachers are strict to some extent. According to the Table 4.24.3 given above, all the students (100%) agreed that their teachers tell them to obey the rules of the school. Furthermore, majority (63.38%) of the students responded that their teachers come regularly to the school, 20.99% of the students responded that only some of their teachers come to the school regularly, and 15.63% of them responded that their teachers do not come to school regularly at all.

4.24.4. Role of parents

Particulars	Type of Response	Number of Response	Percentage
Whether parents tell the students to study hard	Yes	467	100
Whether parents send their children for tuition class	Yes	171	36.62
	No	146	31.26
	Discontinued	150	32.12
Whether students seek help from their parents while studying	Yes	308	65.95
	Sometimes	159	34.05
Whether parents help their children in their studies	Yes	105	22.48
	No	92	19.70
	Sometimes	270	57.82

Interpretation: As per the Table 4.24.4 given above, all the students (100%) responded that their parents use to tell them to study hard. Majority (36.62%) of the students responded that their parents send them for tuition class. Whereas, 32.12% of the students responded that they have discontinued their tuition class, and 31.26% of the students responded that their parents do not send them for tuition class at all. The Table 4.24.4 given above indicates that majority (65.95%) of the students seek help from their parents while studying, whereas 34.05% of them do not seek such help from their parents. Furthermore, majority (57.82%) of the students responded that their parents help them in studies only sometimes. Whereas, 22.48% of the

students responded that their parents help them in studies, and 19.70% of the students responded that their parents do not help them in their studies.

4.24.5. Matters relating to school uniforms and mid-day meal

Particulars	Type of Response	No. of Response	Percentage
Whether students are provided with school uniforms	Yes	467	100
Whether students like their school uniform	Yes	241	51.61
	No	111	23.77
	To some extent	115	24.62
Whether the school provide mid-day meals	Yes	467	100
Whether students like the food provided by their school during mid-day meals	Yes	85	18.20
	No	189	40.47
	To some extent	193	41.33
Whether school provide cooked meal every working day	Only occasionally	467	100
Whether the school distribute uncooked food items instead of cooked meals	Yes, sometimes the school distribute uncooked food items like rice, dal and salt	467	100

Interpretation: According to the Table 4.24.5 given above, all the students (100%) responded that they are provided with school uniforms by their school. Majority (51.61%) of the students like their school uniform, 24.62% of them like their school uniform only to some extent, and 23.77% of the students do not like their school uniform at all. According to the Table 4.24.5, all the students (100%) responded that their school provide mid-day meals. Majority (41.33%) of the students partially like the food provided by their school during mid-day meals, 40.47% of them do not like the food being provided, and the remaining 18.20% of the students likes the food provided to them. Furthermore, all the students (100%) responded that their school do not provide cooked meals on all working days but provide only occasionally, and that, their schools use to distribute uncooked food items like rice, dal, and salt sometimes.

4.24.6. Matters relating to students

Particulars	Type of Response	Number of Response	Percentage
Whether students are happy studying in the school	Yes	169	36.19
	No	122	26.12
	To some extent	176	37.69
Whether students like coming to school	Yes	277	59.31
	Not that much	190	40.69

Whether students' school bag is heavy or light	Heavy	62	13.28
	Light	92	19.70
	Not too heavy and not too light	313	67.02
Whether students' home is nearby the school or far away from their school	Nearby	288	61.67
	Far away	54	11.56
	Moderate distance	125	26.77
Whether students carry lunchbox and water bottle to school	Only lunchbox/tiffin	102	21.84
	Only water bottle	104	22.27
	No	261	55.89
Whether students like to study	Yes	298	63.81
	No	28	6.00
	To some extent	141	30.19
Students' opinion on, up to which class do they want to study	Up to college level	114	24.41
	Beyond college level	91	19.49
	Undecided	262	56.10
Students' response on what they want to become when they grow up	Painter	7	1.50
	Singer	64	13.70
	Doctor	77	16.49
	Astronaut	13	2.78
	Actor	21	4.50
	Dancer	19	4.07
	Police officer	36	7.71
	Teacher	69	14.78
	Pilot	48	10.28
	Modelling	25	5.35
	Driver	7	1.50
	Martial artist	18	3.85
	Cricketer	11	2.36
	Footballer	52	11.13

Interpretation: According to Table 4.24.6, majority (37.69%) of the students responded that they are happy studying in the school only to some extent, 36.19% of the students responded that they are happy, and the remaining 26.12% responded that they are not happy. Majority (59.31%) of the students like coming to school, and the remaining 40.69% responded that they don't like coming to school that much. According to the above Table 4.24.6, majority (67.02%) of the students responded that their school bag is nor too heavy and nor too light. Whereas, 19.70% of the students responded that their school bag is light, and 13.28% of the students responded that their school bag is heavy. Majority (61.67%) of the students responded that their home is just near the school. Whereas, 26.77% of the students responded that their home is neither too far from or not too near the school (moderate distance), and 11.56% of the students responded that their home is far from their school. As per the Table 4.24.6, majority (55.89%)

of the students do not carry lunchbox and water bottle to school, 22.27% of the students carry only water bottle to school, and 21.84% of the students carry only lunchbox or tiffin to school. Majority (63.81%) of the students responded that they like to study, 30.19% of the students like studying to some extent, and 6% of the students do not like studying at all. According to Table 4.24.6, majority (56.10%) of the students are undecided about up to which class they want to study, 24.41% of the students want to study up to college level, and 19.49% of them want to go beyond college for their education. Furthermore, majority of the students (16.49%) responded that they want to become doctors when they grow up, followed by teachers (14.78%), singers (13.70%), footballers (11.13%), pilots (10.28%), police officers (7.71%), models (5.35%), actors (4.50%), dancers (4.07%), martial artists (3.85%), astronauts (2.78%), cricketers (2.36%), painters (1.50%), and drivers (1.50%).

4.25. ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY PARENTS DURING INTERVIEW

Here, the Investigator has attempted to analyze and interpret the data collected through interview from 50 parents who were selected as sample for the study. Their responses are analyzed and interpreted under the following sub-heads:

4.25.1. Students' enrolment, school infrastructure, curricular, and co-curricular activities

Particulars	Type of Response	No. of Response	Percentage
Parents' satisfaction with the enrolment of students in the school	Yes	13	26
	No	27	54
	To some extent	10	20
Parents' satisfaction with the school building	Yes	9	18
	No	19	38
	To some extent	22	44
Parents' satisfaction with the classrooms	Yes	11	22
	No	23	46
	To some extent	16	32
Parents' satisfaction with the school playground	No	22	44
	To some extent	28	56
Parents' satisfaction with toilet facilities of the school	Yes	4	8
	No	31	62
	To some extent	15	30
Parents' satisfaction with curricular activities of the school	Yes	34	68
	To some extent	16	32
Parents' satisfaction with the co-curricular activities of the school	Yes	42	84
	To some extent	8	16

Interpretation: Table 4.25.1 given above indicates that majority of the parents (54%) are not satisfied with the enrolment of students in the school, 26% of the parents are satisfied with the enrolment, and 20% of them are satisfied only to some extent. Majority (44%) of the

respondents are partially (to some extent) satisfied with the school building, whereas 38% of them responded that they are not satisfied at all, and the remaining 18% of the parents responded that they are satisfied with the school building. As per the Table 4.25.1, majority (46%) of the parents are not satisfied with the condition of the classrooms, 32% of them are partially satisfied, and 22% of the them are satisfied with the classrooms. Majority (56%) of the parents are partially (to some extent) satisfied with the school playground, and 44% of them are not at all satisfied with the school playground. According to the above Table 4.25.1, majority (62%) of the parents are not satisfied with the toilet facilities existing in the school, 30% of them are satisfied to some extent, and just 8% of the parents responded that they are satisfied with the toilet facilities. Majority (68%) of the parents are satisfied with curricular activities of the school, and the remaining 32% of the parents responded that they are partially satisfied (to some extent). Furthermore, majority (84%) of the parents are satisfied with the co-curricular activities of the school, and 16% of them responded that they are satisfied only to some extent.

4.25.2. Role of parents/community

Particulars	Type of Response	No. of Response	Percentage
Parents' participation in the activities of the school	Yes	36	72
	Sometimes	14	28
Parents' response on whether they attend parent-teacher association meetings	Occasionally	50	100
Whether the parents and community participate in the activities of the school	Yes	50	100
Parents' response on whether they are satisfied with the cooperation of parents and community with the school	Yes	21	42
	No	12	24
	To some extent	17	34
Parents' response on whether they help their children in their studies	As much as possible	16	32
	Occasionally	34	68
Parents' response on whether they send their children to tuition class	Yes	28	56
	No	22	44
Parents' response on whether they encourage their children to study hard	Yes	50	100

Interpretation: Table 4.25.2 given above indicates that majority (72%) of the parents participates in the activities of the school, and 28% of the parents responded that they participate in the activities of the school only sometimes. All the parents (100%) responded

that attend parent-teacher association meetings only occasionally, and that, both the parents and the community members as a whole participate in the activities of the school. Table 4.25.2 shows that majority (42%) of the parents are satisfied with the cooperation of parents and community with the school, 34% of the parents are satisfied to some extent, and 24% of them are not at all satisfied. Majority (68%) of the parents responded that they help the children in their studies occasionally, and 32% of the parents responded that they use to help the children in their studies as much as they can. According to Table 4.25.2, majority (56%) of the parents responded that they send their children to tuition class, and 44% of the parents responded that they do not send their children to tuition class. Furthermore, all the parents (100%) responded that they encourage their children to study hard.

4.25.3. Parents' opinion on some worth mentioning welfare measures undertaken by the parents and community for the school

Sl. No.	Type of Response
1	Organizing cleanliness drives in and around the school
2	Donating furniture, teaching-learning materials, and cash
3	Repairing roof, walls, and toilets of the school
4	Employing teachers through community contribution especially maths/science teachers due to shortage of such regular teachers in the school
5	Organizing cleanliness drives in and around the school

Interpretation: According to Table 4.25.3 shown above, some worth mentioning welfare measures undertaken by the parents and community for the school as per the respondents are such as, organizing cleanliness drives in and around the school, donating furniture, teaching-learning materials, and cash; repairing roof, walls, and toilets of the school; and employing teachers through community contribution especially maths/science teachers due to shortage of such teachers in the school.

4.25.4. Matters relating to school

Particulars	Type of Response	Number of Response	Percentage
Parents' opinion on which medium of instruction should the teachers use for teaching their children	English	28	56
	A combination of English, Nagamese, and mother tongue	22	44
Parents' opinion on whether the school takes good care of their children	Yes	50	100
Parents' opinion on whether the school have dedicated and hardworking teachers	Yes	27	54
	Not all teachers	23	46
Parents' opinion on whether the school has sufficient number of teachers	Yes	17	34
	No	12	24
	To some extent	21	42

Parents response on whether the school and teaching staff are co-operative with them	Yes	50	100
Parents' response on whether the school give information about their children's progress and weaknesses	No	7	14
	From time to time	43	86
Whether the school have Parent-Teacher Association	Yes	50	100
Parents' response on whether the school have the required facilities for their children	Yes	7	14
	No	16	32
	To some extent	27	54
Satisfaction with the evaluation system of the school	Yes	50	100
Satisfaction with the help provided to the school by the government through various schemes/programs	Yes	15	30
	No	19	38
	To some extent	16	32

Interpretation: According to Table 4.25.4 given above, majority (56%) of the parents prefer English as the medium of instruction for teaching their children, and the remaining 44% of the parents prefers a combination of English, Nagamese, and Mother tongue as the medium of instruction. All the parents (100%) responded that the school takes good care of their children. According to Table 4.25.4 given above, majority (54%) of the parents responded that the school have dedicated and hardworking teachers, whereas; 46% of them responded that only selected number of teachers are dedicated and hardworking. Majority (42%) of the parents feel that the school has sufficient number of teachers to some extent, 34% of them feel that the school has sufficient number of teachers, and 24% of the parents feel that the school doesn't have sufficient number of teachers. As per Table 4.25.4 given above, all the parents (100%) responded that the school and teaching-staff are co-operative with them. Majority (86%) of the parents responded that the school use to give information about their children's progress and weaknesses from time to time, whereas 14% of the parents responded that the school does not give such information at all. As per Table 4.25.4 given above, all the parents (100%) responded that the school have parent-teacher associations. Majority of the parents (54%) feel to some extent that school have the required facilities for their children, 32% of the parents feel that the school does not have the required facilities, and 14% of the parents feel that the school have the required facilities for their children. According to Table 4.25.4 shown above, all the parents (100%) are satisfied with the evaluation system practiced in the school. Furthermore, majority of the parents (38%) were not satisfied with the help provided to the school by the government

through various schemes/programs, 32% of the parents were satisfied to some extent, and 30% of the parents were very satisfied with the assistance provided by the government to the school.

4.25.5. Parents' response on what type of problems the school is facing at present

Sl. No.	Type of Response
1	Lack of drinking water facilities
2	Lack of proper toilet facilities especially for girls
3	Haphazard implementation of Mid-day meal
4	Lack of proper fencing or boundary wall around the school
5	Very low enrolment
6	Need for major repairing of roofs and classroom walls
7	Financial constraints

Interpretation: According to Table 4.25.5 above, the type of problems that the government schools are facing at present are such as, lack of drinking water facilities, lack of proper toilet facilities especially for girls, haphazard implementation of mid-day meal, lack of proper fencing or boundary wall around the school, very low enrolment, shortage of teachers, need for major repairing of roofs and classroom walls, and financial constraints.

4.25.6. Matters relating to students

Particulars	Type of Response	No. of Response	Percentage
Parents' response on whether they are satisfied with their child's academic performance so far	Yes	14	28
	No	17	34
	To some extent	19	38
Parents response on whether their children face any problems in relation to his/her education	Yes	26	52
	No	8	16
	Not sure/No idea	16	32
Parents' response on whether they received any complaint/s about their children from the school	Yes	22	44
	No	28	56
Type of complaints received from the school about the students	Indiscipline in class	-	-
	Underperforming in class tests	-	-
	Irregular	-	-
Parents' response on whether their children take interest in his/her studies	No	18	36
	To some extent	32	64
Problems face by students in relation to their education (according to parents)	Not interested in his/her studies	-	-
	Does not like to participate in group activities like co-curricular activities	-	-
	Very poor performance in maths and hindi	-	-
	Rowdy/naughty in class	-	-
	Poor health	-	-

Interpretation: As per the Table 4.25.6 shown above, majority (38%) of the parents are partially (to some extent) satisfied with their child's academic performance, 34% of the parents are not satisfied at all with their child's academic performance, and 28% of the parents responded that they are satisfied. Majority (52%) of the parents responded that their children face one or more problem/s in relation to his/her education, 32% of the parents are either not sure or have no idea on whether their children face problems in relation to his/her education, and 16% of the parents responded that their children does not face such problems. Table 4.25.6 shows that majority (56%) of the parents did not receive any complaints about their children from the school, whereas, 44% of the parents responded that they received complaints about their children from the school. The type of complaints received by the parents about their children from the school are such as, indiscipline in class, underperforming in class tests, and being irregular coming to school. According to Table 4.25.6, majority (64%) of the parents responded that their children partially (to some extent) take interest in his/her studies, and 36% of the parents responded that their children are not interested in his/her studies at all. Furthermore, the parents responded that the main problems face by their children in relation to their education are such as, the children are not interested in his/her studies, they do not like to participate in group activities like co-curricular activities, very poor performance in maths and Hindi, rowdy/naughty in class, and poor health.

4.26. ANALYSIS AND INTERPRETATION OF RESPONSES GIVEN BY GOVERNMENT OFFICIALS DURING INTERVIEW

Under this head, the Investigator attempts to analyze and interpret the data basing on the responses given by 20 government officials who were selected as sample for the present study. The analysis and interpretation are shown under the following sub-heads.

4.26.1. Students' enrolment, infrastructure, and academic achievement/performance

Particulars	Type of Response	Number of Response	Percentage
Satisfaction with students' enrolment	Yes	4	20
	No	13	65
	To some extent	3	15
Whether government is taking any initiative to improve the enrolment of students	Yes	20	100
Initiatives taken by the government so far to improve the enrolment of students	Communitization	-	-
	Samagra Shiksha Abhiyan	-	-
	Mid-Day Meals	-	-
	Following the provisions provided under the Right to Education Act, 2009	-	-

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Satisfaction with the infrastructure of Government Primary Schools	No	14	70
	To some extent	6	30
Satisfaction with academic performance/learning outcome of the students	Yes	3	15
	No	11	55
	To some extent	6	30
Whether initiatives taken by the government to improve the academic performance/learning outcomes of students	Yes	20	100

Interpretation: As per Table 4.26.1, majority of the Government officials (65%) responded that they are not satisfied with the enrolment status of students in the Government Primary Schools. While 20% of the respondents are satisfied with the enrolment and 15% of them were in the category of 'to some extent'. All the respondents (100%) agreed that the government has been taking many initiatives to improve the enrolment of students through various schemes and programmes. According to the respondents as shown in Table 4.26.1, the government have implemented so many schemes and programmes like Communitization, Samagra Shiksha Abhiyan and Mid-Day Meals, and have been following the provisions provided under the Right to Education Act, 2009 for bringing about an improvement in the enrolment of students in the government primary schools. Table 4.26.1 indicates that majority (70%) of the government officials are not satisfied with the infrastructure of government primary schools, while 30% are partially satisfied.55% of the government officials were not satisfied with the academic performance/learning outcome of students; whereas 30% lies in the category of partially satisfied and the remaining 15% were satisfied. Furthermore, all the government officials (100%) responded that the government have been taking initiatives for improving the academic performance/learning outcomes of students.

4.26.2. Measures employed by the government so far to bring about an improvement in the infrastructure of Government Primary Schools

Sl. No.	Type of Response
1	Repairing and renovation of school buildings
2	Extension and repair of classrooms
3	Library grants for school libraries and supply of important books
4	Repairing and replacing toilet facilities in the schools
5	Supply of important materials including black boards, desks, benches, tables, chairs, and computers
6	Making it mandatory for the schools to give status reports from time to time

Interpretation: According to the respondents as per Table 4.26.2; for improving the infrastructure of government primary schools the government have been undertaking various

measures such as, repairing and renovation of school buildings, extension and repair of classrooms, library grants for school libraries and supply of important books, repairing and replacing toilet facilities in the schools, supply of important materials including black boards, desks, benches, tables, chairs, and computers, and making it mandatory for the schools to give status reports from time to time.

4.26.3. Type of initiatives taken by the government to improve the academic performance/learning outcome of students

Sl. No.	Type of Response
1	NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) that comes under the scheme of Samagra Shiksha Abhiyan
2	ACL (Activity and Competency Learning) that comes under LEP (Learning Enhancement Programme) of Samagra Shiksha Abhiyan
3	NECTAR (Nagaland Enhancing Classroom Teaching and Resources)

Interpretation: Table 4.26.3 above shows the responses given by the government officials regarding the type of initiatives taken by the government to improve the academic performance/learning outcome of students; such as NISHTHA, ACL/LEP, and NECTAR. According to the respondents, the NISHTHA programme is aimed at improving the learning outcomes of the students through the training of teachers in the art of developing critical thinking in their students, taking care of various teaching-learning situations, imbibing skills on counselling, and other skills on different areas including the creation of an effective and joyful teaching-learning environment. Apart from this programme, the respondents also opined that the ACL/LEP programme has been reported to be very successful in improving the learning outcome of the students due to its emphasis on joyful learning atmosphere; which results in students becoming more attentive and saw an increase in the attendance of students. Apart from these, the government also recently launched the NECTAR (Nagaland Enhancing Classroom Teaching and Resources) project which is aimed at securing good learning outcomes, governance, etc.

4.26.4. Curriculum, co-curricular activities, and medium of instruction

Particulars	Type of Response	Number of Response	Percentage
Satisfaction with the existing curriculum practiced in government primary schools	Yes	7	35
	To some extent	13	65
Whether co-curricular activities are important for the students	Yes	20	100
Government officials' opinion on what medium of instruction to be used in the schools	Local dialect/mother tongue	12	60
	Nagamese	11	55
	English	20	100

Interpretation: As per Table 4.26.4, 65% of the respondents are partially satisfied with the existing curriculum practiced in government primary schools and the remaining 35% responded that they are satisfied. Furthermore, all the respondents (100%) agreed that co-curricular activities are important for the students. All the respondents prefer English as the medium of instruction, while 60% of them prefer the use of local dialect or mother tongue, and 55% prefer using Nagamese.

4.26.5. Teaching-learning materials and furniture, evaluation system, and VEC/SMC

Particulars	Type of Response	Number of Response	Percentage
Whether government supply teaching-learning materials and furniture to the schools	Yes	20	100
Type of teaching-learning materials and furniture being supplied to the schools by the government	Blackboards	-	-
	Textbooks	-	-
	Tables, desks, benches, and chairs	-	-
	Computers	-	-
Satisfaction with the present evaluation system practiced by the schools	Yes	17	85
	To some extent	3	15
Satisfaction with the performance record of VEC/SMC	No	9	45
	To some extent	11	55

Interpretation: As per Table 4.26.5, all the government officials (100%) responded that the government use to supply teaching-learning materials and furniture to the schools. According to the respondents, teaching-learning materials like blackboards and textbooks, furniture like tables, desks, benches, and chairs, including other materials like computers are given to the schools by the government. As per Table 4.26.5, majority (85%) of the respondents were satisfied with the present evaluation system practiced by the government primary schools, while the remaining 15% were partially satisfied. Furthermore, majority (55%) of the respondents are partially satisfied with the performance record of VEC/SMC, while the remaining 45% are not at all satisfied.

4.26.6. Student drop-outs

Particulars	Type of Response	No. of Response	Percentage
Whether there are reports of drop-outs in the Government Primary Schools	Yes	20	100
Reasons for students' dropping out	Not enough concern from the community and depending too much on the government	-	-

	Personal factors such as poor health and study habits, absenteeism and lack of self-motivation	-	-
	Inability of the community and especially the SMC/VEC to console and get the drop-out students return to school	-	-
	Factors related to the teachers such as, their irregularities and absence	-	-
	School related factors such as, poor infrastructure and faulty evaluation system	-	-

Interpretation: All (100%) the government officials (According to Table 4.26.6) responded that there are reports of students being dropped out in the government primary schools. Furthermore, according to the government officials, some of the reasons for students getting dropped out in the government primary schools are such as; not enough concern from the community and depending too much on the government, personal factors such as poor health and study habits, absenteeism and lack of self-motivation, inability of the community and especially the SMC/VEC to console and get the drop-out students return to school, factors related to the teachers such as, their irregularities and absence, and school related factors such as, poor infrastructure and faulty evaluation system.

4.26.7. Programs and schemes

Particulars	Type of Response	No. of Response	Percentage
Whether communitization program is successful in improving the condition of Government Primary Schools	Yes	14	70
	To some extent	6	30
Reasons why Communitization program has not been successful in improving the condition of Government Primary Schools	Increase in the number of proxy teachers especially due to the lack of strictness of VECs affecting the quality of education	-	-

	Too much power has been given to the VECs by the Communitization Act and the teachers these days do not have any respect for the Government Officials		
	There has also been so many instances and reports of teachers absenting from duties and being irregular		
	Poor implementation of Communitization on many instances		
Whether the implementation of mid-day meal scheme is successful	Yes	14	70
	To some extent	6	30
Whether Samagra Shiksha Abhiyan been effective in improving the status/condition of Government Primary Schools	Yes	15	75
	To some extent	5	25

Interpretation: According to Table 4.26.7, majority (70%) of the government officials responded that the program is successful. The remaining 30% responded that the communitization program is successful only to some extent in improving the condition of Government Primary Schools. According to some of the respondents (As per Table 4.26.7)**,** the Communitization programme has not been successful for the reasons such as; increase in the number of proxy teachers especially due to the lack of strictness of VECs affecting the quality of education, too much power have been given to the VECs through the Communitization Act and the teachers these days do not have any respect for the Government Officials, there has also been so many instances and reports of teachers absenting from duties and being irregular, and poor implementation of Communitization on many instances. As per Table 4.26.7, majority (70%) of the government officials responded that the implementation of mid-day meal scheme is successful and remaining 30% feel that the scheme is successful only to some extent. Furthermore, majority of the respondents (75%) were of the view that Samagra Shiksha Abhiyan has been effective so far in improving the status/condition of Government Primary Schools. The remaining 25% feel that the new scheme is effective only to some extent.

4.26.8. Textbooks, uniforms, furniture, and computers

Particulars	Type of Response	Number of Response	Percentage
Whether the Government provide free textbooks and uniforms for the students	Yes	20	100
Whether the Government provide free furniture and computers	Yes	20	100

Interpretation: As per Table 4.26.8, all the respondents (100%) agreed that the Government provide free textbooks and uniforms to the students. They also added that, the government also provide Braille books and large print books for children with special needs. Furthermore, all the government officials (100%) responded that the Government provide free furniture and computers.

4.26.9. Training programs for VEC/SMC members, teaching strength, teacher-training programs, teachers' salary, and supervisory and inspection staff

Particulars	Type of Response	No. of Response	Percentage
Whether the government organize training programs for VEC/SMC members	Yes	20	100
Whether the present number of teachers is sufficient	Yes	5	25
	To some extent	4	20
	Not uniform/lack of uniformity in the number of subject-specific teachers	11	55
Whether teachers should go for teacher-training programs	Yes	20	100
Whether the government organize/facilitate teacher-training programs	Yes	20	100
Whether teachers get their salary on time	No	13	65
	Most of the time	7	35
Satisfaction with the performance of supervisory and inspection staff	Yes	15	75
	No	2	10
	To some extent	3	15
Whether the government take measures basing on the reports of supervisory and inspection staff	Yes, but the government is not able take measures on every issue being reported upon by the supervisory and inspection staff.	20	100

Interpretation: As per Table 4.26.9, all the government officials (100%) responded that the government use to organize training programs for VEC/SMC members from time to time. Majority (55%) of the respondents feel that there is no uniformity in the present number of teachers in government primary schools i.e., some schools have sufficient teachers and some does not have; the lack of uniformity also prevails with regard to the subjects within the same school. Apart from this, 25% of the respondents feel that the number of teachers at present is sufficient and the remaining 20% feel that it is sufficient to some extent. As per Table 4.26.9, all the respondents (100%) feel that the teachers should go for or attend teacher-training programs and also responded that the government organize/facilitate teacher-training programs for both pre-service and in-service teachers. As per Table 4.26.9, majority (65%) of the government officials responded that the teachers do not get their salaries on time and the remaining 35% responded that the teachers get their salaries most of the time. Majority (75%) of the respondents were satisfied with the performance of supervisory and inspection staffs, whereas, 15% are satisfied only to some extent and remaining 10% of the respondents were not satisfied at all. Furthermore, all the respondents (100%) were of the view that the government take measures basing on the reports of supervisory and inspection staff, but the government is not able take such measures on every issue being reported upon by the supervisory and inspection staff.

4.26.10. Some areas where Government Primary Schools are facing problems

Sl. No.	Type of Response
1	Low quality of education due to rampant increase in proxy teachers
2	Schools are not functioning up to the expectation
3	Poor enrolment and retention
4	Low learning outcomes/poor academic performance
5	High drop-out rate
6	Scantily equipped schools
7	Lack of libraries
8	Lack of parental concern and support
9	Government Primary Schools are far behind private schools in many areas
10	Poor infrastructure
11	Poor electrification and drinking water facilities
12	Financial constraints
13	Teacher-pupil ratio problem
14	Poor implementation of Right to education Act and other schemes.

Interpretation: According to the respondents (As per Table 4.26.10), government primary schools are facing problems in areas such as; low quality of education due to rampant increase in proxy teachers, schools are not functioning up to the expectation, poor enrolment and retention, low learning outcomes/poor academic performance, high drop-out rate, scantily

equipped schools, lack of libraries, lack of parental concern and support, government Primary Schools are far behind private schools in many areas, poor infrastructure, poor electrification and drinking water facilities, financial constraints, teacher-pupil ratio problem, and poor implementation of Right to education Act and other schemes.

4.26.11. Some measures taken by the government so far to bring about an improvement in the condition of Government Primary Schools.

Sl. No.	Type of Response
1	Learning Enhancement Programme (LEP)/Remedial teaching for Class 1 – 2
2	Activity Competency Learning (ACL) and providing the students with ACL kits
3	Composite School Grant for the repairing/procuring school equipment
4	Library Grants
5	Sports grants
6	Submission of status reports by the heads of schools once in every two months
7	Separate budget allocation for training of teachers and related activities
8	Separate fund allocation for children with special needs such as for identification, assessment camps, distribution of aids and appliances, and provision of escort allowances
9	Organizing community awareness programs
10	Construction of old worn-out school buildings

Interpretation: According to the respondents (As per Table 4.26.11), some of the measures taken by government so far to bring about an improvement in the condition of Government Primary Schools are such as; Learning Enhancement Programme (LEP)/Remedial teaching for Class 1 – 2, Activity Competency Learning (ACL) and providing the students with ACL kits, composite School Grant for the repairing/procuring school equipment, Library Grants, Sports grants, Submission of status reports by the heads of schools once in every two months, Separate budget allocation for training of teachers and related activities, Separate fund allocation for children with special needs such as for identification, assessment camps, distribution of aids and appliances, and provision of escort allowances, Organizing community awareness programs, and Construction of old worn-out school buildings.

4.26.12. Some positive outcomes through the initiative taken by the government

Sl. No.	Type of Response
1	Gross Enrolment Ratio (GER) has increased.
2	Retention rate has also improved.

Interpretation: According to the respondents (As per Table 4.26.12), some positive outcomes as a result of initiative taken by the government in the primary education sector are such as; Gross Enrolment Ratio (GER) has increased, and retention rate has also improved.

CHAPTER- 5
FINDINGS, DISCUSSION AND SUGGESTIONS

5.1. INTRODUCTION

In this Chapter the Investigator has attempted to highlight the major findings of the study along with discussion with respect to the objectives of the study. Furthermore, this Chapter also incorporates suggestions/remedial measures for bringing about an improvement in the status and problems of primary education in the Government Primary Schools of Kohima district. The following are the major findings of the present study:

5.2. STATUS OF GOVERNMENT PRIMARY SCHOOLS IN KOHIMA DISTRICT

5.2.1. Number of Government Primary Schools in Each Educational Block Resource Centres (EBRCs) of Kohima District: As per the study, Kohima district is divided into five Educational Block Resource Centres (EBRCs) viz., Chiephobozou, L. Khel, Sechu Zubza, EBRC-Tseminyu, and Viswema. There are a total of 87 Government Primary Schools in the District. Among the five EBRCs under Kohima District, EBRC- Tseminyu has the highest percentage (35%) of Government Primary Schools, followed by Sechu Zubza (18%), Chiephobozou (15%), L. Khel (15%), and Viswema (11%).

5.2.2. Number of Government Primary School Teachers in Kohima District: The study found that there are 797 Government Primary School Teachers in Kohima District. Among the five EBRCs under Kohima District; L. Khel has the highest concentration of Government Primary School Teachers with 36%, followed by EBRC- Tseminyu (23%), Chiephobozou (16%), Sechu Zubza (14%), and Viswema (11%).

5.2.3. Gender-Wise Data of Government Primary School Teachers in Kohima District: According to the study, out of the total 797 teachers in the five EBRCs of Kohima District; 308 (39%) are male teachers and 489 (61%) are female teachers.

5.2.4. Number of Regular Teachers in Government Primary Schools of Kohima District: The study found that there are 718 regular teachers in the Government Primary Schools of Kohima District with 218 Male and 437 Female Teachers. Among the five EBRCs under Kohima District; L. Khel has the highest number of GPS Regular Teachers with 35%, followed by EBRC- Tseminyu with 23%, Chiephobozou (16%), Sechu Zubza (15%), and Viswema (11%).

5.2.5. Number of Contract/Adhoc Teachers in Government Primary Schools of Kohima District: There are 79 contract/adhoc teachers (Male: 27 and Female: 52) presently working in Government Primary Schools of Kohima District. Among the five EBRCs under Kohima

District; L. Khel has the highest concentration of contract/adhoc teachers with 43%, followed by Chiephobozou (18%), EBRC-Tseminyu (16%), Viswema (13%), and Sechu Zubza (10%).

5.2.6. Number of Trained Teachers in Government Primary Schools of Kohima District: There are 467 trained teachers in the Government Primary Schools of Kohima District with 161 trained male teachers and 306 trained female teachers. The study also found that L. Khel has the highest number of trained teachers (39%), followed by EBRC-Tseminyu (22%), Chiephobozou (15%), Viswema (12%) and Sechu Zubza (12%).

5.2.7. Gender-Wise Enrolment of Students in Government Primary Schools of Kohima District: The total students' enrolment in Government Primary Schools under Kohima District is 1388 with 794 boys and 594 females. Among the five EBRCs, L. Khel has the highest students' enrolment with 49%, followed by Sechu Zubza (16%), EBRC-Tseminyu (16%), Viswema (10%), and Chiephobozou (9%).

5.2.8. EBRC-Wise Student-Teacher Ratio in Government Primary Schools of Kohima District: The study reveals that the student-teacher ratio for Chiephobozou is 0.9:1, L. Khel is 2.4:1, Sechu Zubza is 2:1, EBRC-Tseminyu is 1.2:1, and Viswema is 1.6:1. The overall student-teacher ratio is 1.7:1.

5.2.9. Year-Wise Students' Enrolment (Class 1-5) in Government Primary Schools under Kohima District: The study found that the yearly enrolment of students in government primary schools under Kohima district has been on a steady decline with 6093 students enrolled during the year 2015-16 but it has declined to 4791 during 2020-21; which shows a decline by 11.96%.

5.2.10. Academic achievement or performance (educational indicators) of government primary schools in Nagaland: As per the study, the transition rate from primary to upper primary stage is 95.01% (Boys- 93.38% and Girls- 96.71%), while, the retention rate in primary stage is 68% (Boys- 68% and Girls- 69%) and the dropout rate in primary stage is 4.33% (Boys- 4.84% and Girls- 3.80%).

5.3. PROFILE OF HEAD-TEACHERS: The study found that, out of the total of 54 head-teachers, 32 (59.26%) were male and 22 (40.74%) were female. With regard to age, majority of the head-teachers i.e., 39 (72.22%) belonged to 36 years of age and above. With respect to training, majority of them i.e., 50 (92.59%) were trained and 4 (7.41%) were untrained. As per educational qualification is concerned, majority of the head-teachers i.e., 27 (50%) were graduates. And with regard to teaching experience, majority of them i.e., 29 (53.70%) had 20 years and above teaching experience.

5.4. PROFILE OF TEACHERS: The study found that, out of the total of 362 teachers, 161 (44.48%) were male and 201 (55.52%) were female. Majority of the teachers i.e., 226 (62.43%)

were in the age group of 36 years and above. With regard to training, majority of the teachers i.e., 315 (87.02%) were trained and 47 (12.98%) were yet to undergo their training. Regarding educational qualifications, majority of the teachers i.e., 161 (44.48%) were found to be graduates. With respect to teaching experience, maximum number of teachers i.e., 161 (44.48%) were found to possess 10-19 years of teaching experience.

5.5. ENROLMENT: Majority of the head-teachers (38.88%) responded that enrolment in their school is decreasing; while, 37.03% of them responded that it is showing an increasing trend and 24.07% of the head-teachers responded that the enrolment is neither increasing nor decreasing. The Study reveals that majority of the Teachers (43.66%) are not satisfied with the enrolment of students; 38.67% of them are satisfied, and, 17.67% of the teachers are partially satisfied (to some extent).

According to the Teachers, the possible causes for poor enrolment are such as; insufficient classrooms and lack of other facilities, more preference given to private schools, migration to urban areas, rise in the number of new schools being established in nearby villages, lack of trust on Government schools by the community, failure on the part of Government schools in many areas, negligence of Government schools by the society, and, shortcomings on the part of teachers, and other members of the community.

According to the Study, majority of the parents (54%) are not satisfied with the enrolment of students in the school, 26% of the parents are satisfied with the enrolment, and 20% of them are satisfied only to some extent.

As per the Study conducted, majority of the Government officials (65%) responded that they are not satisfied with the enrolment status of students in the Government Primary Schools. While 20% of the respondents are satisfied with the enrolment and 15% of them were in the category of 'to some extent'. All the respondents (100%) agreed that the government has been taking many initiatives to improve the enrolment of students through various schemes and programmes. According to the respondents, the government has implemented so many schemes and programmes like, communitization, Samagra Shiksha Abhiyan and mid-day meals, and has been following the provisions provided under the Right to Education Act, 2009 for bringing about an improvement in the enrolment of students in the government primary schools.

5.6. INFRASTRUCTURE: With regard to infrastructure, majority (51.85%) of the head-teachers responded that their school building is RCC type whereas, 48.15% of the head-teachers responded that their school building is non-RCC which includes semi-RCC type. According to the Study, the head-teachers were not satisfied with infrastructure of their schools

due to the reasons such as; lack of computer and electricity connection, no proper roof, wall, and fencing, shortage/poor condition of desks and benches, inadequate/poorly equipped classrooms, absence of proper toilet facilities especially for the girl students, lack of/congested playground, and inadequate/lack of drinking water facilities. The head-teachers responded that all areas in infrastructure need major improvements; however, financial constraints are a hurdle in the way of making infrastructure improvements. Furthermore, the head-teachers also responded that there is lack of concern from the Government as well as the Village Education Committee (VEC) and School Management Committee (SMC) in bringing about improvements in the infrastructure of the schools. Moreover, according to the head-teachers, there is no space for further extension work, funds proposed for are not sanctioned, and there is no response from the concerned authority in spite of repeated pleas. Most of the head-teachers (59.26%) responded that the seating arrangements in their school classrooms were suited to the needs of the students and majority (57.41%) of them responded that the classrooms in their schools have proper ventilation. With regard to the availability of computers, majority (55.56%) of the head-teachers responded that their schools have computers; while, 44.44% of the head-teachers responded that their school do not have computers. According to the Study, 55.56% (majority) of the head-teachers are of the view that their school does not have the required mechanism to properly maintain the available infrastructure facilities; however, 44.44% of the head-teachers responded that their schools have the required mechanism to properly maintain the available infrastructure facilities. Furthermore, the head-teachers responded that they maintain the available infrastructure facilities of their school by; repairing furniture through the grants received by the school, renovation of minor defects in school building through the grants received by the school, applying sufficient security measures to keep its available facilities safe, monitoring and repairing the school infrastructure facilities from time to time, and volunteering/donation from the parents and community. The Study also found that the main problems face by the schools according to the Head-Teachers with regard to infrastructure are such as; shortage of classrooms, require more classrooms for division of classes, inadequate finance to improve the school infrastructure, lack of fencing or boundary wall to protect the property of the school from miscreants, lack of proper playground, insufficient/poor toilet facilities, deplorable condition of classroom roofs and partition walls, poor condition of furniture such as desks, benches, tables, and chairs, etc., poor condition of school building, poor electricity/no electricity connection at all, installation of dangerous electric posts inside the school premises endangering the lives of both the teachers and the students, absence of school gate, poor condition/absence of doors for the classrooms,

unavailability of human resources such as good carpenters to repair the school furniture, insufficient space for school compound, and lack of/shortage of drinking water facilities.

Regarding infrastructure, majority of the Teachers (44.47%) were not satisfied with the infrastructure of their schools; 35.64% of them were partially satisfied (to some extent), and, 19.89% of the Teachers were satisfied with their schools' infrastructure. The reasons for dissatisfaction are such as; poor building condition, poor toilet facilities, no library, and, congested or no playground. Furthermore, majority of the Teachers (67.96%) responded that their schools have sufficient classrooms to accommodate the students; whereas, 32.04% of them responded that their classrooms were not sufficient to accommodate the students. In this regard, majority of the Teachers (61.05%) responded that their schools have five classrooms, 17.95% responded that their schools have four classrooms, 16.30% of the responded that their schools have more than five classrooms, and, 4.70% responded that they have only two classrooms. All the Teachers (100%) responded that their schools are somehow managing to accommodate the students in the available classrooms. All the Teachers (100%) responded that their schools have toilet, staff room, desks, benches, chairs, and black board/whiteboard; 80.94% have separate toilets for girls and the faculty, 74.58% have fencing/wall and drinking water facility, 71.82% have playground, 61.32% have electricity, 1.10% have library, and, 0.83% have reading room. The study found that the schools have no fans, hostels and science laboratories. According to the Study, majority of the Teachers (64.92%) responded that furniture is sufficient in their schools; whereas, 35.08% of them responded that it is not sufficient. Furthermore, all the Teachers (100%) responded that wooden desks and benches are provided for students in the classrooms, 92.54% of the teachers responded that blackboard is provided in the classrooms, 87.02% of them responded that wooden chairs and tables for the teachers along with whiteboard is provided in the classrooms, and, 33.70% of the teachers responded that plastic chairs and tables are provided in the classrooms in their schools. According to the Teachers, the main infrastructural problems are such as; Lack of toilets, shortage of water, water tank needs repairing, no proper water pipeline, outdated school building, poor condition of desks and benches, no reading room and library, not enough plot of land for further development and extension, poor condition of building walls, no proper hall to provide mid-day meals, no computer room, lack of and/or congested playground, lack of and/or poor electricity, poor road condition, and, lack of transport facility.

According to the Study, majority (40.04%) of the students responded that they like the building of their school only to some extent. Whereas, 34.48% of the students do not like their school building and the remaining 25.48% like the building of their school. Majority (54.17%)

of the students also responded that they do not like their classroom. Whereas, 23.13% of them like their classroom and the remaining 22.70% like their classroom only to some extent. Furthermore, majority (57.39%) of the students responded that they do not like their school toilet. Meanwhile, 30% of them like the school toilet only to some extent and remaining 12.20% responded that they like their school toilet. With regard to drinking water facilities, majority (73.02%) of the students responded that their schools do not provide drinking water. However, the remaining students (26.98%) responded that their schools provide them with drinking water facilities. It is also found that, majority of the students are not satisfied with their school playground. Whereas, 18.84% of the students were satisfied with their school playground, and the remaining 12.42% responded that they are satisfied only to some extent.

With respect to the school building, majority (44%) of the parents were partially (to some extent) satisfied with the school building, whereas 38% of them responded that they were not satisfied at all, and the remaining 18% of the parents responded that they were satisfied with the school building. Majority (46%) of the parents were also not satisfied with the condition of the classrooms, 32% of them were partially satisfied, and 22% of them were satisfied with the classrooms. As per the Study, majority (56%) of the parents is partially (to some extent) satisfied with the school playground, and 44% of them are not at all satisfied with the school playground. Regarding toilet facilities, majority (62%) of the parents are not satisfied with the toilet facilities existing in the school, 30% of them are satisfied to some extent, and just 8% of the parents responded that they are satisfied with the toilet facilities.

With regard to infrastructure, majority (70%) of the government officials are not satisfied with the infrastructure of government primary schools, while 30% are partially satisfied. According to the respondents; for improving the infrastructure of government primary schools the government have been undertaking various measures such as, repairing and renovation of school buildings, extension and repair of classrooms, library grants for school libraries and supply of important books, repairing and replacing toilet facilities in the schools, supply of important materials including black boards, desks, benches, tables, chairs, and computers, and making it mandatory for the schools to give status reports from time to time.

5.7. ACADEMIC ACHIEVEMENT/PERFORMANCE: Majority (59.26%) of the head-teachers responded that girl students have the best academic performance over the years and 40.74% of the head-teachers responded that boy students have the best academic performance over the years. Furthermore, majority (51.85%) of the head-teachers do not feel that the students' academic achievement is far behind their potentials; whereas, 48.15% of the head-teachers feel that the students' academic achievement is far behind their potentials and so the

students can do better. According to the head-teachers, the causes for students' under-achievement are such as; poor study habit of students, negligence of parents and guardians, lack of students-support services, lack of guidance, poor facilities, poor economic condition to avail good facilities, busy in other areas rather than the school or study, ignorance of parents, and lack of motivation/encouragement.

As per the Study, majority of the Teachers (44.75%) are satisfied with the academic achievement of the students; 31.22% of the Teachers are not satisfied, and, 24.03% of them are partially satisfied (to some extent). Majority of the Teachers (75.69%) also responded that the academic performance of girl students is better in their schools over the years; whereas, 24.31% of the Teachers responded that boy students' academic performance is better than girl students. The reasons given by the Teachers in this regard are such as; they give more interest/concentration in their studies, more hardworking and sincere, they are brilliant, more attentive in the classroom, they are regular in class and punctual, they complete their homework and assignments on time, they are obedient, and, more disciplined. Furthermore, all the Teachers (100%) responded that they give special attention to the students with poor academic achievement. According to the Teachers, certain mechanisms are used by them to teach the students with poor academic achievement. The mechanisms are such as; giving special tuition, giving extra time and teaching in a simpler way with lots of examples, taking extra classes and re-teaching, giving extra assignments and conducting periodical tests, giving remedial classes, giving private tuition and structuring a proper time-table, letting the students read/study in the presence of the teachers and encouraging them to study, and, using probing questions and taking retests. The Study reveals the main problems associated with students' poor academic achievement as per the Teachers' responses such as; lack of self-study at home, lack of interest in studies, illiterate parents and their inability to help their children in studies, lack of proper supervision and guidance from parents, poor attendance, undisciplined, absence of conducive and stimulating environment for learning, lack of proper study routine, only limited teachers to guide the students, and, lack of seriousness in appearing class-tests, doing homework, no advance preparation and irregularity in class.

With respect to academic achievement/performance, majority (38%) of the parents are partially (to some extent) satisfied with their child's academic performance, 34% of the parents are not satisfied at all with their child's academic performance, and 28% of the parents responded that they are satisfied.

With regard to academic performance/learning outcome, most of the Government officials (55%) were not satisfied; whereas 30% lies in the category of partially satisfied and

the remaining 15% were satisfied. Furthermore, all the respondents (100%) affirmed that the Government have been taking initiatives for improving the academic performance/learning outcomes of students. In this connection, the Government officials responded that, programmes/schemes under Samagra Shiksha Abhiyan like the NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)programme is aimed at improving the learning outcomes of the students through the training of teachers in the art of developing critical thinking in their students, taking care of various teaching-learning situations, imbibing skills on counselling, and other skills on different areas including the creation of an effective and joyful teaching-learning environment. Apart from this programme, the respondents also opined that the ACL(Activity and Competency Learning)/LEP(Learning Enhancement Programme)programme has been reported to be very successful in improving the learning outcome of the students due to its emphasis on joyful learning atmosphere; which results in students becoming more attentive and saw an increase in the attendance of students. Apart from these, the government also recently launched the NECTAR (Nagaland Enhancing Classroom Teaching and Resources) project which is aimed at securing good learning outcomes, governance, etc.

5.8. CURRICULAR ACTIVITIES: Majority (72.22%) of the head-teachers responded that they have committee/s for managing the curricular activities in their school; while, 27.78% of the head-teachers responded that their school does not have such committee/s. The Study also found that the problems encountered by the head-teachers in organizing curricular activities in their schools are such as; students tend to be absent on days of assessment, fear psychosis of exams among the students, inadequate facilities, and financial constraints.

Majority of the Teachers (62.71%) responded that they are satisfied with curricular activities of their schools, 24.31% are partially satisfied (to some extent), and, 12.98% are not at all satisfied. Majority of the Teachers (89.23%) also responded that they are not a member of any committee/s for managing and organizing curricular activities in their schools; whereas, 10.77% of the Teachers responded that they are a member of such committee/s. The types of committees in which the Teachers serve as a member for managing and organizing curricular activities in their school are such as; Time table committee, Institutional planning committee, Examination committee, Special tuition committee, Education committee/SMC, and, Guidance committee. Furthermore, majority of the Teachers (59.39%) responded that the curricular activities organized in their schools so far is only partially (to some extent) catering to the needs of students; whereas, 33.43% of the Teachers feel that the curricular activities has been

successful in catering to the needs of the students, and, 7.18% of the Teachers do not think so at all.

With regard to curricular activities, majority (68%) of the parents were satisfied and the remaining 32% of the parents were partially satisfied (to some extent).

5.9. CO-CURRICULAR ACTIVITIES: According to the study, all the head-teachers (100%) responded that their schools organize games and sports, assign project work to the students, and conduct morning assemblies for the spiritual growth of students. Apart from this, 77.78% celebrate festivals, 70.37% celebrate national and international days, 57.41% organize drawing competitions, 46.30% organize quiz competitions, 42.59% organize essay competitions, 29.63% take the students on a visit to places of cultural importance, 24.07% organize fancy dress competitions, 22.23% organize variety shows, 20.37% organize sanitation drives and take the students and teachers on exposure trips; and 18.52% organize poem-writing competitions. Maximum number of the head-teachers (61.12%) responded that their schools are not able to organize co-curricular activities as planned because of lack of funds. Furthermore, 46.30% of the head-teachers responded that their schools are facing the problem of limited infrastructure facilities in organizing the co-curricular activities; 40.74% of the head-teachers responded that their schools have very less student enrolment therefore they feel de-motivated to organize co-curricular activities; and 20.37% of the head-teachers responded that time constraints proves a hurdle in organizing co-curricular activities.

Majority of the Teachers (41.99%) are satisfied with co-curricular activities of their schools; whereas, 37.02% of the Teachers are partially satisfied (to some extent), and, 20.99% of them are not satisfied at all. Furthermore, majority of the Teachers (76.52%) responded that students use to participate in the co-curricular activities organized by their schools; whereas, 23.48% of the Teachers responded that the students do not take interest or participate in such activities.

According to the Study, all the students responded that they participate in co-curricular activities of the school.

Majority (84%) of the parents were satisfied with the co-curricular activities of the school, and 16% of them responded that they were satisfied only to some extent.

As per the Study, all the government officials (100%) agreed that co-curricular activities are important for the students.

5.10. STATUS OF TEACHERS: Majority of the Head-Teachers (87.04%) responded that the teachers are recruited through competitive/departmental exams; whereas, 7.40% of the Head-

Teachers, the teachers are not recruited through such exams, and 5.56% of the Head-Teachers responded that the teachers are recruited through competitive/departmental exams only sometimes. As per the Study, all the Head-Teachers (100%) responded that the teachers are sent for in-service teacher-training programmes. However, the types of problems face by Head-Teachers with respect to sending the teachers for in-service training programmes are such as; the appointment of substitute teachers is not possible therefore it is difficult to occupy the classes when teachers go for their training, the anticipated targets of the school cannot be achieved when teachers go for training, and, the vacant position left by the teachers who went for training creates a burden for the remaining teachers who are compelled to occupy the classes. Most of the Head-Teachers (94.45%) responded that the teachers are cooperative; whereas, 5.55% of the Head-Teachers responded that the teachers are cooperative only to some extent. Majority (77.78%) of the Head-Teachers responded that the teachers share their problems with them; whereas, 22.22% of the Head-Teachers responded that the teachers do not share their problems. The types of problems shared by the teachers are such as; poor academic performance of students, problems related to classroom management, and, discipline problems of students. As per the Study, all the Head-Teachers (100%) responded that the teachers are allowed to involve in management of the school. According to the Study, all the Head-Teachers (100%) responded that there is cordial relationship between them and the Teachers. According to the Study, majority of the Head-Teachers (79.63%) responded that the teachers are performing well in the school; whereas, 20.37% of them are partially satisfied (to some extent) with performance of the teachers. They also agreed that such teachers need orientation/refresher course training for improving their performance. As per the Study, majority of the Head-Teachers (79.63%) responded that the teachers come regularly to the school; whereas, 20.37% of them responded that the teachers are not regular. In addition to this, majority of the Head-Teachers (42.59%) responded that the teachers are punctual only sometimes, 33.34% of the Head-Teachers responded that the teachers are punctual, and the remaining 24.07% of them responded that the teachers are not punctual at all.

The Study reveals that majority of the Teachers (28.18%) takes nine to ten classes in a week, 25.42% of the teachers take eleven and above classes, 18.23% of them take seven to eight classes, 15.19% of the Teachers take five to six classes in a week, and, 12.98% of them takes three to four classes in a week. Furthermore, majority of the Teachers (78.45%) responded that their schools allot 40 minutes per period; while, 13.54% of the Teachers responded that their schools allot 35 minutes per period, and, 8.01% of the Teachers responded that their schools allot 30 minutes per period. It is found that, all the Teachers (100%) are

satisfied with their current teaching profession. With regard to workload, majority of the Teachers (88.96%) responded that workload is either average or manageable; while, 5.52% of them responded that their workload is very heavy, and, another 5.52% of the Teachers responded that their work load is light. According to the Study, all of the Teachers (100%) feel that teacher-training programs are essential for them. Majority of the Teachers (77.35%) responded that the present profession and work environment are motivating and challenging for them; while, 22.65% of the Teachers feel that the present profession and work environment are only partially (to some extent) motivating and challenging for them. Majority of the Teachers (54.97%) responded that they get support in academic works from fellow teachers only sometimes; whereas, 45.03% of the Teachers responded that they get support from their fellow teachers in academic works. As per the Study, majority of the Teachers (40.88%) responded that the present number of teachers is sufficient to cater to the needs of the students; while, 39.50% of the Teachers feel that the present number of teachers is sufficient only to some extent for catering to the needs of the students, and, 19.61% of the Teachers responded that the present number of teachers is not at all sufficient for catering to the needs of the students. According to the Study, the main problems face by the Teachers currently are such as; Work overload, absence of free periods, too many paper works, attending to so many activities of the school that are non-academic, negative feedback and attitude from and of the community with regard to government primary schools, no motivation due to less enrolment, irregular students and majority of them are domestic helpers, lack of essential facilities such as good infrastructure, and insufficient supply of basic academic needs of the students such as books and stationeries. Majority of the Teachers (46.96%) responded that the head teacher interferes with their work up to some extent. Whereas, 31.22% of the Teachers responded that the head teacher interferes with their work, and 21.82% of them responded that the head teacher does not interfere with their work. All the Teachers (100%) responded that their schools provide leave facilities. The types of leave facilities provided by the school to the teachers are; Casual leave, earned leave, medical leave, and maternity leave.

With regard to the teachers, majority (42.18%) of the students do not agree that their teachers are too strict, 42.18% of them responded that their teachers are not that strict, and 31.70% of the students feels that their teachers are strict to some extent. All the students (100%) agreed that their teachers tell them to obey the rules of the school. Furthermore, majority (63.38%) of the students responded that their teachers use to come regularly to the school, 20.99% of the students responded that only some of their teachers come to the school regularly, and 15.63% of them responded that their teachers are not regular at all.

According to the Study, majority (54%) of the parents responded that the schools have dedicated and hardworking teachers, whereas; 46% of them responded that only selected number of teachers are dedicated and hardworking. Regarding parents' opinion on whether the school has sufficient number of teachers, majority (42%) of the parents feel that the school has sufficient number of teachers to some extent, 34% of them feel that the school has sufficient number of teachers, and 24% of the parents feel that the school doesn't have sufficient number of teachers.

Regarding the present strength of teachers, majority (55%) of the government officials feel that there is no uniformity in the present number of teachers in government primary schools i.e., some schools have sufficient teachers and some does not have; the lack of uniformity also prevails with regard to the subjects within the same school. Apart from this, 25% of the respondents feel that the number of teachers at present is sufficient and the remaining 20% feel that it is sufficient only to some extent. All the government officials (100%) feel that the teachers should go for or attend teacher-training programs. In this connection, all the government officials (100%) responded that the Government organize/facilitate teacher-training programs for both pre-service and in-service teachers.

5.11. TEACHING METHODS: According to the Study, the head-teachers are not satisfied with the methods of teaching used by teachers in their school due to reasons such as; use of lecture method is not enough for effective learning outcome, some teachers are not good in classroom management, teachers are not that competent and creative in using different methods of teaching according to the demands of the classroom situation, teachers use one method of teaching most of the time so students get bored, and some teachers do not give proper explanation. Moreover, it was also found that the head-teachers receive complaints from the students with respect to the method of teaching used by the teachers are such as; not giving proper explanation, asking too many questions, talking about other topics not related to the syllabus during class and wasting the time, and inability to manage/control the classroom properly. Most of the head-teachers (72.23%) responded that their schools provide the essential teaching aids to the teachers; whereas, 27.77% of the head-teachers responded that their school is able to provide essential teaching aids teachers to some extent only. Majority (57.41%) of the head-teachers responded that the teachers prepare lesson plans only sometimes; while, 42.59% of the head-teachers responded that the teachers do not prepare any lesson plans at all. Maximum number of the head-teachers (77.78%) responded that the students' individual educational needs are diagnosed; while, 22.22% of the head-teachers responded that the students' educational needs are diagnosed only to some extent. According to the head-teachers

the measures undertaken by the school for those students being diagnosed are such as; providing tutorials after class hours, informing the students' parents, giving proper guidance, giving extra care for slow learners; re-teaching, retraining and reassessing the concerned students, providing extra work, and giving more attention to those subjects in which the students are under-performing. All the head-teachers also responded that their school use to provide remedial teaching to the students if required.

As per the Study, all the Teachers (100%) responded that they are free or have the freedom to practice their own method of teaching. Majority of the Teachers (51.93%) also responded that to some extent their schools try to provide the necessary teaching aids; whereas, 48.07% of the Teachers responded that their schools satisfactorily provide the necessary teaching aids. In this regard, all the Teachers (100%) responded that they are provided Dusters, 60.50% are provided with Printed Charts, 60.22% are provided Blackboard and Chalk, 59.94% are provided Plain Charts, 59.67% are provided Whiteboards, 59.39% are provided Markers, and, 1.66% are provided Coloured Papers. According to the Study, the type/s of teaching skills/methods used by teachers during their teaching are such as; Play-Way, Question-Answer, Explanation, Story-Telling, use of examples/illustrations, and, experiments like tasting, touching, etc. Furthermore, majority of the Teachers (70.99%) responded that they do not incorporate audio-visual aids in their teaching; whereas, 29.01% of them responded that they use to incorporate audio-visual aids in their teaching. It is found that the type/s of audio-visual aids use by teachers are such as; Maps, Printed and hand-drawn charts, video, audio, and picture clips through smart phone, and, Toys. As per the Study, all the Teachers (100%) responded that they provide remedial teaching to the students. All the Teachers (100%) agreed that it is essential for them to follow certain techniques and methods of teaching. All the Teachers (100%) also responded that the Head-Teachers are supportive in implementing their own method/s of teaching in the school. Furthermore, majority of the Teachers (60.22%) responded that they use to encounter problems with regard to their teaching; whereas, 39.78% of them responded that they do not encounter such problems. The types of problems face by teachers with regard to their teaching are such as; time management, insufficient teaching aids and materials, teaching slow learners, and, lack of computers and projectors.

As per the Study, majority (79.44%) of the students responded that they are satisfied with how their teachers teach them, 14.56% of the students are satisfied only to some extent, and 6% of the students responded that they are not satisfied. Furthermore, majority (73.45%) of the students responded that they are able to understand what their teachers teach them, and the remaining 26.55% of the students responded that they are not able to understand.

5.12. EVALUATION SYSTEM: All the head-teachers (100%) responded that their school use both marking as well as grading system for evaluating the students. According to the Study, most of the head-teachers (59.26%) responded that the evaluation system practiced in the school is not effective in evaluating the overall potential of the students; while, 22.22% of the head-teachers responded that the evaluation system is effective, and 18.52% of the head-teachers responded that the evaluation system is partially (to some extent) effective in evaluating the overall potential of the students. Furthermore, majority of the head-teachers (51.85%) are satisfied with evaluation system of their school; whereas, 25.93% of the head-teachers are partially (to some extent) satisfied, and 22.22% of the head-teachers are not satisfied at all with evaluation system of their school. According to the head-teachers the main problems with respect to evaluation system in their school are such as; the schools are not able to properly follow the guidelines provided under the Continuous Comprehensive Evaluation (CCE) system due to time factor, the present evaluation system gives more importance to academic performance, there is no uniformity in the evaluation and assessment methods used by the teachers, there is also a lack of concern and cooperation from parents with regard to their children's project works and assignments. Furthermore, the head-teachers are also of the view that many of the students take assessments and evaluation very lightly, and the head-teachers also responded that the present system of evaluation is too subjective.

The present Study reveals the responses of Teachers with respect to the type/s of measurement tools and techniques use by their schools for evaluating the students. All the Teachers (100%) responded that their schools use homework/assignments, class tests, and terminal examinations for evaluating the students; 88.67% assign project works, 88.40% conduct weekly tests, 74.03% makes use of teachers' observation for evaluating the students, 59.12% conduct unit tests, 58.29% makes use of oral/written reports from them, and, 9.12% conduct quiz. According to the Study, majority of the Teachers (34.81%) responded that the evaluation system is partially effective (to some extent), 34.25% of them responded that it is effective, and, 30.94% of the Teachers responded that the evaluation system is not effective at all in evaluating the overall skills of the students. Furthermore, majority of the Teachers (50.55%) are satisfied with the evaluation system of their schools, 29.83% of them are partially satisfied (to some extent), and, 19.62% are not satisfied at all. The Study also found that all the Teachers face problems while evaluating the students' performance. In this connection, majority of the Teachers (76.24%) encounter time constraints, 60.77% responded to problems arising out of the policy of no detention or making pass mandatory, 57.18% of the Teachers

responded to the problem of subjectivity while evaluating students' performance, and, 56.08% responded that they do not have adequate training regarding evaluation.

With regard to homework, majority (75.80%) of the students do not like getting homework from their teachers, and the remaining 24.20% of the students like getting homework. Majority (48.18%) of the students also do not feel that the amount of homework given by their teachers is too much, while 40.90% of the students to some extent feel that the amount of homework is too much, and the remaining 10.92% affirmed that the amount of homework given by their teachers is too much. Furthermore, majority (56.53%) of the students responded that the teachers check their homework on a regular basis, and 43.47% of them responded that the teachers check their homework most of the time. According to the Study, all the students (100%) responded that the schools conduct class tests often.

As per the Study, all the parents (100%) are satisfied with the evaluation system practiced in the school. Regarding the evaluation system, majority (85%) of the government officials were satisfied with the present evaluation system practiced by the government primary schools, while the remaining 15% were partially satisfied.

5.13. PARENTS AND COMMUNITY: According to the Study, majority (51.85%) of the head-teachers responded that the parents and community do not actively participate in the activities of their schools; whereas, 48.15% of the head-teachers responded that the parents and community actively participate in the activities of their schools. As per the Study, majority (70.37%) of the head-teachers responded that their schools inform the parents or guardians about their child's or ward's progress; whereas, 29.63% of the head-teachers responded that their school disseminates such information to the parents or guardians only occasionally. The Study also reveals that all the head-teachers (100%) call for parent-teacher meetings and academic matters are taken up and discussed in the parent-teacher meetings. As per the Study, all the head-teachers (100%) responded that the School Management Committee (SMC) or VEC (Village Education Committee) members use to visit their school. Furthermore, 24.07% of the head-teachers responded that school maintenance and students' enrolment issues are discussed during SMC/VEC members' visit to the school, 22.23% responded that students' attendance and teacher punctuality issues are discussed during such visit, 20.37% responded that they use to discuss on students' exam results, 18.52% responded that they discuss on the environment of the school, 16.67% responded that they discuss teachers' welfare, 14.81% responded that they use to discuss on textbook distribution issues, and 12.96% responded that they discuss on issues relating to TLMs (Teaching-Learning Materials). According to the Study, majority (75.93%) of the head-teachers responded that they use to receive feedback

from parents and community about the school's performance; while, 24.07% of the head-teachers responded that they do not receive such feedback from the parents and community. Majority (51.85%) of the head-teachers is partially satisfied with the co-operation of parents and community, 27.78% of them are satisfied, and 20.37% of them are not satisfied. Some of the head-teachers are not satisfied with the cooperation of parents and community because some parents are irresponsible and not cooperative, they do not give time to their children, and they also neglect and disregard parent-teacher meetings. With regard to PTA, all the Head-Teachers (100%) responded that their schools have Parents-Teacher Association. Maximum number of the head-teachers (38.88%) responded that the purpose of parent-teachers association is giving suggestions for making improvements; whereas, 27.78 % of the head-teachers responded that the purpose of parent-teacher association is to give advice, 16.67% responded that pointing out weaknesses of the school was also one of the purposes of such association, and, 16.67% of the Head-Teachers responded that the purpose of parents-teachers association is joining hands to contribute towards development of the school. All the Head-Teachers also responded that they use to convene parents-teachers association meetings. In this regard, maximum number of Head-Teachers (81.48%) responded that their schools use to have parents-teachers association meetings whenever needed during the academic year; whereas, 11.11% of the Head-Teachers responded that they use to have three times per year, and, 7.41% of the Head-Teachers responded that they have parents-teachers associations meetings after every terminal exam.

Majority of the Teachers (59.67%) responded that they attend parents-teachers' meetings; whereas, 40.33% of the Teachers responded that they attend such meetings only sometimes. Furthermore, majority of the Teachers (64.09%) responded that academic matters are discussed in the parent-teacher meetings; whereas, 35.91% of the Teachers responded that such matters are discussed only sometimes. It is found that majority of the Teachers (46.96%) are only partially satisfied (to some extent) with the co-operation of parents and community with their schools; while, 40.06% of them are satisfied, and, 12.98% of the Teachers are not at all satisfied. They are not satisfied because of the reasons such as; most of the parents do not visit the school even after repeated information, and, meetings with parents and community members are very occasional and many of them do not participate even if the meeting is scheduled.

With regard to the role of parents, all the students (100%) responded that their parents use to tell them to study hard. Majority (36.62%) of the students also responded that their parents send them for tuition class. Whereas, 32.12% of the students responded that they have

discontinued their tuition class, and 31.26% of the students responded that their parents do not send them for tuition class at all. Furthermore, majority (65.95%) of the students seek help from their parents while studying, whereas 34.05% of them do not seek such help from their parents. Additionally, majority (57.82%) of the students responded that their parents help them in studies only sometimes. Whereas, 22.48% of the students responded that their parents help them in studies, and 19.70% of the students responded that their parents do not help them in their studies.

Regarding participation in the activities of the school, majority (72%) of the parents participates in the activities of the school, and 28% of the parents responded that they participate in the activities of the school only sometimes. According to the Study, all the parents (100%) responded that they attend parent-teacher association meetings only occasionally. Furthermore, all the parents (100%) responded that both the parents and the community members as a whole participate in the activities of the school. The Study also reveals that, majority (42%) of the parents are satisfied with the cooperation of parents and community with the school, 34% of the parents are satisfied to some extent, and 24% of them are not at all satisfied. The Study shows some worth mentioning welfare measures undertaken by the parents and community for the school as per the respondents which are such as; organizing cleanliness drives in and around the school, donating furniture, teaching-learning materials, and cash; repairing roof, walls, and toilets of the school; and employing teachers through community contribution especially maths/science teachers due to shortage of such teachers in the schools. As per the Study, majority (68%) of the parents responded that they help the children in their studies occasionally, and 32% of the parents responded that they use to help the children in their studies as much as they can. Furthermore, majority (56%) of the parents responded that they send their children to tuition class, and 44% of the parents responded that they do not send their children to tuition class. All the parents (100%) responded that they encourage their children to study hard.

5.14. IMPACT OF IMPORTANT SCHEMES OF THE GOVERNMENT: As per the Study, 18.52% of the head-teachers responded that their school use to receive benefits from NGOs and other concerned individuals or private organizations in the form of donations or volunteering. However, majority of the head-teachers (77.78%) responded that the help provided by the Government is to some extent sufficient to meet the requirements of the school; while, 22.22% of the head-teachers responded that the help provided by the government is not sufficient for their school. Apart from this, all the head-teachers (100%) responded that the schemes launched by the Government have a positive impact on their school. The Study also

reveals that the areas of positive impact on the school through schemes launched by the Government as per the respondents are; avoiding malnutrition and gender gap, improvement in curriculum, financial, administration, infrastructure, student achievement, student attendance, and student enrolment, effective teaching-learning process, and more participation of parents and community in school activities.

Majority of the Teachers (62.43%) responded that the impact of governmental schemes is positive only to some extent; while, 37.57% of the Teachers responded that the schemes are having a positive impact on their schools. The Study indicates the areas of positive impact through various schemes launched by the Government. The responses of the Teachers in this regard are such as; 68.51% (majority) of the Teachers responded that one important area of positive impact is in avoiding malnutrition, 62.71% on avoiding gender gaps, 55.52% of the Teachers responded that the area of administration has improved, 52.49% of the Teachers responded that there is positive improvement in students' achievement, 51.93% of the Teachers feels that the schemes has helped in effective teaching-learning process, 47.24% of the Teachers responded that there is more participation of Parents and Community in school activities due to the schemes, 42.82% of the Teachers responded that there is a positive impact on the overall curriculum of their schools, 39.23% of the Teachers responded that there is a positive trend in students' attendance, 37.57% of the Teachers responded that there is improvement in the financial status of their schools, 35.63% of the Teachers responded that there is visible improvement in the infrastructure of their schools, and, 31.21% of the Teachers feel that the number of students' enrolment has risen after implementation of the schemes.

Furthermore, majority of the parents (38%) are not satisfied with the help provided to the school by the government through various schemes/programs, 32% of the parents are satisfied to some extent, and 30% of the parents are very satisfied with the assistance provided by the government to the school.

With respect to Mid-Day Meals, all the students (100%) responded that their schools provide mid-day meals. However, majority (41.33%) of the students partially like the food provided by their school during mid-day meals, 40.47% of them do not like the food being provided, and the remaining 18.20% of the students likes the food provided to them. All the students (100%) also responded that their school do not provide cooked meals on all working days but provide only occasionally. Furthermore, all the students responded (100%) that the schools use to distribute uncooked food items like rice, dal, and salt sometimes. Regarding Mid-Day Meal Scheme, majority (70%) of the government officials responded that the

implementation of mid-day meal scheme is successful and remaining 30% feel that the scheme is successful only to some extent.

With regard to Communitization, majority (70%) of the government officials responded that the communitization program has been successful and the remaining 30% responded that communitization has been partially successful (only to some extent) in improving the condition of Government Primary Schools. With regard to the question on why communitization has not been successful, some of the government officials responded that the programme has not been successful for some of the reasons such as; increase in the number of proxy teachers especially due to the lack of strictness of VEC affecting the quality of education, too much power have been given to the VEC through the Communitization Act, there has also been so many instances and reports of teachers absenting from duties and being irregular, and poor implementation of Communitization on many instances.

With respect to effectiveness of Samagra Shiksha Abhiyan, majority of the respondents (75%) were of the view that Samagra Shiksha Abhiyan has been effective so far in improving the status/condition of Government Primary Schools. The remaining 25% feel that the new scheme is effective only to some extent.

5.15. PROBLEMS FACE BY GOVERNMENT PRIMARY SCHOOLS OF KOHIMA DISTRICT:

According to the head teachers, the main problems face by government primary schools of Kohima district are such as; Lack of parental support, poor economic background, preference of private educational institutions, illiterate parents, and acute difficulty in dealing with the students of this age group, poor enrolment and lack of proper facilities, and, teachers are compelled to teach in mother tongue/Nagamese.

The present Study reveals the responses of the Teachers on the main problems face by government primary schools of Kohima district such as; Shortage of funds, problem of medium of instruction for teachers posted in a place where he/she does not know the local dialect, geographical condition/location, poor background of students, illiterate parents, poor study habits of the students, poor enrolment, lack of supervision and guidance from parents, less participation by the community, poor infrastructure facilities, insufficient teaching aids/teaching-learning materials, in some cases, under-aged children gets admitted in the government primary schools, students dropping out, lack of important technologies in the classroom like projectors, frequent alteration of educational policies in the State, and teachers are compelled to teach in mother-tongue.

Basing on the responses given by the parents, the Study also reveals that the type of problems faced by the government primary schools at present are such as; lack of drinking water facilities, lack of proper toilet facilities especially for girls, haphazard implementation of mid-day meal, lack of proper fencing or boundary wall around the school, very low enrolment, shortage of teachers, need for major repairing of roofs and classroom walls, and financial constraints.

According to the government officials, government primary schools are facing problems in areas such as; low quality of education due to rampant increase in proxy teachers, schools are not functioning up to the expectation, poor enrolment and retention, low learning outcomes/poor academic performance, high drop-out rate, scantily equipped schools, lack of libraries, lack of parental concern and support, government Primary Schools are far behind private schools in many areas, poor infrastructure, poor electrification and drinking water facilities, financial constraints, teacher-pupil ratio problem, and poor implementation of Right to education Act and other schemes.

5.16. CURRICULUM: All the head-teachers (100%) feel that the teachers are prepared to deal effectively with the existing curriculum and the teachers are able to complete the syllabus on time. Furthermore, majority (79.63%) of the Head-Teachers are satisfied with the existing curriculum; whereas 20.37% of them are not satisfied. Majority of the Head-Teachers (51.85%) responded that the present curriculum is outdated, bookish and very simple; whereas, 27.78% of them responded that the present curriculum is boring, and the remaining 20.37% responded that the present curriculum is overloaded. Majority of the Head-Teachers (75.93%) responded that academic program of the school is adversely affected due to the existing staffing pattern; whereas, 24.07% of the Head-Teachers responded that the existing staffing pattern do not adversely affect the academic program of the school.

Majority of the Teachers (48.90%) is satisfied with the existing curriculum, 29.00% are not satisfied at all, and, 22.10% are only partially satisfied (to some extent). Furthermore, the drawbacks of the present curriculum as per the Teachers are such as; it is overloaded, outdated, boring, and, mostly not contextual. Majority of the Teachers (59.94%) are able to complete their syllabus on time; whereas, 28.45% of them are not able to complete on time, and, 11.60% of the Teachers are able to complete it on time only sometimes. The Study also reveals the reasons given by Teachers for their inability to complete the syllabus on time. The reasons are such as; time for completion of syllabus is extended if there is a need for additional revision, too many paper-works to be submitted to department, shortage of teachers leading to a greater number of classes per teacher, and, overloaded syllabus and non-cooperation from parents.

Regarding the responses given by teachers on whether they feel competent in dealing effectively with the curriculum of the school, majority of the Teachers (78.18%) responded that they feel competent only to some extent; whereas, the remaining 21.82% of the Teachers responded that they feel competent. Furthermore, majority of the Teachers (70.44%) responded that the curriculum facilitates the development of concepts and skills in the students; whereas, 29.56% of the Teachers are of the view that the curriculum facilitates such development only to some extent. Furthermore, majority of the Teachers (62.15%) responded that the existing staffing pattern do not adversely affect the academic program of the school. Whereas, 14.92% of the Teachers responded that the existing staffing pattern adversely affect the academic program of the school and 22.93% of them responded that it affects to some extent.

With regard to curriculum, most of the government officials (65%) are partially satisfied with the existing curriculum practiced in government primary schools and the remaining 35% responded that they are satisfied.

It is found that, majority (56.96%) of the students are satisfied with the duration of class taken per period. Whereas, 27.41% responded that they are not satisfied with the duration of class taken per period for the reason that the duration is too long, and the remaining students (15.63%) of the students are satisfied only to some extent with regard to the duration of class.

5.17. TEXTBOOKS: As per the Study, majority of the Head-Teachers (61.11%) are satisfied with the existing textbooks used in the school; whereas, 38.89% of the respondents are satisfied only to some extent. Most of the Head-Teachers (64.81%) responded that the contents of the textbooks cater to the needs of the students; whereas, 35.19% of them responded that the contents of the textbooks cater to the needs of the students only to some extent.

Majority of the Teachers (58.29%) responded that they are satisfied with the present textbooks used in their schools; whereas, 41.71% of the Teachers are only partially satisfied (to some extent). Moreover, majority of the Teachers (59.67%) also feel that the contents of the textbooks cater to the needs of the students; whereas, 40.33% of the Teachers feel that the textbooks cater to the students' needs only to some extent.

5.18. ADMISSION: Majority (40.74%) of the head-teachers responded that there are no particular criteria for admitting students in their school but follows whatever the Government directs them from time to time; 25.93% of the head-teachers responded that students are given free admission, 12.96% of them responded that admission is done through oral interviews, 11.11% of the head-teachers responded that admission is given on a first come first basis, and the remaining 9.26% of the head-teachers responded that admission is allowed only after the students provide their age proof. Furthermore, majority (59.26%) of the head-teachers

responded that their school use to admit students in middle of the academic session; whereas, 40.74% of the head-teachers responded that their school do not admit students in middle of the academic session.

5.19. MEDIUM OF INSTRUCTION: All the head-teachers (100%) responded that the teachers use a mixture of English, Nagamese, and Mother Tongue/Local dialect as the medium of instruction in their school.

The study also reveals that majority (56%) of the parents prefer English as the medium of instruction for teaching their children, and the remaining 44% of the parents prefers a combination of English, Nagamese, and Mother tongue as the medium of instruction.

It was found that, all the government officials prefer English as the medium of instruction, while 60% of them prefer the use of local dialect or mother tongue, and 55% prefer using Nagamese.

5.20. ADMINISTRATION AND MANAGEMENT: All the Head-Teachers (100%) responded that they receive support from fellow teachers in academic and administrative works. Majority of the Head-Teachers (77.78%) responded that their schools have the required number of teachers; whereas, 22.22% of the Head-Teachers responded that their schools do not have the required number of teachers. Regarding the workload of head-teachers, majority (51.85%) of them responded that their work load is moderate; whereas, 35.19% of them responded that their work load is heavy, and, 12.96% of them responded that their work load is light. With regard to supervision of the performance of teachers, majority (88.89%) of the Head-Teachers responded that they use to supervise the performance of the teachers from time to time; whereas, 7.41% of the Head-Teachers responded that they do the supervision on weekly basis and, 3.70% of the Head-Teachers responded that they supervise on monthly basis. All the Head-Teachers (100%) responded that they give constructive feedback/suggestion to the teachers whenever it is needed. All the Head-Teachers (100%) responded that their schools use to have staff meetings; whereby, maximum number of the Head-Teachers (51.85%) responded that they use to convene staff meetings whenever needed during the academic year; whereas, 48.15% of them responded that they use to convene such meetings monthly. All the Head-Teachers (100%) responded that their schools maintain records of Teachers' Attendance, Students' Register, Parents-Teachers Meetings, and, Meetings with the VEC/SMC; 98.15% of the Head-Teachers responded that their schools maintain records of Administration, Co-Curricular Activities, and, Staff Meetings; 96.30% of the Head-Teachers responded that their schools maintain records of Salary; and, 1.85% of the Head-Teachers responded that they maintain records of grants received, supervision and inspection, school income & expenditure,

and EBRC/Visiting records. According to the Study, maximum number of the Head-Teachers (33.34%) responded that financial constraint is one problem faced by them during management and administration of the school; 29.63% of them responded that lack of co-operation from parents is another problem they use to face; 24.07% of the Head-Teachers face the problem of work overload; 3.70% of the Head-Teachers face problems like lack of competent teachers & administrative staff; and, 5.56% of them responded that they do not face any such problems. With regard to SMC/VEC, all the Head-Teachers (100%) responded that they seek help from the School Management Committee/Village Education Committee in school management. Furthermore, majority (61.11%) of the Head-Teachers responded that the SMC/VEC use to have meetings as often as possible/when needed during the academic year. The remaining responses of the Head-Teachers are such as; three to four times per year (7.41%), monthly (7.41%), four to five times per year (5.56%), quarterly (5.56%), two times per year (3.70%), three times per year (3.70%), after every three to four months (3.70%), and, once per year (1.85%).

As per the Study, majority of the Teachers (66.85%) responded that the head-teacher use to ask for help from them in matters relating to administration and management of the school. Whereas, the remaining 33.15% of the Teachers responded that the head-teacher use to ask for such help only sometimes. Moreover, majority of the Teachers (86.46%) responded that they use to help the head teacher in the administration and management of the school; and 13.54% of them responded that they offer such help only sometimes. All the Teachers (100%) responded that a cordial relationship exists between them and the head-teachers. According to the Teachers, the main administrative and managerial problems face by their schools at present are such as; Head-teacher/teacher-in-charge usually is not stationed in the school area so the matters relating to administration and management are handled by other teachers, financial constraints are a hurdle to good management and administration, sometimes the administration and management are too controlling and authoritative, communication and collaboration problems, problems of poor enrolment, uncertainty of student outcome, and decreasing participation of parents in school activities.

Regarding the performance of supervisory and inspection staff, majority (75%) of the government officials are satisfied with the performance, whereas, 15% are satisfied only to some extent and remaining 10% are not satisfied at all. As per the Study, all the respondents (100%) are of the view that the government takes measures basing on the reports of supervisory and inspection staff, but the government is not able take such measures on every issue being reported upon by the supervisory and inspection staff. With respect to the performance record

of VEC/SMC, majority (55%) of the government officials are partially satisfied with the performance record of VEC/SMC, while the remaining 45% are not at all satisfied. All the government officials (100%) responded that the government use to organize training programs for VEC/SMC members from time to time.

5.21. FINANCIAL: Maximum number of Head-Teachers (79.63%) receives their salary on time; 12.96% of them responded that they receive their salary on time sometimes and sometimes it is delayed; and, 7.41% of the Head-Teachers responded that they do not receive their salary on time. The reasons given by Head-Teachers for the delay/irregularity of their salary are such as; the concerned Department does not prepare the salary on time, and, some teachers are appointed under different schemes such as SSA, so their salary is not credited on regular basis. Furthermore, majority of the Head-Teachers (64.81%) responded that their salary is sufficient to meet their requirements; 24.07% of them responded that the salary is not sufficient and, 11.12% of the responded that the salary is sufficient only to some extent.

Most of the Teachers (55.80%) responded that they get their salary on time. Whereas, 32.32% of the Teachers responded that they do not get their salary on time, and 11.88% of them responded that they get their salary on time only sometimes. Majority of the Teachers (53.04%) also responded that they are satisfied with their present salary; whereas 46.96% of them are only partially (to some extent) satisfied. Furthermore, majority of the Teachers (55.52%) responded that their salary is sufficient to meet their requirements; whereas 44.48% of the Teachers responded that they are only partially (to some extent) satisfied.

According to the Study, majority (65%) of the government officials responded that the teachers do not get their salaries on time and the remaining 35% responded that the teachers get their salaries on time most of the time.

According to the Head-teachers, in the absence of any income sources they use to manage the school through; contribution from teachers and well-wishers from the community, contribution by VEC/SMC, sometimes the head-teachers spend from their own pockets, and, the school approaches the Village Development Board (VDB) in times of emergency. Majority of the Head-Teachers (70.37%) are partially satisfied (to some extent) with the grants given to their schools; 25.93% of them are not satisfied at all, and 3.70% of them are satisfied. As per the responses of the head-teachers, the main financial problems are such as; Shortage of grants for renovating the school building and replacing furniture, insufficient fund to procure sports goods, stationeries, organizing co-curricular activities, and taking students on educational tours/outing; the Government have stopped the school from taking admission fees from the

students therefore the school is suffering with limited or no funds at all, and, the teachers most of the time collectively bears the expenses of the school.

According to the Teachers, the main financial problems face by their schools are such as; No particular fund for co-curricular activities and teaching aids, insufficient or lack of fund for school infrastructure maintenance, student enrolment is too low to generate income, no source of income other than complete dependence on the government, and lack of proper income and expenditure budget records.

5.22. ISSUES PERTAINING TO STUDENTS: Majority of the Head-Teachers (79.63%) responded that the attendance record of students is good; whereas, 20.37% of them responded that the attendance is average.

Majority of the Teachers (50.83%) responded that attendance of their students is good. Whereas, 27.07% of the Teachers responded that the attendance of their students was poor; and 22.10% of them responded that their students' attendance is average.

With regard to the question on which subject the students like the most; majority (38.12%) of the students like social studies, 23.55% of the students like English, 14.13% of the students like science, 10.92% of the students like general knowledge, 8.35% of the students like Hindi, and 4.93% of the students like Mathematics. As per the Study, majority (57.17%) of the students play with friends during break time or recess, 19.06% of the students eat their tiffin, 13.70% of the students use to visit nearby shops to buy refreshment, 7.71% of the students responded that they just take a nap during the break time, and the remaining 2.36% of the students responded that they use to study. Regarding students' interest in studying, majority (63.81%) of the students responded that they like to study, 30.19% of the students like studying to some extent, and 6% of the students do not like studying at all. The study also reveals that majority (56.10%) of the students are undecided about up to which class they want to study, 24.41% of the students want to study up to college level, and 19.49% of them want to go beyond college for their education. Furthermore, majority of the students (16.49%) responded that they want to become doctors when they grow up, followed by teachers (14.78%), singers (13.70%), footballers (11.13%), pilots (10.28%), police officers (7.71%), models (5.35%), actors (4.50%), dancers (4.07%), martial artists (3.85%), astronauts (2.78%), cricketers (2.36%), painters (1.50%), and drivers (1.50%).

As per the present Study, majority (52%) of the parents responded that their children face one or more problem/s in relation to his/her education, 32% of the parents are either not sure or have no idea on whether their children face problems in relation to his/her education, and 16% of the parents responded that their children do not face such problems. In connection with

this, the parents responded that the main problems face by their children in relation to their education are such as, the children are not interested in his/her studies, they do not like to participate in group activities like co-curricular activities, very poor performance in math and Hindi, rowdy/naughty in class, and poor health. According to the Study, majority (56%) of the parents did not receive any complaints about their children from the school, whereas, 44% of the parents responded that they received complaints about their children from the school. The type of complaints received by the parents about their children from the school are such as, indiscipline in class, underperforming in class tests, and being irregular coming to school. Majority (64%) of the parents responded that their children partially (to some extent) take interest in his/her studies, and 36% of the parents responded that their children are not interested in his/her studies at all.

According to the Study, all (100%) the government officials responded that there are reports of students being dropped out in the government primary schools. According to the respondents, some of the reasons for students getting dropped out in the government primary schools are; not enough concern from the community and depending too much on the government, personal factors such as poor health and study habits, absenteeism and lack of self-motivation, inability of the community and especially the SMC and VEC to console and get the drop-out students return to school, factors related to the teachers such as, their irregularities and absence, and school related factors such as, poor infrastructure and faulty evaluation system.

5.23. ISSUES PERTAINING TO SCHOOL: According to the Study, majority (37.69%) of the students responded that they are happy studying in the school only to some extent, 36.19% of the students responded that they are happy, and the remaining 26.12% responded that they are not happy. Majority (59.31%) of the students like coming to school, and the remaining 40.69% responded that they don't like coming to school that much. Majority (67.02%) of the students responded that their school bag is nor too heavy and nor too light. Whereas, 19.70% of the students responded that their school bag is light, and 13.28% of the students responded that their school bag is heavy. With respect to accessibility of the school, majority (61.67%) of the students responded that their home is just near the school. Whereas, 26.77% of the students responded that their home is neither too far from or not too near the school (moderate distance), and 11.56% of the students responded that their home is far from their school. According to the Study, majority (55.89%) of the students do not carry lunchbox and water bottle to school, 22.27% of the students carry only water bottle to school, and 21.84% of the students carry only lunchbox or tiffin to school.

All the parents (100%) responded that the school takes good care of their children. All the parents (100%) responded that the school and teaching-staff are co-operative with them. Majority (86%) of the parents also responded that the school use to give information about their children's progress and weaknesses from time to time, whereas 14% of the parents responded that the school does not give such information at all. Furthermore, majority of the parents (54%) feel to some extent that school have the required facilities for their children, 32% of the parents feel that the school does not have the required facilities, and 14% of the parents feel that the school have the required facilities for their children.

5.24. FREE-SHIPS AND AID: According to the Study, all the Teachers (100%) responded that, their schools do not provide any kind of free-ships to their students.

According to the Study, all the students (100%) responded that they are provided with school uniforms by their school. Moreover, majority (51.61%) of the students like their school uniform, 24.62% of them like their school uniform only to some extent, and 23.77% of the students do not like their school uniform at all.

All the government officials (100%) responded that the government use to supply teaching-learning materials and furniture to the schools. According to the respondents, teaching-learning materials like blackboards and textbooks, furniture like tables, desks, benches, and chairs, including other materials like computers are given to the schools by the government. All the respondents (100%) agreed that the Government provide free textbooks and uniforms to the students. They also added that, the government also provides Braille books and large print books for children with special needs. Furthermore, all the government officials (100%) responded that the Government provides free furniture and computers.

5.25. MEASURES TAKEN BY GOVERNMENT AND POSITIVE OUTCOMES: According to the respondents, some of the measures taken by government so far to bring about an improvement in the condition of Government Primary Schools are such as; Learning Enhancement Programme (LEP)/Remedial teaching for Class 1 – 2, Activity Competency Learning (ACL) and providing the students with ACL kits, composite School Grant for the repairing/procuring school equipment, Library Grants, Sports grants, Submission of status reports by the heads of schools once in every two months, Separate budget allocation for training of teachers and related activities, Separate fund allocation for children with special needs such as for identification, assessment camps, distribution of aids and appliances, and provision of escort allowances, Organizing community awareness programs, and Construction of old worn-out school buildings. According to the respondents, some positive outcomes as a

result of initiative taken by the government in the primary education sector are such as; Gross Enrolment Ratio (GER) has increased, and retention rate has also improved.

5.26. SUGGESTIONS GIVEN BY HEAD TEACHERS AND TEACHERS

5.26.1. Enrolment: For improving the enrolment of students the head-teachers and teachers gave the following suggestions such as; improvement in infrastructure, revamping the present education system followed by the Government, encouraging the parents and community members, teachers should also let their own children get enrolled in government schools where they teach, better academic result will attract more students, trust and co-operation between the teachers and parents, awareness programs, VECs/SMCs should work harder and negative attitude towards Government schools should be changed.

5.26.2. Infrastructure: Regarding improvement in infrastructure, the respondents gave the following suggestions such as; providing good quality furniture, sufficient computers, and electricity connectivity, separate fund for infrastructure, contribution from the community in whichever way possible, appointment of a chowkidar or caretaker to look after the school infrastructure, financial aids from the government, community, and concerned citizens, disseminating information about the needs and requirements of the school through meetings with the SMC/VEC, parents, and guardians, the community and the concerned department should join hands and work together, providing sincere infrastructure development officials by the concerned department, give full power to the SMC/VEC with enough fund, a separate special scheme should be there for the development of infrastructure, and the government should allocate more funds for infrastructure development.

5.26.3. Academic achievement: With regard to academic achievement/performance, the head-teachers and teachers gave the following suggestions such as; teachers need to be more accountable and active in the teaching-learning process, more attention should be facilitated to the weaker students, providing free tuition and extra classes, encouraging students to be more regular in attending the class, adhering to Continuous and Comprehensive Evaluation (CCE) as provided by the Right to Education Act (2009), parents, teachers, SMC/VEC and students should work together to achieve a common goal, coordination among the teachers, and between the teachers and parents, activity-centred teaching-learning process, encouraging active participation of students, conducting regular class tests, encouraging home study and self-study, proper guidance at home by the parents and elder siblings, parents should know the importance of their children's education by giving them time and proper guidance, students should be given extra classes, encourage the students to observe a daily study routine, conducting more class-tests and giving rewards for their achievement, coordination and

cooperation between the parents and teachers, going for lesson revisions, making learning more fun through activity-based learning, providing a conducive learning environment, making use of appropriate Teaching Learning Materials (TLMs) and teaching aids to make the lesson more interesting, taking the students outdoors and visiting places related to the topic for inspiring them to study.

5.26.4. Curricular activities: The respondents gave the following suggestions with regard to curricular activities such as; encouraging activity-based teaching and learning, utilizing audio-visual aids in appropriate learning situations, active participation of teachers, organizing teachers' meetings from time to time on syllabus coverage/completion, sharing of different ideas on introducing new curricular activities or making changes, strict adherence to the time table of the school by everybody concerned, taking appropriate measures for the smooth conduct of examinations, class tests, invigilation duties, evaluation, etc., setting up of libraries, providing/availing computers to the students, providing sufficient reading materials, wise construction of the time table, maximum use of activity-centred teaching-learning methods and audio-visual aids, conducting timely class-tests/unit-tests, and teachers should be experts in the subjects they teach and should have a high level of pedagogical knowledge.

5.26.5. Evaluation: Regarding the evaluation system, the respondents gave the following suggestions such as; the evaluation system should be made tighter and stricter, conducting a number of tests, giving assignments, etc. before final assessment and evaluation for better result, introducing the old system of evaluation where the schools had three terms of academic performance evaluation i.e. First term, second term, and final with 100 marks each term, evaluating not only the academic performance of the students but also their performance in other areas, the need for proper/systematic planning, training in evaluation techniques and in use and construction of standardized tests, emphasis on objectivity, qualitative evaluation, effective feedback mechanism, and, dissemination of progress reports and taking action accordingly.

5.26.6. Parents and community: In this area, the respondents gave the following suggestions such as; attending all parent-teacher meetings whenever it is convened, paying visits to the school from time to time by the parents and concerned community members and discussing issues relating to their children and school improvements, more participation of parents in the school activities especially on important days, holding meetings right after the results are declared, conducting joint social work with the community and parents, doing away with communitization letting the Government take the responsibilities like before, the school need the support of the parents and community in solving the issues related to appointments, transfer,

and posting, etc., contribution of parents and community with respect to refreshments during meetings, social work, and giving prizes to successful or exceptionally good students, organizing programmes in such a way that it demands the active participation and involvement of parents and community members, organizing more parent-teacher meetings, utilizing the technology like creating WhatsApp groups to create awareness and quick dissemination of information among the parents and community, home visitation by the school staff, creating opportunities for the parents and community to volunteer or do welfare activities or organizing joint social work for strengthening the bonds, and organizing awareness programmes.

5.26.7. Schemes/programs launched by the Government: In regard to this area, the following were suggested by the respondents such as; the Government must take into account the grass-root level before implementing any schemes, the schemes of the government should concentrate on the vital areas/issues first, providing quality Teaching-Learning Materials (TLMs) and sports goods, the Government should issue the funds on time, schemes and programmes launched by the Government should reach the beneficiaries on time, bridging the gap between the Government and beneficiaries should be a prime concern, there must be transparency in the schemes and allocation of funds so that there is justice, equality and judicious use of funds, deserving students should be carefully identified and given aid, doing away with corruption, active involvement and participation of public/community, practicing transparency and judicious utilization of resources

5.26.8. Curriculum: For making improvements in the curriculum, the head-teachers and teachers suggested the following measures such as; the curriculum must be updated, it should be linked with the needs and demands of the society, the curriculum should be constructed in such a way that it upholds the spirit of equalization of educational opportunities, uniform curriculum, if possible, for both Government and private schools, the present advancement in technology demands for a more activity-centred curriculum, the curriculum should also include Conversation or Communication Skills as a subject in lower classes, training/orientation of teaching staff before the start of each academic session, sufficient supply of reading materials, activity and experience-centred curriculum, and, relevance with the present world situation.

5.26.9. Textbooks: With regard to textbooks, the respondents gave their suggestions such as; the textbooks should contain current world/local related issues, a separate textbook should also be introduced on Conversation or Communication Skills for lower classes, the contents of the textbooks need to be updated, the topics and contents in the textbooks should be related to life and needs of the society, inclusion of a conversation textbook for the students to improve their

communication skills, the need for updating of the textbooks, adding more contextual topics, and, inclusion of topics that the students can relate to their everyday life.

5.26.10. Improving the Teachers: With respect to bringing about an improvement in the performance of teachers, the following measures were suggested such as; the teachers will become better and punctual by making them feel more secure and comfortable about their job, making the SMC/VEC more effective in supervision, strong action should be taken and enforced, there should be coordination, building of trust, and sharing of powers and responsibilities, sensitizing the teachers with the importance of their roles, duties, and responsibilities is required for making them better and punctual.

5.26.11. Remedial measures to improve the adverse effects of staffing pattern on academic program of the school: The respondents gave the following suggestions regarding this area such as; appointing sufficient number of subject specific teachers especially local Mother Tongue and Hindi, balancing the ratio of teachers appointed for every subject, teacher-training programs should be held during holidays for the reason that it does not create any issues in occupying the classes, at least one or more teachers should be appointed considering the shortage of teachers, non-teaching staff should also be appointed so as to lessen the burden of teachers; since teachers also performs the duties of non-teaching staff due to lack of or shortage of non-teaching staff in their schools.

5.26.12. Management and administration: With regard to management and administration, the following were suggested such as; all teachers must be given different responsibilities in the management of the school, head-teachers should not take too many classes so that he/she has ample time to look into the management and administration of the school, occasional meetings with SMC/VEC, staff, and parents, social gatherings and social work can build good coordination with all and bring about a fruitful and sound administration/management of the school, sufficient fund, constructive mindset of the SMC/VEC, parents, and teachers, appointment of at least a peon and a chowkidar since the head-teachers are already over-burdened with the management/administration of the school as well as taking his/her own classes, head-teachers must be given more freedom and power for checking arrogant and unpunctual teachers, assigning different files and registers to teachers, active participation of the VEC/SMC, enforce and maintain stricter rules, head teachers should be more sincere and should distribute the work properly, active involvement of parents in decision making of the school, sharing of responsibilities, and taking advantage of social media to connect with parents and community members.

5.26.13. Attendance: With regard to improving the attendance of students, the following were suggested such as; students should be properly motivated for coming to the school regularly, producing leave in case of being absent, awarding students who have 100% attendance, making the school activities more interesting, awarding punctual students and conducting morning assembly, making some improvements in the mid-day meals, making the school environment more creative and attractive, cordial relationship between the teachers and the students, emphasizing the need and importance of education, cooperation of SMC/VEC and parents, developing interest in the students, encouraging students to attend class daily, reinforcement for positive behaviour, effective and efficient timetable scheduling, encouraging the parents, strict rule on attendance, informing the parents and guardians about the child being absenting, make teaching-learning more interesting, more activities in the school, and giving due consideration to the health of each and every student.

5.26.14. Financial: For making improvements in financial problems, the head-teachers and teachers suggested the following such as; enhancing financial assistance of the schools, the need of every school is different therefore the Department should look into the matter first and allocate the funds accordingly and not on random basis, increasing the enrolment along with introduction of taking admission fees, financial assistance should be given basing on the yearly reports submitted by the schools, sufficient financial assistance from the government, timely disbursement of salaries, donation from SMC/VEC and community members, and formulating a good spending plan.

5.26.15. Improving primary education in Kohima District: The following suggestions were given by the head-teachers and teachers in this area which are such as; making English as the only medium of instruction, minimizing the number of subjects, cooperation and coordination between the school and community, enhancing the curriculum beyond just the 3Rs (Reading, Writing, and Arithmetic), effective and efficient teaching-learning system, infrastructure up-gradation, sincere government officials should be sent for inspection and problems addressed as per their report, terminate or punish in-sincere teachers and other government officials, primary education should shift from traditionalistic to constructivist approach, emphasis on the health and hygiene of the students, assessment should be both quantitative and qualitative, enriching the whole primary education curriculum, employing appropriate ways and means to increase the enrolment of students at the primary level, activity based learning, employing different techniques to deal with the students, revamping the government primary schools in such a way that it attracts more students, conducting awareness programs especially for the parents in rural areas, coordination among all the different bodies i.e., the Department,

SMC/VEC, SDEO, etc., child-centred education should be emphasized more, doing away with the mindset 'whether I work or not the Government will pay me' of most government teachers, using English more often in the class, proper training should be given to the basic language teachers, and primary teachers should not be appointed randomly. Persons who are very passionate and friendly to teach young children should be appointed.

5.27. DISCUSSION

It has been emphasized by educationists and philosophers that primary education is an important stage of a child's education. It is a moment in time where the stage is set for the child's further academic venture. However, primary education cannot play its role satisfactorily if the components are not up to the standard. Quality primary education needs good teachers who are qualified and trained to teach the young in many aspects of life. Every primary school also requires sufficient teachers for proper transaction of the curriculum. Furthermore, effective functioning of a primary school requires good student enrolment. However, it may further be stated that quality primary education is not solely dependent on good teachers and student enrolment; in modern times especially, a primary school is expected to have good infrastructure facilities. In the absence of proper infrastructure, the quality of primary education is doomed to diminish sooner or later. In addition to this, the quality of primary education or a primary school is judged on the academic achievement or performance of the students. Helping the students achieve the best is one of the goals. Education is not only about bookish knowledge; it is more than that. Hence, primary education requires an enriched curriculum through which, the students derive varied learning experiences. The young minds need a curriculum that facilitates learning, joy and happiness, and discovering their best selves. Teachers are the agents for teaching the younger generation. They carry an important responsibility. However, mention may be made that just being trained and qualified does not guarantee a person as good teacher. A good primary school teacher should have the passion, love for children and skilled to employ different methods of teaching to bring out the best in the children. Apart from these, the proper and effective functioning of a primary school is very much dependent upon the active participation of the parents and community. A one-sided venture is always risky and ends in failure.

In the following, the Investigator has attempted to discuss some important points basing on objectives of the study, findings and review of literature.

5.27.1. Teachers' Training and Student-Teacher Ratio: Teachers are vital ingredients in the teaching-learning transaction. However, it is not an easy task when it comes to educating the young minds especially at the primary level. Therefore, it is essential for the teachers to

undergo training for optimum development of their teaching prowess. 467 teachers were found to be trained through the present study out of the total 797 Government Primary School Teachers in Kohima District. There are still some teachers who are yet to undergo their training. Moreover, there is no uniformity in the number of trained teachers among the government primary schools. Hence, there is a need to expedite the process of training the teachers. With regard to the average number of teachers per school, the present study found it to be approximately 9 teachers per school, which is higher than the finding made by Rai, R.M. (1987), who found that the average number of teachers per school was four. Regarding the student-teacher ratio, the present study shows that in some EBRCs the number of teachers outnumbers the number of students. For example, for Chiephobozou the student-teacher ratio is 0.9:1. Therefore, it should be kept in mind that there is no uniformity among the individual government primary schools with regard to student-teacher ratio.

5.27.2. Student Enrolment: Student enrolment is a prerequisite to proper functioning of a school. As per the present study, the investigator found that one of the major problems faced by the government primary schools of Kohima district was poor student enrolment. The study conducted by Bhargava, S.M. (1990) found that the enrolment increased in the year 1986 compared to the year 1973; with 3.24% annual growth rate. However, in the present study the investigator found that enrolment in the government primary schools of Kohima district is going through a steady decline i.e., 6093 students were enrolled during the year 2015-16 but it has declined to 4791 during 2020-21; which shows a decline by 11.96% instead of growth rate. According to the Teachers, the possible causes for poor enrolment are such as; insufficient classrooms and lack of other facilities, more preference given to private schools, migration to urban areas, rise in the number of new schools being established in nearby villages, lack of trust on government schools by the community, failure on the part of Government schools in many areas, negligence of Government schools by the society, and, shortcomings on the part of teachers, and other members of the community. Therefore, adequate measures should be taken to increase the enrolment of students.

5.27.3. Infrastructure: Infrastructure is in fact the most important element in the effective functioning of a primary school and ensuring its quality of education. A study conducted by Das, R.C. (1974) found a significant relationship between school conditions/facilities and efficiency in education. The study conducted by Chavare, D.S. (1991) found that there were problems such as lack of drinking water facilities, inadequate equipment, and unsatisfactory seating arrangements; and majority of the students had no access to basic learning materials like slates/books, uniforms, and pencils. Hassan, Arif. (1992) found that physical facilities of

the schools in the rural areas were found to be inadequate. Nongkynrih. Y. (2013) found that the schools had no playgrounds. Majority of the schools had adequate staff rooms, common toilets for boys and girls, and drinking water facilities. However, majority of the schools lack electricity and library reading room facilities. According to the study conducted by Yogesh, H. S. (2013), the Government did not provide proper infrastructure facilities like drinking water and toilets. The schools which had such facilities were also found to be improperly maintained due to lack of fund. Mahapatra, S.K., Goowalla, Horen. (2019) found that the government schools did not have computer facility and many of these schools were functioning under tin roof buildings with no libraries as compared to private schools. As per the research made by Rai, Binita., Chinara, Benudhar. (2019), some infrastructure facilities relating to school building and furniture were found to be satisfactory. However, infrastructure facilities pertaining to playground, fencing, drinking water, etc., were found to be unsatisfactory. Marimuthu, Malathi. (1999) found that the schools were in a very poor condition, lack basic amenities such as water, electricity and toilets and also needed playground apparatus and essential educational materials. Furthermore, Hashami, M.F. (2016) found that most of the schools had more than 4 rooms. However, there were no educational facilities like library, and scientific and computer laboratories in the schools; and most of the schools had no medical facility. Panigrahi, M. R. (2013) found that, more-effective primary schools have better physical facilities along with better performance on the part of the teachers and students.

The present study found various problems in the area of infrastructure in the government primary schools of Kohima district like, lack of boundary wall, poor condition of school building, lack of or poor condition of furniture, toilet facilities, electricity supply and connection, drinking water facilities, lack of library, lack of or shortage of classrooms and computers etc. These problems may prove as an obstacle in ensuring quality of and efficiency in education. Therefore, improving the infrastructure of these government primary schools under Kohima district should be a prime concern of one and all concerned for efficient teaching-learning transaction and quality of education.

5.27.4. Academic Achievement/Performance: Academic achievement or performance of students signifies an educational institution's true power. Helping students to achieve and perform well is an important objective of a good primary school. A study conducted by Ashraf, J., Habibullah, S. (2013) found that academic performance is affected by socio-economic, psycho-social, environmental, and student related factors. The present study found that, majority (51.85%) of the head-teachers do not feel that the students' academic achievement is far behind their potentials. According to them, the causes for students' under-achievement are

such as; poor study habit of students, negligence of parents and guardians, poor facilities, etc. The present study reveals the main problems associated with students' poor academic achievement as per the Teachers' responses such as; lack of self-study at home and proper study routine, lack of interest in studies, illiterate parents and their inability to help their children in studies, lack of proper supervision and guidance from parents, poor attendance, undisciplined, absence of conducive and stimulating environment for learning, only limited teachers to guide the students, and, lack of seriousness in appearing class-tests, doing homework, no advance preparation and irregularity in class. According to the Teachers, certain mechanisms are used by them to teach the students with poor academic achievement. The mechanisms are such as; giving special tuition, giving extra time and teaching in a simpler way with lots of examples, taking extra classes and re-teaching, giving extra assignments and conducting periodical tests, giving remedial classes, giving private tuition and structuring a proper time-table, letting the students read/study in the presence of the teachers and encouraging them to study, and, using probing questions and taking retests. Furthermore, all the government officials (100%) affirmed that the Government have been taking initiatives for improving the academic performance/learning outcomes of students. In this connection, the Government officials responded that, programmes/schemes under Samagra Shiksha Abhiyan like the NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) programme is aimed at improving the learning outcomes of the students through the training of teachers in the art of developing critical thinking in their students, taking care of various teaching-learning situations, imbibing skills on counselling, and other skills on different areas including the creation of an effective and joyful teaching-learning environment. Apart from this programme, the respondents also opined that the ACL (Activity and Competency Learning)/LEP (Learning Enhancement Programme) programme has been reported to be very successful in improving the learning outcome of the students due to its emphasis on joyful learning atmosphere; which results in students becoming more attentive and saw an increase in the attendance of students. Apart from these, the government also recently launched the NECTAR (Nagaland Enhancing Classroom Teaching and Resources) project which is aimed at securing good learning outcomes, governance, etc.

5.27.5. Curriculum: Curriculum refers to everything that goes on in the educational institution which includes curricular and co-curricular activities, syllabus, and textbooks. A good curriculum is essential for effective and efficient teaching-learning process. In the study conducted by Nongkynrih. Y. (2013), the curriculum of the schools did not suit the needs and interest of the students. In the present study, though most of the government officials (65%)

were partially satisfied with the existing curriculum implemented in government primary schools of Kohima district, majority of the head-teachers and teachers responded that they were satisfied with the existing curriculum. Majority of the Teachers (59.94%) were able to complete their syllabus on time. The Study also reveals the reasons given by some of the teachers for their inability to complete the syllabus on time. The reasons are such as; the time for completion of syllabus is extended if there is a need for additional revision, too many paper-works to be submitted to department, shortage of teachers leading to a greater number of classes per teacher, and, overloaded syllabus and non-cooperation from parents. Regarding the responses given by teachers on whether they feel competent in dealing effectively with the curriculum of the school, majority of the Teachers (78.18%) responded that they feel competent only to some extent; whereas, the remaining 21.82% of the Teachers responded that they feel competent. Furthermore, majority of the Teachers (70.44%) responded that the curriculum facilitates the development of concepts and skills in the students. However, some of the head-teachers and teachers responded that the present curriculum is outdated, bookish, very simple, overloaded, boring, and, mostly not contextual. The Study found that the problems encountered by the head-teachers in organizing curricular activities in their school are such as; students tend to be absent on days of assessment, fear psychosis of exams among the students, inadequate facilities, and financial constraints. Majority of the Teachers (62.71%) were satisfied with the curricular activities of their schools. The teachers also responded that they serve as a member in one or more of the following committees in managing and organizing curricular activities in their schools such as; Time table committee, Institutional planning committee, Examination committee, Special tuition committee, Education committee/SMC, and, Guidance committee. Co-curricular activities are essential for optimum development of a child. Enriching the curriculum with various co-curricular activities is envisaged by modern educationists. A study conducted by Jha, K.A. (2004), found that the schools had provision for activities like arts and handicrafts, music and dance, spelling contests, games and sports, and P.T. and drill. There was no fixed amount allocated in their regular budget for co-curricular activities in all the schools. The schools did not have any trained teachers specialized in co-curricular activities. Apart from the aforementioned problems, the study found the other problems associated with co-curricular and extra-curricular activities, such as, inadequate number of teachers, overcrowded classrooms, teaching overload, lack of physical facilities, equipment and supplies, lack of enthusiasm, and lack of co-ordination among the school personnel. According to the findings of the present study, the head-teachers responded that their schools organize games and sports, assign project work to the students, and conduct morning assemblies for the spiritual growth

of students, celebrate festivals, observe national and international days, organize drawing competitions, quiz competitions, essay competitions, poem-writing competitions, and fancy dress competitions, take the students on a visit to places of cultural importance, and organize variety shows and sanitation drives. However, maximum number of the head-teachers (61.12%) responded that their schools are not able to organize co-curricular activities as planned because of lack of funds. Furthermore, 46.30% of the head-teachers responded that their school is facing the problem of limited infrastructure facilities in organizing the co-curricular activities; 40.74% of the head-teachers responded that their school has very less student enrolment therefore they feel de-motivated to organize co-curricular activities; and 20.37% of the head-teachers responded that due to time constraints proves a hurdle in organizing co-curricular activities.

Good textbooks and its contents are essential tools for proper dissemination of knowledge and information to the students. Textbooks forms an integral part of the school curriculum. Nongkynrih. Y. (2013) found that the textbooks were not according to the age, interest and intelligence of the students. According to the study conducted by Hassan, Arif. (1992), parents complained that textbooks were not available on time, but they were satisfied with the textbooks. In this regard, the present study found that majority of the head-teachers (61.11%) and teachers (58.29%) were satisfied with the existing textbooks used in their schools and majority of them (Head-teachers- 64.81% and Teachers- 59.67%) also responded that the contents of the textbooks cater to the needs of the students.

5.27.6. Teachers: Teachers are the facilitators of education in the whole teaching-learning transaction. Their happiness and well-being is an important aspect; after all they are all human beings. They require love, cooperation, job satisfaction and economic security for effectively performing their duties. Rai, R.M. (1987) found that the main problem faced by the teachers was economic. D'Mello, Laveena., Monteiro, Meena. (2017) found that teachers who love their job and satisfied had good relationship with others. Mahanta, Jyotisma. (2021) found that the maximum numbers of teachers were not satisfied with their job and salary. The present study found that, all the Teachers (100%) were satisfied with their current teaching profession. With regard to workload, majority of the Teachers (88.96%) responded that their workload is either average or manageable. Majority of the Teachers (77.35%) responded that the present profession and work environment are motivating and challenging for them. According to the Study, all the Head-Teachers (100%) responded that there is cordial relationship between them and the Teachers. Majority of the Head-Teachers (79.63%) responded that the teachers are performing well in their schools. Most of the head-teachers and teachers responded that they

receive their salary on time and their salary is sufficient to meet their requirements. The reasons given by Head-Teachers for the delay/irregularity of their salary are such as; the concerned Department does not prepare the salary on time, and, some teachers are appointed under different schemes such as SSA, so their salaries are not credited on regular basis.

5.27.7. Methods of Teaching: The knowledge and the ability to use different methods of teaching in appropriate situations wisely is an integral part of a good teacher. Being masters of the lesson or subject matter, being prepared to teach the lesson, and providing remedial teaching to those students who could not catch-up with normal class teaching are all essential part of the teaching methodology. A study conducted by Nongkynrih. Y. (2013) found that majority of the teachers prepare lesson plans and use explanation and questioning as their methods of teaching. Mahanta, Jyotisma. (2021) found that maximum number of teachers does not prepare lesson plans, they encounter obstacles in the utilization of teaching aids and language communication, and only few numbers of the teachers give remedial classes. According to the present Study, the head-teachers are not satisfied with the methods of teaching used by teachers in their schools due to reasons such as; use of lecture method is not enough for effective learning outcome, some teachers are not good in classroom management, teachers are not that competent and creative in using different methods of teaching according to the demands of the classroom situation, teachers use one method of teaching most of the time so students get bored, and some teachers do not give proper explanation. Moreover, it was also found that the head-teachers receive complaints from the students with respect to the method of teaching used by the teachers are such as; not giving proper explanation, asking too many questions, talking about other topics not related to the syllabus during class and wasting the time, and inability to manage/control the classroom properly. Most of the head-teachers (72.23%) responded that their schools provide the essential teaching aids to the teachers. Majority (57.41%) of the head-teachers responded that the teachers prepare lesson plans only sometimes; while, 42.59% of the head-teachers responded that the teachers do not prepare any lesson plans at all. Majority of the Teachers (51.93%) also responded that to some extent their schools try to provide the necessary teaching aids; In this regard, Teachers responded that they are provided Dusters, Printed Charts, Blackboard and Chalk, Plain Charts, Whiteboards, Markers, and Coloured Papers. According to the Study, the type/s of teaching skills/methods used by teachers during their teaching are such as; Play-Way, Question-Answer, Explanation, Story-Telling, use of examples/illustrations, and, experiments like tasting, touching, etc. Furthermore, majority of the Teachers (70.99%) responded that they do not incorporate audio-visual aids in their teaching; whereas, 29.01% of them responded that they use to incorporate

audio-visual aids in their teaching. It is found that the type/s of audio-visual aids use by teachers are such as; Maps, Printed and hand-drawn charts, video, audio, and picture clips through smart phone, and, Toys. As per the Study, all the Teachers (100%) responded that they provide remedial teaching to the students.

5.27.8. Evaluation: Effective teaching-learning system depends on an efficient evaluation mechanism. In the absence of a good systematic evaluation design, the feasibility of achieving the teaching-learning goals cannot be successfully met. According to the study conducted by Defibaugh, Kim L. (2000), evaluation practices are influenced by both internal and external conditions like, schedule of teachers, number of students, evaluation training, beliefs of teacher, etc. Chin Fatt, Donna Marie. (2001) found that the type of assessments used by the teachers were; testing, observation, performance, and oral assessments such as asking questions and discussion. The common type of assessment used by the teachers was testing. The teachers used the result of the assessments for identifying students and their proper placement; planning of lessons; informing the parents, administrators and teachers about the students' progress; preparation of cumulative records; and identifying the needs and characteristics of students. In the present study, all the head-teachers responded that their schools use both marking as well as grading system for evaluating the students. According to the Study, most of the head-teachers (59.26%) responded that the evaluation system practiced in their schools is not effective in evaluating the overall potential of the students. However, majority of the head-teachers and teachers were satisfied with the evaluation system of their schools. According to the head-teachers the main problems with respect to evaluation system in their school are such as; the schools are not able to properly follow the guidelines provided under the Continuous Comprehensive Evaluation (CCE) system due to time factor, the present evaluation system gives more importance to academic performance, there is no uniformity in the evaluation and assessment methods used by the teachers, there is also a lack of concern and cooperation from parents with regard to their children's project works and assignments. Furthermore, the head-teachers are also of the view that many of the students take assessments and evaluation very lightly, and the head-teachers also responded that the present system of evaluation is too subjective. The present Study reveals that the teachers use homework/assignments, class tests, and terminal examinations, project works, weekly tests, making use of teachers' observation, unit tests, makes use of oral/written reports from them, and, quiz for evaluating the students. The Study also found that all the teachers face problems while evaluating the students' performance. In this connection, the teachers encounter time constraints, problem of

subjectivity while evaluating students' performance, and inadequate training regarding evaluation.

5.27.9. Parents and Community: The school is a part of the society. It is a sacred social institution where the young generation of the community socialize and learn. As such the parents and community have a big role to play in the growth and development of this social institution viz., the school, and the children studying therein. According to a study conducted by Vacca-Rizopoulos., Lisa Anne Marie. (2001), teachers agreed that parent involvement is vital for academic achievement of the students. According to the teachers, parent involvement means assisting their children in assignments, taking part in Parent-Teacher Association meets and efforts of teachers being recognized. Dowd, Amy Jo. (2001) found that community participation in the education process greatly enhances the learning of the students. Suver, Sara, L. (2000) found that the parents were willing to volunteer and help the school as much as they can. They wanted their children to succeed by establishing good communication with the school. Panigrahi, M. R. (2013) observed that school effectiveness is closely connected with more community participation. Tejaswani, K., Sridevi, Lalitha M. (2012) found that the schools lack support from the parents. According to the present Study, majority (51.85%) of the head-teachers responded that the parents and community do not actively participate in the activities of the school and majority of the head-teachers and teachers are partially satisfied with the co-operation of parents and community. The Study also reveals that all the head-teachers (100%) call for parent-teacher meetings and academic matters are taken up and discussed in the parent-teacher meetings. As per the Study, all the head-teachers (100%) responded that the School Management Committee (SMC) or VEC (Village Education Committee) members use to visit their school. Some of the head-teachers are not satisfied with the cooperation of parents and community because some parents are irresponsible and not cooperative, they do not give time to their children, and they also neglect and disregard parent-teacher meetings. With regard to PTA, all the Head-Teachers (100%) responded that their schools have Parents-Teacher Association. The Study also shows some worth mentioning welfare measures undertaken by the parents and community for the school as per the parents' responses which are such as; organizing cleanliness drives in and around the school, donating furniture, teaching-learning materials, and cash; repairing roof, walls, and toilets of the school; and employing teachers through community contribution especially maths/science teachers due to shortage of such teachers in the school.

5.27.10. Impact of important schemes of the government: The Government has launched and implemented many schemes and programs for improving the primary education sector.

The present study found both positive and negative aspects in this regard. As per the Study, majority of the head-teachers (77.78%) responded that the help provided by the Government is to some extent sufficient to meet the requirements of the school; while, 22.22% of the head-teachers responded that the help provided by the government is not sufficient for their school. Apart from this, all the head-teachers (100%) responded that the schemes launched by the Government have a positive impact on their school. The Study also reveals that the areas of positive impact on the school through schemes launched by the Government as per the respondents are; avoiding malnutrition and gender gap, improvement in curriculum, financial, administration, infrastructure, student achievement, student attendance, and student enrolment, effective teaching-learning process, and more participation of parents and community in school activities.

Majority of the Teachers (62.43%) responded that the impact of governmental schemes is positive only to some extent; while, 37.57% of the Teachers responded that the schemes are having a positive impact on their schools. The Study indicates the areas of positive impact through various schemes launched by the Government. The responses of the Teachers in this regard are such as; 68.51% (majority) of the Teachers responded that one important area of positive impact is in avoiding malnutrition, 62.71% on avoiding gender gaps, 55.52% of the Teachers responded that the area of administration has improved, 52.49% of the Teachers responded that there is positive improvement in students' achievement, 51.93% of the Teachers feels that the schemes has helped in effective teaching-learning process, 47.24% of the Teachers responded that there is more participation of Parents and Community in school activities due to the schemes, 42.82% of the Teachers responded that there is a positive impact on the overall curriculum of their schools, 39.23% of the Teachers responded that there is a positive trend in students' attendance (Though a study conducted by Krishnamurthy, R. (1985) found that the introduction of Mid-Day Meal did not show any effect on the attendance of children), 37.57% of the Teachers responded that there is improvement in the financial status of their schools, 35.63% of the Teachers responded that there is visible improvement in the infrastructure of their schools, and, 31.21% of the Teachers feel that the number of students' enrolment has risen after implementation of the schemes.

Furthermore, majority of the parents (38%) are not satisfied with the help provided to the school by the government through various schemes/programs, 32% of the parents are satisfied to some extent, and 30% of the parents are very satisfied with the assistance provided by the government to the school.

With respect to Mid-Day Meals, all the students (100%) responded that their schools provide mid-day meals. However, majority (41.33%) of the students partially like the food provided by their school during mid-day meals, 40.47% of them do not like the food being provided, and the remaining 18.20% of the students likes the food provided to them. All the students (100%) also responded that their school do not provide cooked meals on all working days but provide only occasionally. Furthermore, all the students responded (100%) that the schools use to distribute uncooked food items like rice, dal, and salt sometimes. Regarding Mid-Day Meal Scheme, majority (70%) of the government officials responded that the implementation of mid-day meal scheme is successful and remaining 30% feel that the scheme is successful only to some extent.

With regard to Communitization, majority (70%) of the government officials responded that the communitization program has been successful and the remaining 30% responded that communitization has been partially successful (only to some extent) in improving the condition of Government Primary Schools. With regard to the question on why communitization has not been successful, some of the government officials responded that the programme has not been successful for some of the reasons such as; increase in the number of proxy teachers especially due to the lack of strictness of VEC affecting the quality of education, too much power have been given to the VEC through the Communitization Act, there has also been so many instances and reports of teachers absenting from duties and being irregular, and poor implementation of Communitization on many instances.

With respect to effectiveness of Samagra Shiksha Abhiyan, majority of the respondents (75%) were of the view that Samagra Shiksha Abhiyan has been effective so far in improving the status/condition of Government Primary Schools. The remaining 25% feel that the new scheme is effective only to some extent.

As such it is suggested that governmental schemes can be more successful if there is effective coordination among all concerned and, wise utilization of resources and implementation.

5.27.11. Main problems of Government Primary Schools under Kohima District: The position of primary education in the hierarchy of education cannot be underestimated. It is the base for all other levels of education; without the base nothing can be built upon or without the foundation, a building is useless. However, the findings of the present study reveal that the government primary schools under Kohima district are not without some problems. According to the head teachers, the main problems face by government primary schools of Kohima district are such as; lack of parental support, poor economic background, preference of private

educational institutions, illiterate parents, and acute difficulty in dealing with the students of this age group, poor enrolment and lack of proper facilities, and, teachers are compelled to teach in mother tongue/Nagamese. The present Study reveals the responses of the Teachers on the main problems face by government primary schools of Kohima district such as; shortage of funds, problem of medium of instruction for teachers posted in a place where he/she does not know the local dialect, geographical condition/location, poor background of students, illiterate parents, poor study habits of the students, poor enrolment, lack of supervision and guidance from parents, less participation by the community, poor infrastructure facilities, insufficient teaching aids/teaching-learning materials, in some cases, under-aged children gets admitted in the government primary schools, students dropping out, lack of important technologies in the classroom like projectors, frequent alteration of educational policies in the State, and teachers are compelled to teach in mother-tongue. Basing on the responses given by the parents, the Study also reveals that the type of problems faced by the government primary schools at present are such as; lack of drinking water facilities, lack of proper toilet facilities especially for girls, haphazard implementation of mid-day meal, lack of proper fencing or boundary wall around the school, very low enrolment, shortage of teachers, need for major repairing of roofs and classroom walls, and financial constraints. According to the government officials, government primary schools are facing problems in areas such as; low quality of education due to rampant increase in proxy teachers, schools are not functioning up to the expectation, poor enrolment and retention, low learning outcomes/poor academic performance, high drop-out rate, scantily equipped schools, lack of libraries, lack of parental concern and support, government primary schools are far behind private schools in many areas, poor infrastructure, poor electrification and drinking water facilities, financial constraints, pupil-teacher ratio problem, and poor implementation of Right to education Act and other schemes.

The above discussion highlights many facets of the government primary schools under Kohima district. In comparison with the review done, there are many aspects of the present study's findings which stand unique and locale to its area of study. Hence the present study is significant. Despite the numerous efforts being invested by the government and concerned individuals and groups, among many others, the findings of the study suggests that the government primary schools under Kohima district are still facing many problems such as, shortage of teachers especially subject-specific teachers, lack of uniformity in the number of teachers among the government primary schools, shortage of trained teachers, poor students' enrolment and academic achievement, lack of or poor infrastructure facilities, poor

involvement of parents and the community, and problems relating to effective and efficient administration and management, etc…

Eradicating all the problems is not an easy task and cannot be done in a day or two. It requires step by step systematic planning to tackle the problems one at a time. The world is ever changing and it will change for the better as citizens and the new young generation become more aware and enlightened. Therefore, surely in the near future the status of primary education in the government primary schools of Kohima district will achieve actualization, reach the top and become an inspiration for the rest of the districts, States and the Nation as a whole.

5.28. SUGGESTIONS OR REMEDIAL MEASURES

The following remedial measures have been suggested by the Investigator for bringing about an improvement in the condition of primary education in the government primary schools of Kohima district:

a. Appointment of more trained teachers in such a way that it enforces uniformity in the number of teachers among the government primary schools.

b. Improving the enrolment of students through infrastructure developments and co-operation of the community.

c. Facilitating good infrastructure facilities through adequate funds and wise utilization of such funds.

d. Improving academic achievement or performance of the students through effective teaching-learning transaction, remedial and tutorial classes, reinforcement of students, cooperation of parents and facilitating an over-all conducive environment.

e. Introducing more flexibility in the school curriculum and enriching it with variety of activities and experiences; and removing any obstacles in the way of effective curriculum transaction.

f. Practicing objectivity in evaluation and assessment of students.

g. Encouraging more participation of parents and community in the activities of the school through sensitization and awareness campaigns and programs.

h. Implementing schemes and programs of the Government wisely to minimize wastage and increase positive outcome.

i. Appointing more non-teaching staff in the government primary schools to minimize the burden of teachers who usually performs both teaching and non-teaching duties.

j. Division or sharing of administrative and management responsibilities among the teachers for improved functioning and minimizing the burden of head-teachers.

k. Providing refresher course teacher-trainings to all in-service teachers from time to time for their professional development.

CHAPTER-6
SUMMARY, EDUCATIONAL IMPLICATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

6.1. INTRODUCTION

In this chapter, the Investigator has attempted to present a summary of the present study and its educational implications. Additionally, this chapter also incorporates the suggestions for further research and conclusion.

6.2. SUMMARY

6.2.1. SIGNIFICANCE OF THE STUDY

Primary education forms an integral part of the entire education system. The importance of primary education lies in the proven fact that the seeds are planted at this stage for later levels of education. Therefore, it is essential for the society to give due attention to the primary education sector for improving its quality as well as quantity.

The quality of primary education is dependent on good infrastructure facilities, sufficient number of quality teachers, an efficient, effective and dynamic curriculum, active parent-community participation, good percentage of student enrolment and retention, effective and wise implementation of government schemes and programme, etc… The success of primary education in our country also depends upon the successful solving of the problems, issues, and challenges through research. Hence, considering all the aforementioned issues and challenges of primary education, the Investigator undertook the present study to find out the status and problems of Government Primary Schools in the Kohima District of Nagaland and suggestion remedial measures basing on the findings of the study.

In so far as the review of literature is concerned, many researches have been done with respect to primary education and the findings are noteworthy. However, no research has been done on the status and problems of primary education in the government primary schools of Kohima district. Therefore, the researcher undertook this present study with the aim to bring about an understanding of the status and problems of primary education in the Government Primary Schools of Kohima District. The findings of the study can sensitize, create awareness and develop knowledge and understanding about the various aspects associated with primary education in Kohima District. The present study can also help bring about an improvement in the problems of primary education through suggestion and measures. Furthermore, the researcher can uncover vital areas concerning primary education through the present study. Moreover, the present study can also open up new scope for further research in the area.

6.2.3. STATEMENT OF THE PROBLEM

The problem of the present study is stated as, "A Study of the Status and Problems of Primary Education in the Government Primary Schools of Kohima District".

6.2.4. RESEARCH QUESTIONS

The present study is intended to seek answers to the following questions:

a. What is the profile of Head Teachers in the Government Primary Schools of Kohima District with respect to gender, age, training, and educational qualifications?

b. What is the profile of Teachers in the Government Primary Schools of Kohima District with respect to gender, age, training, and educational qualifications?

c. What is the status of Government Primary Schools of Kohima District with respect to enrolment, infrastructure, academic achievement, and curricular and co-curricular activities?

d. What teaching methods do the teachers of the Government Primary Schools of Kohima District use, to teach their students?

e. What evaluation system do the Government Primary Schools of Kohima District use, to evaluate the students?

f. What is the role of parents and community in the education process of students of Government Primary Schools of Kohima District?

g. What impact do the important schemes of the Government have on the Government Primary Schools of Kohima District?

h. What problems do the Government Primary Schools of Kohima District face?

i. What remedial measures may be suggested for improving the problems basing on the findings of the study?

6.2.5. OBJECTIVES OF THE STUDY

a. To study the profile of Head Teachers and Teachers in the Government Primary Schools of Kohima District with respect to gender, age, training, and educational qualifications.

b. To find out the status of Government Primary Schools of Kohima District with respect to enrolment, infrastructure, academic achievement, and curricular and co-curricular activities.

c. To analyze the status of teachers, teaching methods and evaluation system of students in the Government Primary Schools of Kohima District.

d. To examine the role of parents and community in the education process of students of Government Primary Schools of Kohima District.

e.   To study the impact of important schemes of the Government on the Government Primary Schools of Kohima District.

f.   To uncover the problems face by Government Primary Schools of Kohima District.

g.   To suggest remedial measures for improving the problems basing on the findings of the study.

6.2.6. OPERATIONAL DEFINITIONS OF THE TERMS USED

a.   Infrastructure: For the purpose of the present study, the term "Infrastructure" refers to the availability and condition of toilets, electricity, classrooms, playground, library, furniture like chairs, tables, desks, seats, blackboards, and building in the Government Primary Schools of Kohima District.

b.   Academic Achievement: It refers to the achievement scores of the students in their previous annual examinations.

c.   Samagra Shiksha Abhiyan: It is a scheme launched on 24th May 2018 by the Government of India. It is a merger or blend of the previously launched three Schemes viz., Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

d.   Communitization: It means the transfer of powers and responsibilities from the State Government to the community with respect to administration and management of the communitized Government Primary Schools located in the vicinity of the community.

6.2.7. DELIMITATIONS OF THE STUDY

a.   The present study is limited only to the Government Primary Schools of Kohima District.

b.   The Sample for the present study is limited only to the Government Primary Schools of Kohima District (Class I to V); the Head Teachers, Teachers and Students of Government Primary Schools of Kohima District, Parents residing in the five Educational Block Resource Centers of Kohima District; and Government Officials working under the Department of School Education, Nagaland: Kohima.

c.   Only class IV students were taken as sample for the focus group discussion.

6.2.8. POPULATION OF THE STUDY

The population for the present study comprises the Government primary schools under Kohima District. As per the official record, there are 87 Government Primary Schools under Kohima District with 1388 students and 797 teachers. Further, Kohima district is divided into five (05) Educational Block Resource Centers (EBRCs) namely, Viswema, Chiephobozou, EBRC- Tseminyu, L. Khel Kohima, and Sechu Zubza. Mention may be made that EBRC-

Tseminyu was declared as a District by the State Government only after the data collection was completed. However, it is also included in the data presented in this study.

6.2.9. SAMPLE AND SAMPLING METHOD USED IN THE STUDY

a) Through Simple Random Sampling, 60 Government Primary Schools were selected out of the 87 total number of Government Primary Schools under Kohima District i.e., 12 Government Primary Schools were chosen at random using Simple Random Sampling from each of the 5 (five) Educational Block Resource Centers under Kohima District.

b) All 60 Head Teachers of the selected Government Primary Schools i.e., 12 from each EBRC were taken as sample.

c) All 370 Teachers from the selected Government Primary Schools were taken as sample.

d) A total of 480 students were taken as sample i.e., 8 Students from Class 4 were selected through Simple Random Sampling from each selected Government Primary Schools i.e., 8 x 60 = 480

e) 50 Parents were taken as sample for the study i.e., 10 Parents from each of the 5 (five) Educational Block Resource Centers under Kohima District were selected through Simple Random Sampling.

f) 20 Government officials working under the Department of School Education, Nagaland: Kohima were selected through 'purposive sampling' technique. The researcher will select those officials who have in-depth knowledge and information about the primary education sector in Kohima District. This was done after thorough inquiry about those officials from the Department of School Education, Nagaland: Kohima.

g) Thus, the total sample size for the present study was:
    60 + 370 + 480 + 50 + 20 = 980

6.2.10. RESEARCH TOOLS USED IN THE STUDY

For collecting data for the present study, the Investigator used Questionnaire for the Head-Teachers and Teachers, Focus Group Discussion for the Students, and Interview schedules for the Parents and Government Officials.

The drafts of questionnaires and interview schedules were then submitted to the supervisor and 3 (three) experts for ascertaining content validity. Valuable suggestions were given by them with regard to the content and language of the questions. The photocopies of the questionnaire were then made for distribution. The photocopies of the interview schedules were also made for conducting the interviews.

The above research tools were developed by the researcher in consultation with the supervisor. Moreover, relevant official records, data, reports, publications and various references were consulted for the present study.

6.2.11. COLLECTION OF DATA FOR THE STUDY

For collection of the data, the researcher personally visited the Government Primary Schools and distributed the Questionnaires to the Head Teachers and Teachers. The researcher also conducted the Interviews with the parents and Government Officials, and conducted the Focus Group Discussions with the students. Apart from recording the responses on a notebook, audio recording through mobile phone was also done during the Interview and Focus Group Discussion sessions. The researcher mostly used Nagamese and English, but also employed local dialect translators during the interview and focus group discussions. Apart from these, the Investigator also consulted secondary sources for the present study.

6.2.12. ANALYSIS OF DATA

The collected data were analyzed and interpreted by employing appropriate measures of statistics which can yield useful and reliable results. Responses to the questionnaires, interview schedules and focus group discussion were classified, tabulated, and counted into percentages. Analysis and interpretation of data were made basing on the responses. The percentage, mean, etc. were calculated and used for interpretation.

6.2.13. STATISTICAL TECHNIQUES USED

Statistical techniques such as percentage analysis and arithmetic mean were used in the present study.

6.2.14. SCORING OF QUESTIONNAIRES

Scoring of questionnaires was done by counting the number of responses 'yes', 'no', 'sometimes' and 'to some extent' type of questions with the help of tally to marks. For open type of questions, all the responses were recorded on separate sheets of paper. The common responses were sorted out. Similarly, suggestions given by the teachers and head-teachers were analyzed by noting the responses on separate sheets of paper.

6.2.15. SCORING OF INTERVIEW SCHEDULES

Scoring of interview schedules was done by counting the number of responses and converting them into 'yes', 'no', 'to some extent', 'not uniform', and 'most of the time' type of responses with the help of tally to marks. Responses to open ended questions were recorded on a separate sheet of paper and common responses were sorted out. Further, suggestions given

by the parents, and government officials were also recorded on separate sheets of paper and common responses were sorted out.

6.2.16. SCORING OF FOCUS GROUP DISCUSSION

Scoring of focus group discussion was done by counting the number of responses such as 'yes', 'no', 'to some extent', 'most of the time', 'sometimes' and 'some teachers only', and converted to percentages with the help of tally to marks. Furthermore, similar and common responses to open ended questions were sorted out, categorized, and placed under the head 'type of response' inside the table. The students were asked by the investigator to raise their hand as a sign of affirmation to some questions.

6.2.17. MAJOR FINDINGS OF THE PRESENT STUDY

1. **STATUS OF GOVERNMENT PRIMARY SCHOOLS IN KOHIMA DISTRICT**

i.   **Number of Government Primary Schools in Each Educational Block Resource Centres (EBRCs) of Kohima District:** As per the study, Kohima district is divided into five Educational Block Resource Centres (EBRCs) viz., Chiephobozou, L. Khel, Sechu Zubza, EBRC-Tseminyu, and Viswema. There are a total of 87 Government Primary Schools in the District. Among the five EBRCs under Kohima District, EBRC- Tseminyu has the highest percentage (35%) of Government Primary Schools, followed by Sechu Zubza (18%), Chiephobozou (15%), L. Khel (15%), and Viswema (11%).

ii. **Number of Government Primary School Teachers in Kohima District:** The study found that there are 797 Government Primary School Teachers in Kohima District. Among the five EBRCs under Kohima District; L. Khel has the highest concentration of Government Primary School Teachers with 36%, followed by EBRC- Tseminyu (23%), Chiephobozou (16%), Sechu Zubza (14%), and Viswema (11%).

iii. **Gender-Wise Data of Government Primary School Teachers in Kohima District:** According to the study, out of the total 797 teachers in the five EBRCs of Kohima District; 308 (39%) are male teachers and 489 (61%) are female teachers.

iv. **Number of Regular Teachers in Government Primary Schools of Kohima District:** The study found that there are 718 regular teachers in the Government Primary Schools of Kohima District with 218 Male and 437 Female Teachers. Among the five EBRCs under Kohima District; L. Khel has the highest number of GPS Regular Teachers with 35%, followed by EBRC- Tseminyu with 23%, Chiephobozou (16%), Sechu Zubza (15%), and Viswema (11%).

v. **Number of Contract/Adhoc Teachers in Government Primary Schools of Kohima District:** There are 79 contract/adhoc teachers (Male: 27 and Female: 52) presently working in Government Primary Schools of Kohima District. Among the five EBRCs under Kohima District; L. Khel has the highest concentration of contract/adhoc teachers with 43%, followed by Chiephobozou (18%), EBRC-Tseminyu (16%), Viswema (13%), and Sechu Zubza (10%).

vi. **Number of Trained Teachers in Government Primary Schools of Kohima District:** There are 467 trained teachers in the Government Primary Schools of Kohima District with 161 trained male teachers and 306 trained female teachers. The study also found that L. Khel has the highest number of trained teachers (39%), followed by EBRC-Tseminyu (22%), Chiephobozou (15%), Viswema (12%) and Sechu Zubza (12%).

vii. **Gender-Wise Enrolment of Students in Government Primary Schools of Kohima District:** The total students' enrolment in Government Primary Schools under Kohima District is 1388 with 794 boys and 594 females. Among the five EBRCs, L. Khel has the highest students' enrolment with 49%, followed by Sechu Zubza (16%), EBRC-Tseminyu (16%), Viswema (10%), and Chiephobozou (9%).

viii. **EBRC-Wise Student-Teacher Ratio in Government Primary Schools of Kohima District:** The study reveals that the student-teacher ratio for Chiephobozou is 0.9:1, L. Khel is 2.4:1, Sechu Zubza is 2:1, EBRC-Tseminyu is 1.2:1, and Viswema is 1.6:1. The overall student-teacher ratio is 1.7:1.

ix. **Year-Wise Students' Enrolment (Class 1-5) in Government Primary Schools under Kohima District:** The study found that the yearly enrolment of students in government primary schools under Kohima district has been on a steady decline with 6093 students enrolled during the year 2015-16 but it has declined to 4791 during 2020-21; which shows a decline by 11.96%.

x. **Academic achievement or performance (educational indicators) of government primary schools in Nagaland:** As per the study, the transition rate from primary to upper primary stage is 95.01% (Boys- 93.38% and Girls- 96.71%), while, the retention rate in primary stage is 68% (Boys- 68% and Girls- 69%) and the dropout rate in primary stage is 4.33% (Boys- 4.84% and Girls- 3.80%).

2. **PROFILE OF HEAD-TEACHERS:** The study found that, out of the total of 54 head-teachers, 32 (59.26%) were male and 22 (40.74%) were female. With regard to age, majority of the head-teachers i.e., 39 (72.22%) belonged to 36 years of age and above. With respect to training, majority of them i.e., 50 (92.59%) were trained and 4 (7.41%)

were untrained. As per educational qualification is concerned, majority of the head teachers i.e., 27 (50%) were graduates. And with regard to teaching experience, majority of them i.e., 29 (53.70%) had 20 years and above teaching experience.

3. **PROFILE OF TEACHERS:** The study found that, out of the total of 362 teachers, 161 (44.48%) were male and 201 (55.52%) were female. Majority of the teachers i.e., 226 (62.43%) were in the age group of 36 years and above. With regard to training, majority of the teachers i.e., 315 (87.02%) were trained and 47 (12.98%) were yet to undergo their training. Regarding educational qualifications, majority of the teachers i.e., 161 (44.48%) were found to be graduates. With respect to teaching experience, maximum number of teachers i.e., 161 (44.48%) were found to possess 10-19 years of teaching experience.

4. **ENROLMENT:**

Majority of the head-teachers (38.88%) responded that enrolment in their school is decreasing; while, 37.03% of them responded that it is showing an increasing trend and 24.07% of the head-teachers responded that the enrolment is neither increasing nor decreasing. The Study reveals that majority of the Teachers (43.66%) are not satisfied with the enrolment of students; 38.67% of them are satisfied, and, 17.67% of the teachers are partially satisfied (to some extent).

According to the Teachers, the possible causes for poor enrolment are such as; insufficient classrooms and lack of other facilities, more preference given to private schools, migration to urban areas, rise in the number of new schools being established in nearby villages, lack of trust on Government schools by the community, failure on the part of Government schools in many areas, negligence of Government schools by the society, and, shortcomings on the part of teachers, and other members of the community.

According to the Study, majority of the parents (54%) are not satisfied with the enrolment of students in the school, 26% of the parents are satisfied with the enrolment, and 20% of them are satisfied only to some extent.

As per the Study conducted, majority of the Government officials (65%) responded that they are not satisfied with the enrolment status of students in the Government Primary Schools. While 20% of the respondents are satisfied with the enrolment and 15% of them were in the category of 'to some extent'. All the respondents (100%) agreed that the government has been taking many initiatives to improve the enrolment of students through various schemes and programmes. According to the respondents, the government has implemented so many schemes and programmes like, communitization, Samagra Shiksha Abhiyan and mid-day meals, and has been following the provisions provided under the Right to Education Act, 2009

for bringing about an improvement in the enrolment of students in the government primary schools.

5. INFRASTRUCTURE:

With regard to infrastructure, majority (51.85%) of the head-teachers responded that their school building is RCC type whereas, 48.15% of the head-teachers responded that their school building is non-RCC which includes semi-RCC type. According to the Study, the head-teachers were not satisfied with infrastructure of their schools due to the reasons such as; lack of computer and electricity connection, no proper roof, wall, and fencing, shortage/poor condition of desks and benches, inadequate/poorly equipped classrooms, absence of proper toilet facilities especially for the girl students, lack of/congested playground, and inadequate/lack of drinking water facilities. The head-teachers responded that all areas in infrastructure need major improvements; however, financial constraints are a hurdle in the way of making infrastructure improvements. Furthermore, the head-teachers also responded that there is lack of concern from the Government as well as the Village Education Committee (VEC) and School Management Committee (SMC) in bringing about improvements in the infrastructure of the schools. Moreover, according to the head-teachers, there is no space for further extension work, funds proposed for are not sanctioned, and there is no response from the concerned authority in spite of repeated pleas. Most of the head-teachers (59.26%) responded that the seating arrangements in their school classrooms were suited to the needs of the students and majority (57.41%) of them responded that the classrooms in their schools have proper ventilation. With regard to the availability of computers, majority (55.56%) of the head-teachers responded that their schools have computers; while, 44.44% of the head-teachers responded that their school do not have computers. According to the Study, 55.56% (majority) of the head-teachers are of the view that their school does not have the required mechanism to properly maintain the available infrastructure facilities; however, 44.44% of the head-teachers responded that their schools have the required mechanism to properly maintain the available infrastructure facilities. Furthermore, the head-teachers responded that they maintain the available infrastructure facilities of their school by; repairing furniture through the grants received by the school, renovation of minor defects in school building through the grants received by the school, applying sufficient security measures to keep its available facilities safe, monitoring and repairing the school infrastructure facilities from time to time, and volunteering/donation from the parents and community. The Study also found that the main problems face by the schools according to the Head-Teachers with regard to infrastructure are such as; shortage of classrooms, require more classrooms for division of classes, inadequate

finance to improve the school infrastructure, lack of fencing or boundary wall to protect the property of the school from miscreants, lack of proper playground, insufficient/poor toilet facilities, deplorable condition of classroom roofs and partition walls, poor condition of furniture such as desks, benches, tables, and chairs, etc., poor condition of school building, poor electricity/no electricity connection at all, installation of dangerous electric posts inside the school premises endangering the lives of both the teachers and the students, absence of school gate, poor condition/absence of doors for the classrooms, unavailability of human resources such as good carpenters to repair the school furniture, insufficient space for school compound, and lack of/shortage of drinking water facilities.

Regarding infrastructure, majority of the Teachers (44.47%) were not satisfied with the infrastructure of their schools; 35.64% of them were partially satisfied (to some extent), and, 19.89% of the Teachers were satisfied with their schools' infrastructure. The reasons for dissatisfaction are such as; poor building condition, poor toilet facilities, no library, and, congested or no playground. Furthermore, majority of the Teachers (67.96%) responded that their schools have sufficient classrooms to accommodate the students; whereas, 32.04% of them responded that their classrooms were not sufficient to accommodate the students. In this regard, majority of the Teachers (61.05%) responded that their schools have five classrooms, 17.95% responded that their schools have four classrooms, 16.30% of the responded that their schools have more than five classrooms, and, 4.70% responded that they have only two classrooms. All the Teachers (100%) responded that their schools are somehow managing to accommodate the students in the available classrooms. All the Teachers (100%) responded that their schools have toilet, staff room, desks, benches, chairs, and black board/whiteboard; 80.94% have separate toilets for girls and the faculty, 74.58% have fencing/wall and drinking water facility, 71.82% have playground, 61.32% have electricity, 1.10% have library, and, 0.83% have reading room. According to the Study, majority of the Teachers (64.92%) responded that furniture is sufficient in their schools; whereas, 35.08% of them responded that it is not sufficient. Furthermore, all the Teachers (100%) responded that wooden desks and benches are provided for students in the classrooms, 92.54% of the teachers responded that blackboard is provided in the classrooms, 87.02% of them responded that wooden chairs and tables for the teachers along with whiteboard is provided in the classrooms, and, 33.70% of the teachers responded that plastic chairs and tables are provided in the classrooms in their schools. According to the Teachers, the main infrastructural problems are such as; Lack of toilets, shortage of water, water tank needs repairing, no proper water pipeline, outdated school building, poor condition of desks and benches, no reading room and library, not enough plot

of land for further development and extension, poor condition of building walls, no proper hall to provide mid-day meals, no computer room, lack of and/or congested playground, lack of and/or poor electricity, poor road condition, and, lack of transport facility.

According to the Study, majority (40.04%) of the students responded that they like the building of their school only to some extent. Whereas, 34.48% of the students do not like their school building and the remaining 25.48% like the building of their school. Majority (54.17%) of the students also responded that they do not like their classroom. Whereas, 23.13% of them like their classroom and the remaining 22.70% like their classroom only to some extent. Furthermore, majority (57.39%) of the students responded that they do not like their school toilet. Meanwhile, 30% of them like the school toilet only to some extent and remaining 12.20% responded that they like their school toilet. With regard to drinking water facilities, majority (73.02%) of the students responded that their schools do not provide drinking water. However, the remaining students (26.98%) responded that their schools provide them with drinking water facilities. It is also found that, majority of the students are not satisfied with their school playground. Whereas, 18.84% of the students were satisfied with their school playground, and the remaining 12.42% responded that they are satisfied only to some extent.

With respect to the school building, majority (44%) of the parents were partially (to some extent) satisfied with the school building, whereas 38% of them responded that they were not satisfied at all, and the remaining 18% of the parents responded that they were satisfied with the school building. Majority (46%) of the parents were also not satisfied with the condition of the classrooms, 32% of them were partially satisfied, and 22% of them were satisfied with the classrooms. As per the Study, majority (56%) of the parents is partially (to some extent) satisfied with the school playground, and 44% of them are not at all satisfied with the school playground. Regarding toilet facilities, majority (62%) of the parents are not satisfied with the toilet facilities existing in the school, 30% of them are satisfied to some extent, and just 8% of the parents responded that they are satisfied with the toilet facilities.

With regard to infrastructure, majority (70%) of the government officials are not satisfied with the infrastructure of government primary schools, while 30% are partially satisfied. According to the respondents; for improving the infrastructure of government primary schools the government have been undertaking various measures such as, repairing and renovation of school buildings, extension and repair of classrooms, library grants for school libraries and supply of important books, repairing and replacing toilet facilities in the schools, supply of important materials including black boards, desks, benches, tables, chairs, and computers, and making it mandatory for the schools to give status reports from time to time.

6. ACADEMIC ACHIEVEMENT/PERFORMANCE:

Majority (59.26%) of the head-teachers responded that girl students have the best academic performance over the years and 40.74% of the head-teachers responded that boy students have the best academic performance over the years. Furthermore, majority (51.85%) of the head-teachers do not feel that the students' academic achievement is far behind their potentials; whereas, 48.15% of the head-teachers feel that the students' academic achievement is far behind their potentials and so the students can do better. According to the head-teachers, the causes for students' under-achievement are such as; poor study habit of students, negligence of parents and guardians, lack of students-support services, lack of guidance, poor facilities, poor economic condition to avail good facilities, busy in other areas rather than the school or study, ignorance of parents, and lack of motivation/encouragement.

As per the Study, majority of the Teachers (44.75%) are satisfied with the academic achievement of the students; 31.22% of the Teachers are not satisfied, and, 24.03% of them are partially satisfied (to some extent). Majority of the Teachers (75.69%) also responded that the academic performance of girl students is better in their schools over the years; whereas, 24.31% of the Teachers responded that boy students' academic performance is better than girl students. The reasons given by the Teachers in this regard are such as; they give more interest/concentration in their studies, more hardworking and sincere, they are brilliant, more attentive in the classroom, they are regular in class and punctual, they complete their homework and assignments on time, they are obedient, and, more disciplined. Furthermore, all the Teachers (100%) responded that they give special attention to the students with poor academic achievement. According to the Teachers, certain mechanisms are used by them to teach the students with poor academic achievement. The mechanisms are such as; giving special tuition, giving extra time and teaching in a simpler way with lots of examples, taking extra classes and re-teaching, giving extra assignments and conducting periodical tests, giving remedial classes, giving private tuition and structuring a proper time-table, letting the students read/study in the presence of the teachers and encouraging them to study, and, using probing questions and taking retests. The Study reveals the main problems associated with students' poor academic achievement as per the Teachers' responses such as; lack of self-study at home, lack of interest in studies, illiterate parents and their inability to help their children in studies, lack of proper supervision and guidance from parents, poor attendance, undisciplined, absence of conducive and stimulating environment for learning, lack of proper study routine, only limited teachers to guide the students, and, lack of seriousness in appearing class-tests, doing homework, no advance preparation and irregularity in class.

With respect to academic achievement/performance, majority (38%) of the parents are partially (to some extent) satisfied with their child's academic performance, 34% of the parents are not satisfied at all with their child's academic performance, and 28% of the parents responded that they are satisfied.

With regard to academic performance/learning outcome, most of the Government officials (55%) were not satisfied; whereas 30% lies in the category of partially satisfied and the remaining 15% were satisfied. Furthermore, all the respondents (100%) affirmed that the Government have been taking initiatives for improving the academic performance/learning outcomes of students. In this connection, the Government officials responded that, programmes/schemes under Samagra Shiksha Abhiyan like the NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) programme is aimed at improving the learning outcomes of the students through the training of teachers in the art of developing critical thinking in their students, taking care of various teaching-learning situations, imbibing skills on counselling, and other skills on different areas including the creation of an effective and joyful teaching-learning environment. Apart from this programme, the respondents also opined that the ACL (Activity and Competency Learning)/LEP (Learning Enhancement Programme) programme has been reported to be very successful in improving the learning outcome of the students due to its emphasis on joyful learning atmosphere; which results in students becoming more attentive and saw an increase in the attendance of students. Apart from these, the government also recently launched the NECTAR (Nagaland Enhancing Classroom Teaching and Resources) project which is aimed at securing good learning outcomes, governance, etc.

7. CURRICULAR ACTIVITIES:

Majority (72.22%) of the head-teachers responded that they have committee/s for managing the curricular activities in their school; while, 27.78% of the head-teachers responded that their school does not have such committee/s. The Study also found that the problems encountered by the head-teachers in organizing curricular activities in their schools are such as; students tend to be absent on days of assessment, fear psychosis of exams among the students, inadequate facilities, and financial constraints.

Majority of the Teachers (62.71%) responded that they are satisfied with curricular activities of their schools, 24.31% are partially satisfied (to some extent), and, 12.98% are not at all satisfied. Majority of the Teachers (89.23%) also responded that they are not a member of any committee/s for managing and organizing curricular activities in their schools; whereas, 10.77% of the Teachers responded that they are a member of such committee/s. The types of

committees in which the Teachers serve as a member for managing and organizing curricular activities in their school are such as; Time table committee, Institutional planning committee, Examination committee, Special tuition committee, Education committee/SMC, and, Guidance committee. Furthermore, majority of the Teachers (59.39%) responded that the curricular activities organized in their schools so far is only partially (to some extent) catering to the needs of students; whereas, 33.43% of the Teachers feel that the curricular activities has been successful in catering to the needs of the students, and, 7.18% of the Teachers do not think so at all.

With regard to curricular activities, majority (68%) of the parents were satisfied and the remaining 32% of the parents were partially satisfied (to some extent).

8.   CO-CURRICULAR ACTIVITIES:

According to the study, all the head-teachers (100%) responded that their schools organize games and sports, assign project work to the students, and conduct morning assemblies for the spiritual growth of students. Apart from this, 77.78% celebrate festivals, 70.37% celebrate national and international days, 57.41% organize drawing competitions, 46.30% organize quiz competitions, 42.59% organize essay competitions, 29.63% take the students on a visit to places of cultural importance, 24.07% organize fancy dress competitions, 22.23% organize variety shows, 20.37% organize sanitation drives and take the students and teachers on exposure trips; and 18.52% organize poem-writing competitions. Maximum number of the head-teachers (61.12%) responded that their schools are not able to organize co-curricular activities as planned because of lack of funds. Furthermore, 46.30% of the head-teachers responded that their schools are facing the problem of limited infrastructure facilities in organizing the co-curricular activities; 40.74% of the head-teachers responded that their schools have very less student enrolment therefore they feel de-motivated to organize co-curricular activities; and 20.37% of the head-teachers responded that time constraints prove a hurdle in organizing co-curricular activities.

Majority of the Teachers (41.99%) are satisfied with co-curricular activities of their schools; whereas, 37.02% of the Teachers are partially satisfied (to some extent), and, 20.99% of them are not satisfied at all. Furthermore, majority of the Teachers (76.52%) responded that students use to participate in the co-curricular activities organized by their schools; whereas, 23.48% of the Teachers responded that the students do not take interest or participate in such activities.

According to the Study, all the students responded that they participate in co-curricular activities of the school.

Majority (84%) of the parents were satisfied with the co-curricular activities of the school, and 16% of them responded that they were satisfied only to some extent.

As per the Study, all the government officials (100%) agreed that co-curricular activities are important for the students.

9.   STATUS OF TEACHERS:

Majority of the Head-Teachers (87.04%) responded that the teachers are recruited through competitive/departmental exams; whereas, 7.40% of the Head-Teachers, the teachers are not recruited through such exams, and 5.56% of the Head-Teachers responded that the teachers are recruited through competitive/departmental exams only sometimes. As per the Study, all the Head-Teachers (100%) responded that the teachers are sent for in-service teacher-training programmes. However, the types of problems face by Head-Teachers with respect to sending the teachers for in-service training programmes are such as; the appointment of substitute teachers is not possible therefore it is difficult to occupy the classes when teachers go for their training, the anticipated targets of the school cannot be achieved when teachers go for training, and, the vacant position left by the teachers who went for training creates a burden for the remaining teachers who are compelled to occupy the classes. Most of the Head-Teachers (94.45%) responded that the teachers are cooperative; whereas, 5.55% of the Head-Teachers responded that the teachers are cooperative only to some extent. Majority (77.78%) of the Head-Teachers responded that the teachers share their problems with them; whereas, 22.22% of the Head-Teachers responded that the teachers do not share their problems. The types of problems shared by the teachers are such as; poor academic performance of students, problems related to classroom management, and, discipline problems of students. As per the Study, all the Head-Teachers (100%) responded that the teachers are allowed to involve in management of the school. According to the Study, all the Head-Teachers (100%) responded that there is cordial relationship between them and the Teachers. According to the Study, majority of the Head-Teachers (79.63%) responded that the teachers are performing well in the school; whereas, 20.37% of them are partially satisfied (to some extent) with performance of the teachers. They also agreed that such teachers need orientation/refresher course training for improving their performance. As per the Study, majority of the Head-Teachers (79.63%) responded that the teachers come regularly to the school; whereas, 20.37% of them responded that the teachers are not regular. In addition to this, majority of the Head-Teachers (42.59%) responded that the teachers are punctual only sometimes, 33.34% of the Head-Teachers responded that the teachers are punctual, and the remaining 24.07% of them responded that the teachers are not punctual at all.

The Study reveals that majority of the Teachers (28.18%) takes nine to ten classes in a week, 25.42% of the teachers take eleven and above classes, 18.23% of them take seven to eight classes, 15.19% of the Teachers take five to six classes in a week, and, 12.98% of them takes three to four classes in a week. Furthermore, majority of the Teachers (78.45%) responded that their schools allot 40 minutes per period; while, 13.54% of the Teachers responded that their schools allot 35 minutes per period, and, 8.01% of the Teachers responded that their schools allot 30 minutes per period. It is found that, all the Teachers (100%) are satisfied with their current teaching profession. With regard to workload, majority of the Teachers (88.96%) responded that workload is either average or manageable; while, 5.52% of them responded that their workload is very heavy, and, another 5.52% of the Teachers responded that their work load is light. According to the Study, all of the Teachers (100%) feel that teacher-training programs are essential for them. Majority of the Teachers (77.35%) responded that the present profession and work environment are motivating and challenging for them; while, 22.65% of the Teachers feel that the present profession and work environment are only partially (to some extent) motivating and challenging for them. Majority of the Teachers (54.97%) responded that they get support in academic works from fellow teachers only sometimes; whereas, 45.03% of the Teachers responded that they get support from their fellow teachers in academic works. As per the Study, majority of the Teachers (40.88%) responded that the present number of teachers is sufficient to cater to the needs of the students; while, 39.50% of the Teachers feel that the present number of teachers is sufficient only to some extent for catering to the needs of the students, and, 19.61% of the Teachers responded that the present number of teachers is not at all sufficient for catering to the needs of the students. According to the Study, the main problems face by the Teachers currently are such as; Work overload, absence of free periods, too many paper works, attending to so many activities of the school that are non-academic, negative feedback and attitude from and of the community with regard to government primary schools, no motivation due to less enrolment, irregular students and majority of them are domestic helpers, lack of essential facilities such as good infrastructure, and insufficient supply of basic academic needs of the students such as books and stationeries. Majority of the Teachers (46.96%) responded that the head teacher interferes with their work up to some extent. Whereas, 31.22% of the Teachers responded that the head teacher interferes with their work, and 21.82% of them responded that the head teacher does not interfere with their work. All the Teachers (100%) responded that their schools provide leave facilities. The types of leave facilities provided by the school to the teachers are; Casual leave, earned leave, medical leave, and maternity leave.

With regard to the teachers, majority (42.18%) of the students do not agree that their teachers are too strict, 42.18% of them responded that their teachers are not that strict, and 31.70% of the students feels that their teachers are strict to some extent. All the students (100%) agreed that their teachers tell them to obey the rules of the school. Furthermore, majority (63.38%) of the students responded that their teachers use to come regularly to the school, 20.99% of the students responded that only some of their teachers come to the school regularly, and 15.63% of them responded that their teachers are not regular at all.

According to the Study, majority (54%) of the parents responded that the schools have dedicated and hardworking teachers, whereas; 46% of them responded that only selected number of teachers are dedicated and hardworking. Regarding parents' opinion on whether the school has sufficient number of teachers, majority (42%) of the parents feel that the school has sufficient number of teachers to some extent, 34% of them feel that the school has sufficient number of teachers, and 24% of the parents feel that the school doesn't have sufficient number of teachers.

Regarding the present strength of teachers, majority (55%) of the government officials feel that there is no uniformity in the present number of teachers in government primary schools i.e., some schools have sufficient teachers and some does not have; the lack of uniformity also prevails with regard to the subjects within the same school. Apart from this, 25% of the respondents feel that the number of teachers at present is sufficient and the remaining 20% feel that it is sufficient only to some extent. All the government officials (100%) feel that the teachers should go for or attend teacher-training programs. In this connection, all the government officials (100%) responded that the Government organize/facilitate teacher-training programs for both pre-service and in-service teachers.

10. METHODS OF TEACHING:

According to the Study, the head-teachers are not satisfied with the methods of teaching used by teachers in their school due to reasons such as; use of lecture method is not enough for effective learning outcome, some teachers are not good in classroom management, teachers are not that competent and creative in using different methods of teaching according to the demands of the classroom situation, teachers use one method of teaching most of the time so students get bored, and some teachers do not give proper explanation. Moreover, it was also found that the head-teachers receive complaints from the students with respect to the method of teaching used by the teachers are such as; not giving proper explanation, asking too many questions, talking about other topics not related to the syllabus during class and wasting the time, and inability to manage/control the classroom properly. Most of the head-teachers

(72.23%) responded that their schools provide the essential teaching aids to the teachers; whereas, 27.77% of the head-teachers responded that their school is able to provide essential teaching aids teachers to some extent only. Majority (57.41%) of the head-teachers responded that the teachers prepare lesson plans only sometimes; while, 42.59% of the head-teachers responded that the teachers do not prepare any lesson plans at all. Maximum number of the head-teachers (77.78%) responded that the students' individual educational needs are diagnosed; while, 22.22% of the head-teachers responded that the students' educational needs are diagnosed only to some extent. According to the head-teachers the measures undertaken by the school for those students being diagnosed are such as; providing tutorials after class hours, informing the students' parents, giving proper guidance, giving extra care for slow learners; re-teaching, retraining and reassessing the concerned students, providing extra work, and giving more attention to those subjects in which the students are under-performing. All the head-teachers also responded that their school use to provide remedial teaching to the students if required.

As per the Study, all the Teachers (100%) responded that they are free or have the freedom to practice their own method of teaching. Majority of the Teachers (51.93%) also responded that to some extent their schools try to provide the necessary teaching aids; whereas, 48.07% of the Teachers responded that their schools satisfactorily provide the necessary teaching aids. In this regard, all the Teachers (100%) responded that they are provided Dusters, 60.50% are provided with Printed Charts, 60.22% are provided Blackboard and Chalk, 59.94% are provided Plain Charts, 59.67% are provided Whiteboards, 59.39% are provided Markers, and, 1.66% are provided Coloured Papers. According to the Study, the type/s of teaching skills/methods used by teachers during their teaching are such as; Play-Way, Question-Answer, Explanation, Story-Telling, use of examples/illustrations, and, experiments like tasting, touching, etc. Furthermore, majority of the Teachers (70.99%) responded that they do not incorporate audio-visual aids in their teaching; whereas, 29.01% of them responded that they use to incorporate audio-visual aids in their teaching. It is found that the type/s of audio-visual aids use by teachers are such as; Maps, Printed and hand-drawn charts, video, audio, and picture clips through smart phone, and, Toys. As per the Study, all the Teachers (100%) responded that they provide remedial teaching to the students. All the Teachers (100%) agreed that it is essential for them to follow certain techniques and methods of teaching. All the Teachers (100%) also responded that the Head-Teachers are supportive in implementing their own method/s of teaching in the school. Furthermore, majority of the Teachers (60.22%) responded that they use to encounter problems with regard to their teaching; whereas, 39.78% of them

responded that they do not encounter such problems. The types of problems face by teachers with regard to their teaching are such as; time management, insufficient teaching aids and materials, teaching slow learners, and, lack of computers and projectors.

As per the Study, majority (79.44%) of the students responded that they are satisfied with how their teachers teach them, 14.56% of the students are satisfied only to some extent, and 6% of the students responded that they are not satisfied. Furthermore, majority (73.45%) of the students responded that they are able to understand what their teachers teach them, and the remaining 26.55% of the students responded that they are not able to understand.

11. EVALUATION SYSTEM:

All the head-teachers (100%) responded that their school use both marking as well as grading system for evaluating the students. According to the Study, most of the head-teachers (59.26%) responded that the evaluation system practiced in the school is not effective in evaluating the overall potential of the students; while, 22.22% of the head-teachers responded that the evaluation system is effective, and 18.52% of the head-teachers responded that the evaluation system is partially (to some extent) effective in evaluating the overall potential of the students. Furthermore, majority of the head-teachers (51.85%) are satisfied with evaluation system of their school; whereas, 25.93% of the head-teachers are partially (to some extent) satisfied, and 22.22% of the head-teachers are not satisfied at all with evaluation system of their school. According to the head-teachers the main problems with respect to evaluation system in their school are such as; the schools are not able to properly follow the guidelines provided under the Continuous Comprehensive Evaluation (CCE) system due to time factor, the present evaluation system gives more importance to academic performance, there is no uniformity in the evaluation and assessment methods used by the teachers, there is also a lack of concern and cooperation from parents with regard to their children's project works and assignments. Furthermore, the head-teachers are also of the view that many of the students take assessments and evaluation very lightly, and the head-teachers also responded that the present system of evaluation is too subjective.

The present Study reveals the responses of Teachers with respect to the type/s of measurement tools and techniques use by their schools for evaluating the students. All the Teachers (100%) responded that their schools use homework/assignments, class tests, and terminal examinations for evaluating the students; 88.67% assign project works, 88.40% conduct weekly tests, 74.03% makes use of teachers' observation for evaluating the students, 59.12% conduct unit tests, 58.29% makes use of oral/written reports from them, and, 9.12% conduct quiz. According to the Study, majority of the Teachers (34.81%) responded that the

evaluation system is partially effective (to some extent), 34.25% of them responded that it is effective, and, 30.94% of the Teachers responded that the evaluation system is not effective at all in evaluating the overall skills of the students. Furthermore, majority of the Teachers (50.55%) are satisfied with the evaluation system of their schools, 29.83% of them are partially satisfied (to some extent), and, 19.62% are not satisfied at all. The Study also found that all the Teachers face problems while evaluating the students' performance. In this connection, majority of the Teachers (76.24%) encounter time constraints, 60.77% responded to problems arising out of the policy of no detention or making pass mandatory, 57.18% of the Teachers responded to the problem of subjectivity while evaluating students' performance, and, 56.08% responded that they do not have adequate training regarding evaluation.

With regard to homework, majority (75.80%) of the students do not like getting homework from their teachers, and the remaining 24.20% of the students like getting homework. Majority (48.18%) of the students also do not feel that the amount of homework given by their teachers is too much, while 40.90% of the students to some extent feel that the amount of homework is too much, and the remaining 10.92% affirmed that the amount of homework given by their teachers is too much. Furthermore, majority (56.53%) of the students responded that the teachers check their homework on a regular basis, and 43.47% of them responded that the teachers check their homework most of the time. According to the Study, all the students (100%) responded that the schools conduct class tests often.

As per the Study, all the parents (100%) are satisfied with the evaluation system practiced in the school. Regarding the evaluation system, majority (85%) of the government officials were satisfied with the present evaluation system practiced by the government primary schools, while the remaining 15% were partially satisfied.

12.   PARENTS AND COMMUNITY:

According to the Study, majority (51.85%) of the head-teachers responded that the parents and community do not actively participate in the activities of their schools; whereas, 48.15% of the head-teachers responded that the parents and community actively participate in the activities of their schools. As per the Study, majority (70.37%) of the head-teachers responded that their schools inform the parents or guardians about their child's or ward's progress; whereas, 29.63% of the head-teachers responded that their school disseminates such information to the parents or guardians only occasionally. The Study also reveals that all the head-teachers (100%) call for parent-teacher meetings and academic matters are taken up and discussed in the parent-teacher meetings. As per the Study, all the head-teachers (100%) responded that the School Management Committee (SMC) or VEC (Village Education

Committee) members use to visit their school. Furthermore, 24.07% of the head-teachers responded that school maintenance and students' enrolment issues are discussed during SMC/VEC members' visit to the school, 22.23% responded that students' attendance and teacher punctuality issues are discussed during such visit, 20.37% responded that they use to discuss on students' exam results, 18.52% responded that they discuss on the environment of the school, 16.67% responded that they discuss teachers' welfare, 14.81% responded that they use to discuss on textbook distribution issues, and 12.96% responded that they discuss on issues relating to TLMs (Teaching-Learning Materials). According to the Study, majority (75.93%) of the head-teachers responded that they use to receive feedback from parents and community about the school's performance; while, 24.07% of the head-teachers responded that they do not receive such feedback from the parents and community. Majority (51.85%) of the head-teachers is partially satisfied with the co-operation of parents and community, 27.78% of them are satisfied, and 20.37% of them are not satisfied. Some of the head-teachers are not satisfied with the cooperation of parents and community because some parents are irresponsible and not cooperative, they do not give time to their children, and they also neglect and disregard parent-teacher meetings. With regard to PTA, all the Head-Teachers (100%) responded that their schools have Parents-Teacher Association. Maximum number of the head-teachers (38.88%) responded that the purpose of parent-teachers association is giving suggestions for making improvements; whereas, 27.78 % of the head-teachers responded that the purpose of parent-teacher association is to give advice, 16.67% responded that pointing out weaknesses of the school was also one of the purposes of such association, and, 16.67% of the Head-Teachers responded that the purpose of parents-teachers association is joining hands to contribute towards development of the school. All the Head-Teachers also responded that they use to convene parents-teachers association meetings. In this regard, maximum number of Head-Teachers (81.48%) responded that their schools use to have parents-teachers association meetings whenever needed during the academic year; whereas, 11.11% of the Head-Teachers responded that they use to have three times per year, and, 7.41% of the Head-Teachers responded that they have parents-teachers associations meetings after every terminal exam.

Majority of the Teachers (59.67%) responded that they attend parents-teachers' meetings; whereas, 40.33% of the Teachers responded that they attend such meetings only sometimes. Furthermore, majority of the Teachers (64.09%) responded that academic matters are discussed in the parent-teacher meetings; whereas, 35.91% of the Teachers responded that such matters are discussed only sometimes. It is found that majority of the Teachers (46.96%) are only partially satisfied (to some extent) with the co-operation of parents and community

with their schools; while, 40.06% of them are satisfied, and, 12.98% of the Teachers are not at all satisfied. They are not satisfied because of the reasons such as; most of the parents do not visit the school even after repeated information, and, meetings with parents and community members are very occasional and many of them do not participate even if the meeting is scheduled.

With regard to the role of parents, all the students (100%) responded that their parents use to tell them to study hard. Majority (36.62%) of the students also responded that their parents send them for tuition class. Whereas, 32.12% of the students responded that they have discontinued their tuition class, and 31.26% of the students responded that their parents do not send them for tuition class at all. Furthermore, majority (65.95%) of the students seek help from their parents while studying, whereas 34.05% of them do not seek such help from their parents. Additionally, majority (57.82%) of the students responded that their parents help them in studies only sometimes. Whereas, 22.48% of the students responded that their parents help them in studies, and 19.70% of the students responded that their parents do not help them in their studies.

Regarding participation in the activities of the school, majority (72%) of the parents participates in the activities of the school, and 28% of the parents responded that they participate in the activities of the school only sometimes. According to the Study, all the parents (100%) responded that they attend parent-teacher association meetings only occasionally. Furthermore, all the parents (100%) responded that both the parents and the community members as a whole participate in the activities of the school. The Study also reveals that, majority (42%) of the parents are satisfied with the cooperation of parents and community with the school, 34% of the parents are satisfied to some extent, and 24% of them are not at all satisfied. The Study shows some worth mentioning welfare measures undertaken by the parents and community for the school as per the respondents which are such as; organizing cleanliness drives in and around the school, donating furniture, teaching-learning materials, and cash; repairing roof, walls, and toilets of the school; and employing teachers through community contribution especially maths/science teachers due to shortage of such teachers in the schools. As per the Study, majority (68%) of the parents responded that they help the children in their studies occasionally, and 32% of the parents responded that they use to help the children in their studies as much as they can. Furthermore, majority (56%) of the parents responded that they send their children to tuition class, and 44% of the parents responded that they do not send their children to tuition class. All the parents (100%) responded that they encourage their children to study hard.

13. IMPACT OF IMPORTANT SCHEMES OF THE GOVERNMENT:

As per the Study, 18.52% of the head-teachers responded that their school use to receive benefits from NGOs and other concerned individuals or private organizations in the form of donations or volunteering. However, majority of the head-teachers (77.78%) responded that the help provided by the Government is to some extent sufficient to meet the requirements of the school; while, 22.22% of the head-teachers responded that the help provided by the government is not sufficient for their school. Apart from this, all the head-teachers (100%) responded that the schemes launched by the Government have a positive impact on their school. The Study also reveals that the areas of positive impact on the school through schemes launched by the Government as per the respondents are; avoiding malnutrition and gender gap, improvement in curriculum, financial, administration, infrastructure, student achievement, student attendance, and student enrolment, effective teaching-learning process, and more participation of parents and community in school activities.

Majority of the Teachers (62.43%) responded that the impact of governmental schemes is positive only to some extent; while, 37.57% of the Teachers responded that the schemes are having a positive impact on their schools. The Study indicates the areas of positive impact through various schemes launched by the Government. The responses of the Teachers in this regard are such as; 68.51% (majority) of the Teachers responded that one important area of positive impact is in avoiding malnutrition, 62.71% on avoiding gender gaps, 55.52% of the Teachers responded that the area of administration has improved, 52.49% of the Teachers responded that there is positive improvement in students' achievement, 51.93% of the Teachers feels that the schemes has helped in effective teaching-learning process, 47.24% of the Teachers responded that there is more participation of Parents and Community in school activities due to the schemes, 42.82% of the Teachers responded that there is a positive impact on the overall curriculum of their schools, 39.23% of the Teachers responded that there is a positive trend in students' attendance, 37.57% of the Teachers responded that there is improvement in the financial status of their schools, 35.63% of the Teachers responded that there is visible improvement in the infrastructure of their schools, and, 31.21% of the Teachers feel that the number of students' enrolment has risen after implementation of the schemes.

Furthermore, majority of the parents (38%) are not satisfied with the help provided to the school by the government through various schemes/programs, 32% of the parents are satisfied to some extent, and 30% of the parents are very satisfied with the assistance provided by the government to the school.

With respect to Mid-Day Meals, all the students (100%) responded that their schools provide mid-day meals. However, majority (41.33%) of the students partially like the food provided by their school during mid-day meals, 40.47% of them do not like the food being provided, and the remaining 18.20% of the students likes the food provided to them. All the students (100%) also responded that their school do not provide cooked meals on all working days but provide only occasionally. Furthermore, all the students responded (100%) that the schools use to distribute uncooked food items like rice, dal, and salt sometimes. Regarding Mid-Day Meal Scheme, majority (70%) of the government officials responded that the implementation of mid-day meal scheme is successful and remaining 30% feel that the scheme is successful only to some extent.

With regard to Communitization, majority (70%) of the government officials responded that the communitization program has been successful and the remaining 30% responded that communitization has been partially successful (only to some extent) in improving the condition of Government Primary Schools. With regard to the question on why communitization has not been successful, some of the government officials responded that the programme has not been successful for some of the reasons such as; increase in the number of proxy teachers especially due to the lack of strictness of VEC affecting the quality of education, too much power have been given to the VEC through the Communitization Act, there has also been so many instances and reports of teachers absenting from duties and being irregular, and poor implementation of Communitization on many instances.

With respect to effectiveness of Samagra Shiksha Abhiyan, majority of the respondents (75%) were of the view that Samagra Shiksha Abhiyan has been effective so far in improving the status/condition of Government Primary Schools. The remaining 25% feel that the new scheme is effective only to some extent.

14. PROBLEMS FACE BY GOVERNMENT PRIMARY SCHOOLS OF KOHIMA DISTRICT:

According to the head teachers, the main problems face by government primary schools of Kohima district are such as; Lack of parental support, poor economic background, preference of private educational institutions, illiterate parents, and acute difficulty in dealing with the students of this age group, poor enrolment and lack of proper facilities, and, teachers are compelled to teach in mother tongue/Nagamese.

The present Study reveals the responses of the Teachers on the main problems face by government primary schools of Kohima district such as; Shortage of funds, problem of medium of instruction for teachers posted in a place where he/she does not know the local dialect,

geographical condition/location, poor background of students, illiterate parents, poor study habits of the students, poor enrolment, lack of supervision and guidance from parents, less participation by the community, poor infrastructure facilities, insufficient teaching aids/teaching-learning materials, in some cases, under-aged children gets admitted in the government primary schools, students dropping out, lack of important technologies in the classroom like projectors, frequent alteration of educational policies in the State, and teachers are compelled to teach in mother-tongue.

Basing on the responses given by the parents, the Study also reveals that the type of problems faced by the government primary schools at present are such as; lack of drinking water facilities, lack of proper toilet facilities especially for girls, haphazard implementation of mid-day meal, lack of proper fencing or boundary wall around the school, very low enrolment, shortage of teachers, need for major repairing of roofs and classroom walls, and financial constraints.

According to the government officials, government primary schools are facing problems in areas such as; low quality of education due to rampant increase in proxy teachers, schools are not functioning up to the expectation, poor enrolment and retention, low learning outcomes/poor academic performance, high drop-out rate, scantily equipped schools, lack of libraries, lack of parental concern and support, government Primary Schools are far behind private schools in many areas, poor infrastructure, poor electrification and drinking water facilities, financial constraints, teacher-pupil ratio problem, and poor implementation of Right to education Act and other schemes.

15. CURRICULUM:

All the head-teachers (100%) feel that the teachers are prepared to deal effectively with the existing curriculum and the teachers are able to complete the syllabus on time. Furthermore, majority (79.63%) of the Head-Teachers are satisfied with the existing curriculum; whereas 20.37% of them are not satisfied. Majority of the Head-Teachers (51.85%) responded that the present curriculum is outdated, bookish and very simple; whereas, 27.78% of them responded that the present curriculum is boring, and the remaining 20.37% responded that the present curriculum is overloaded. Majority of the Head-Teachers (75.93%) responded that academic program of the school is adversely affected due to the existing staffing pattern; whereas, 24.07% of the Head-Teachers responded that the existing staffing pattern do not adversely affect the academic program of the school.

Majority of the Teachers (48.90%) is satisfied with the existing curriculum, 29.00% are not satisfied at all, and, 22.10% are only partially satisfied (to some extent). Furthermore, the

drawbacks of the present curriculum as per the Teachers are such as; it is overloaded, outdated, boring, and, mostly not contextual. Majority of the Teachers (59.94%) are able to complete their syllabus on time; whereas, 28.45% of them are not able to complete on time, and, 11.60% of the Teachers are able to complete it on time only sometimes. The Study also reveals the reasons given by Teachers for their inability to complete the syllabus on time. The reasons are such as; time for completion of syllabus is extended if there is a need for additional revision, too many paper-works to be submitted to department, shortage of teachers leading to a greater number of classes per teacher, and, overloaded syllabus and non-cooperation from parents. Regarding the responses given by teachers on whether they feel competent in dealing effectively with the curriculum of the school, majority of the Teachers (78.18%) responded that they feel competent only to some extent; whereas, the remaining 21.82% of the Teachers responded that they feel competent. Furthermore, majority of the Teachers (70.44%) responded that the curriculum facilitates the development of concepts and skills in the students; whereas, 29.56% of the Teachers are of the view that the curriculum facilitates such development only to some extent. Furthermore, majority of the Teachers (62.15%) responded that the existing staffing pattern do not adversely affect the academic program of the school. Whereas, 14.92% of the Teachers responded that the existing staffing pattern adversely affect the academic program of the school and 22.93% of them responded that it affects to some extent.

With regard to curriculum, most of the government officials (65%) are partially satisfied with the existing curriculum practiced in government primary schools and the remaining 35% responded that they are satisfied.

It is found that, majority (56.96%) of the students are satisfied with the duration of class taken per period. Whereas, 27.41% responded that they are not satisfied with the duration of class taken per period for the reason that the duration is too long, and the remaining students (15.63%) of the students are satisfied only to some extent with regard to the duration of class.

16. TEXTBOOKS:

As per the Study, majority of the Head-Teachers (61.11%) are satisfied with the existing textbooks used in the school; whereas, 38.89% of the respondents are satisfied only to some extent. Most of the Head-Teachers (64.81%) responded that the contents of the textbooks cater to the needs of the students; whereas, 35.19% of them responded that the contents of the textbooks cater to the needs of the students only to some extent.

Majority of the Teachers (58.29%) responded that they are satisfied with the present textbooks used in their schools; whereas, 41.71% of the Teachers are only partially satisfied (to some extent). Moreover, majority of the Teachers (59.67%) also feel that the contents of

the textbooks cater to the needs of the students; whereas, 40.33% of the Teachers feel that the textbooks cater to the students' needs only to some extent.

17. ADMISSION:

Majority (40.74%) of the head-teachers responded that there are no particular criteria for admitting students in their school but follows whatever the Government directs them from time to time; 25.93% of the head-teachers responded that students are given free admission, 12.96% of them responded that admission is done through oral interviews, 11.11% of the head-teachers responded that admission is given on a first come first basis, and the remaining 9.26% of the head-teachers responded that admission is allowed only after the students provide their age proof. Furthermore, majority (59.26%) of the head-teachers responded that their school use to admit students in middle of the academic session; whereas, 40.74% of the head-teachers responded that their school do not admit students in middle of the academic session.

18. MEDIUM OF INSTRUCTION:

All the head-teachers (100%) responded that the teachers use a mixture of English, Nagamese, and Mother Tongue/Local dialect as the medium of instruction in their school.

The study also reveals that majority (56%) of the parents prefer English as the medium of instruction for teaching their children, and the remaining 44% of the parents prefers a combination of English, Nagamese, and Mother tongue as the medium of instruction.

It was found that, all the government officials prefer English as the medium of instruction, while 60% of them prefer the use of local dialect or mother tongue, and 55% prefer using Nagamese.

19. ADMINISTRATION AND MANAGEMENT:

All the Head-Teachers (100%) responded that they receive support from fellow teachers in academic and administrative works. Majority of the Head-Teachers (77.78%) responded that their schools have the required number of teachers; whereas, 22.22% of the Head-Teachers responded that their schools do not have the required number of teachers. Regarding the workload of head-teachers, majority (51.85%) of them responded that their work load is moderate; whereas, 35.19% of them responded that their work load is heavy, and, 12.96% of them responded that their work load is light. With regard to supervision of the performance of teachers, majority (88.89%) of the Head-Teachers responded that they use to supervise the performance of the teachers from time to time; whereas, 7.41% of the Head-Teachers responded that they do the supervision on weekly basis and, 3.70% of the Head-Teachers responded that they supervise on monthly basis. All the Head-Teachers (100%) responded that they give constructive feedback/suggestion to the teachers whenever it is needed. All the Head-

Teachers (100%) responded that their schools use to have staff meetings; whereby, maximum number of the Head-Teachers (51.85%) responded that they use to convene staff meetings whenever needed during the academic year; whereas, 48.15% of them responded that they use to convene such meetings monthly. All the Head-Teachers (100%) responded that their schools maintain records of Teachers' Attendance, Students' Register, Parents-Teachers Meetings, and, Meetings with the VEC/SMC; 98.15% of the Head-Teachers responded that their schools maintain records of Administration, Co-Curricular Activities, and, Staff Meetings; 96.30% of the Head-Teachers responded that their schools maintain records of Salary; and, 1.85% of the Head-Teachers responded that they maintain records of grants received, supervision and inspection, school income & expenditure, and EBRC/Visiting records. According to the Study, maximum number of the Head-Teachers (33.34%) responded that financial constraint is one problem faced by them during management and administration of the school; 29.63% of them responded that lack of co-operation from parents is another problem they use to face; 24.07% of the Head-Teachers face the problem of work overload; 3.70% of the Head-Teachers face problems like lack of competent teachers & administrative staff; and, 5.56% of them responded that they do not face any such problems. With regard to SMC/VEC, all the Head-Teachers (100%) responded that they seek help from the School Management Committee/Village Education Committee in school management. Furthermore, majority (61.11%) of the Head-Teachers responded that the SMC/VEC use to have meetings as often as possible/when needed during the academic year. The remaining responses of the Head-Teachers are such as; three to four times per year (7.41%), monthly (7.41%), four to five times per year (5.56%), quarterly (5.56%), two times per year (3.70%), three times per year (3.70%), after every three to four months (3.70%), and, once per year (1.85%).

As per the Study, majority of the Teachers (66.85%) responded that the head-teacher use to ask for help from them in matters relating to administration and management of the school. Whereas, the remaining 33.15% of the Teachers responded that the head-teacher use to ask for such help only sometimes. Moreover, majority of the Teachers (86.46%) responded that they use to help the head teacher in the administration and management of the school; and 13.54% of them responded that they offer such help only sometimes. All the Teachers (100%) responded that a cordial relationship exists between them and the head-teachers. According to the Teachers, the main administrative and managerial problems face by their schools at present are such as; Head-teacher/teacher-in-charge usually is not stationed in the school area so the matters relating to administration and management are handled by other teachers, financial constraints are a hurdle to good management and administration, sometimes the administration

and management are too controlling and authoritative, communication and collaboration problems, problems of poor enrolment, uncertainty of student outcome, and decreasing participation of parents in school activities.

Regarding the performance of supervisory and inspection staff, majority (75%) of the government officials are satisfied with the performance, whereas, 15% are satisfied only to some extent and remaining 10% are not satisfied at all. As per the Study, all the respondents (100%) are of the view that the government takes measures basing on the reports of supervisory and inspection staff, but the government is not able take such measures on every issue being reported upon by the supervisory and inspection staff. With respect to the performance record of VEC/SMC, majority (55%) of the government officials are partially satisfied with the performance record of VEC/SMC, while the remaining 45% are not at all satisfied. All the government officials (100%) responded that the government use to organize training programs for VEC/SMC members from time to time.

20. FINANCIAL:

Maximum number of Head-Teachers (79.63%) receives their salary on time; 12.96% of them responded that they receive their salary on time sometimes and sometimes it is delayed; and, 7.41% of the Head-Teachers responded that they do not receive their salary on time. The reasons given by Head-Teachers for the delay/irregularity of their salary are such as; the concerned Department does not prepare the salary on time, and, some teachers are appointed under different schemes such as SSA, so their salary is not credited on regular basis. Furthermore, majority of the Head-Teachers (64.81%) responded that their salary is sufficient to meet their requirements; 24.07% of them responded that the salary is not sufficient and, 11.12% of the responded that the salary is sufficient only to some extent.

Most of the Teachers (55.80%) responded that they get their salary on time. Whereas, 32.32% of the Teachers responded that they do not get their salary on time, and 11.88% of them responded that they get their salary on time only sometimes. Majority of the Teachers (53.04%) also responded that they are satisfied with their present salary; whereas 46.96% of them are only partially (to some extent) satisfied. Furthermore, majority of the Teachers (55.52%) responded that their salary is sufficient to meet their requirements; whereas 44.48% of the Teachers responded that they are only partially (to some extent) satisfied.

According to the Study, majority (65%) of the government officials responded that the teachers do not get their salaries on time and the remaining 35% responded that the teachers get their salaries on time most of the time.

According to the Head-teachers, in the absence of any income sources they use to manage the school through; contribution from teachers and well-wishers from the community, contribution by VEC/SMC, sometimes the head-teachers spend from their own pockets, and, the school approaches the Village Development Board (VDB) in times of emergency. Majority of the Head-Teachers (70.37%) are partially satisfied (to some extent) with the grants given to their schools; 25.93% of them are not satisfied at all, and 3.70% of them are satisfied. As per the responses of the head-teachers, the main financial problems are such as; Shortage of grants for renovating the school building and replacing furniture, insufficient fund to procure sports goods, stationeries, organizing co-curricular activities, and taking students on educational tours/outing; the Government have stopped the school from taking admission fees from the students therefore the school is suffering with limited or no funds at all, and, the teachers most of the time collectively bears the expenses of the school.

According to the Teachers, the main financial problems face by their schools are such as; No particular fund for co-curricular activities and teaching aids, insufficient or lack of fund for school infrastructure maintenance, student enrolment is too low to generate income, no source of income other than complete dependence on the government, and lack of proper income and expenditure budget records.

21. ISSUES PERTAINING TO STUDENTS:

Majority of the Head-Teachers (79.63%) responded that the attendance record of students is good; whereas, 20.37% of them responded that the attendance is average.

Majority of the Teachers (50.83%) responded that attendance of their students is good. Whereas, 27.07% of the Teachers responded that the attendance of their students was poor; and 22.10% of them responded that their students' attendance is average.

With regard to the question on which subject the students like the most; majority (38.12%) of the students like social studies, 23.55% of the students like English, 14.13% of the students like science, 10.92% of the students like general knowledge, 8.35% of the students like Hindi, and 4.93% of the students like Mathematics. As per the Study, majority (57.17%) of the students play with friends during break time or recess, 19.06% of the students eat their tiffin, 13.70% of the students use to visit nearby shops to buy refreshment, 7.71% of the students responded that they just take a nap during the break time, and the remaining 2.36% of the students responded that they use to study. Regarding students' interest in studying, majority (63.81%) of the students responded that they like to study, 30.19% of the students like studying to some extent, and 6% of the students do not like studying at all. The study also reveals that majority (56.10%) of the students are undecided about up to which class they want to study,

24.41% of the students want to study up to college level, and 19.49% of them want to go beyond college for their education. Furthermore, majority of the students (16.49%) responded that they want to become doctors when they grow up, followed by teachers (14.78%), singers (13.70%), footballers (11.13%), pilots (10.28%), police officers (7.71%), models (5.35%), actors (4.50%), dancers (4.07%), martial artists (3.85%), astronauts (2.78%), cricketers (2.36%), painters (1.50%), and drivers (1.50%).

As per the present Study, majority (52%) of the parents responded that their children face one or more problem/s in relation to his/her education, 32% of the parents are either not sure or have no idea on whether their children face problems in relation to his/her education, and 16% of the parents responded that their children do not face such problems. In connection with this, the parents responded that the main problems face by their children in relation to their education are such as, the children are not interested in his/her studies, they do not like to participate in group activities like co-curricular activities, very poor performance in math and Hindi, rowdy/naughty in class, and poor health. According to the Study, majority (56%) of the parents did not receive any complaints about their children from the school, whereas, 44% of the parents responded that they received complaints about their children from the school. The type of complaints received by the parents about their children from the school are such as, indiscipline in class, underperforming in class tests, and being irregular coming to school. Majority (64%) of the parents responded that their children partially (to some extent) take interest in his/her studies, and 36% of the parents responded that their children are not interested in his/her studies at all.

According to the Study, all (100%) the government officials responded that there are reports of students being dropped out in the government primary schools. According to the respondents, some of the reasons for students getting dropped out in the government primary schools are; not enough concern from the community and depending too much on the government, personal factors such as poor health and study habits, absenteeism and lack of self-motivation, inability of the community and especially the SMC and VEC to console and get the drop-out students return to school, factors related to the teachers such as, their irregularities and absence, and school related factors such as, poor infrastructure and faulty evaluation system.

22. ISSUES PERTAINING TO SCHOOL:

According to the Study, majority (37.69%) of the students responded that they are happy studying in the school only to some extent, 36.19% of the students responded that they are happy, and the remaining 26.12% responded that they are not happy. Majority (59.31%) of the

students like coming to school, and the remaining 40.69% responded that they don't like coming to school that much. Majority (67.02%) of the students responded that their school bag is nor too heavy and nor too light. Whereas, 19.70% of the students responded that their school bag is light, and 13.28% of the students responded that their school bag is heavy. With respect to accessibility of the school, majority (61.67%) of the students responded that their home is just near the school. Whereas, 26.77% of the students responded that their home is neither too far from or not too near the school (moderate distance), and 11.56% of the students responded that their home is far from their school. According to the Study, majority (55.89%) of the students do not carry lunchbox and water bottle to school, 22.27% of the students carry only water bottle to school, and 21.84% of the students carry only lunchbox or tiffin to school.

All the parents (100%) responded that the school takes good care of their children. All the parents (100%) responded that the school and teaching-staff are co-operative with them. Majority (86%) of the parents also responded that the school use to give information about their children's progress and weaknesses from time to time, whereas 14% of the parents responded that the school does not give such information at all. Furthermore, majority of the parents (54%) feel to some extent that school have the required facilities for their children, 32% of the parents feel that the school does not have the required facilities, and 14% of the parents feel that the school have the required facilities for their children.

23.   FREE-SHIPS AND AID:

According to the Study, all the Teachers (100%) responded that, their schools do not provide any kind of free-ships to their students.

According to the Study, all the students (100%) responded that they are provided with school uniforms by their school. Moreover, majority (51.61%) of the students like their school uniform, 24.62% of them like their school uniform only to some extent, and 23.77% of the students do not like their school uniform at all.

All the government officials (100%) responded that the government use to supply teaching-learning materials and furniture to the schools. According to the respondents, teaching-learning materials like blackboards and textbooks, furniture like tables, desks, benches, and chairs, including other materials like computers are given to the schools by the government. All the respondents (100%) agreed that the Government provide free textbooks and uniforms to the students. They also added that, the government also provides Braille books and large print books for children with special needs. Furthermore, all the government officials (100%) responded that the Government provides free furniture and computers.

24.   MEASURES TAKEN BY GOVERNMENT AND POSITIVE OUTCOMES:

According to the respondents, some of the measures taken by government so far to bring about an improvement in the condition of Government Primary Schools are such as; Learning Enhancement Programme (LEP)/Remedial teaching for Class 1 – 2, Activity Competency Learning (ACL) and providing the students with ACL kits, composite School Grant for the repairing/procuring school equipment, Library Grants, Sports grants, Submission of status reports by the heads of schools once in every two months, Separate budget allocation for training of teachers and related activities, Separate fund allocation for children with special needs such as for identification, assessment camps, distribution of aids and appliances, and provision of escort allowances, Organizing community awareness programs, and Construction of old worn-out school buildings. According to the respondents, some positive outcomes as a result of initiative taken by the government in the primary education sector are such as; Gross Enrolment Ratio (GER) has increased, and retention rate has also improved.

6.3.   EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

The importance of primary education cannot be underestimated considering its vital contribution to an individual's overall educational foundation. As such, it has been emphasized by all educationists that the primary education sector should be structured appropriately and conducively for quality education of the child. Such structuring includes facilitating sufficient number of teachers, good students' enrolment, proper infrastructure, effective mechanisms for students' academic achievement/performance, vibrant curricular and co-curricular activities, quality teachers who are passionate and skilled to employ variety of teaching methods for effective learning outcome and curriculum transaction; a dynamic, systematic and objective evaluation system, efficient and wise use of available resources and implementation of programmes and schemes, active participation of parents and community, etc... Keeping all these in mind, the present study was undertaken.

The present study has brought to the forefront a variety of issues in connection with the status and problems of government primary schools of Kohima district. The findings of the study will help one and all; in knowing the condition of these schools, in taking appropriate measures for solving the problems and in giving insight to future scholars for further studies in this area of study.

a.   The present study shows that the government primary schools of Kohima district are suffering from acute shortage in student enrolment. It shows a unique picture of teachers even outnumbering the students in many of the schools. Since student enrolment is a pre-requisite to proper functioning of an educational institution, the government and the community should

tackle the problem by devising a plan in such a way that more students get enrolled in the government primary schools.

b.   One of the main problems faced by the government primary schools of Kohima district as per the present study is in the area of infrastructure. Among many others, the schools are facing problems in poor condition of school building, lack of boundary wall, ill-equipped classrooms, shortage of toilet and drinking water facilities, lack of library, poor electricity connection and supply, shortage of computers, etc... Good infrastructure facilities are detrimental to quality education. Therefore, providing at least the required minimum infrastructure facilities would greatly improve the status of government primary schools of Kohima district.

c.   One of the main aims of teaching-learning transaction is to help students attain good academic achievement. According to the present study, it has been found that academic achievement of students studying in government primary schools of Kohima district is not up to the expected standard. Therefore, it is also an important area where some attention is needed. Helping the students with their academic achievement requires facilitation of good infrastructure, proper guidance by both the teachers and parents, developing healthy study habits, continuous reinforcement and providing a conducive environment both at home and school.

d.   A good curriculum is the heart of the overall teaching-learning system. Though the present study found that majority of the head-teachers and teachers were satisfied with the existing curriculum, the respondents also gave sufficient reasons why the present curriculum is not enough to help students in their all-round development. A good curriculum needs to be flexible, dynamic and well-equipped to meet the requirements brought about by change of times through continuous updates. A modern curriculum should incorporate activity and experienced-centred curricular and co-curricular activities. The findings of the present study reveal that the government primary schools of Kohima district encounter many obstacles in organizing such activities. These problems may be attributed to lack of or shortage of facilities, financial constraints, work overload, poor staffing pattern, and poor coordination.

e.   The present study reveals that the total number of teachers in government primary schools of Kohima district is somewhat misleading. The reason for this is because; there is no uniformity in the distribution of teachers among the EBRCs as well as among the individual schools. As such adequate measures should be taken to solve this problem through appropriate means. The findings of the present study also found that many teachers are still yet to be

trained. With an aim to improve the quality of primary education, these teachers should be given the opportunity for undergoing training at the earliest.

Teaching young children is a very challenging task. It is a duty which only the passionate and dedicated human can perform. The respondents therefore in the present study has therefore suggested on appointment of such persons who are passionate and has love for teaching young children.

Teachers' well-being is an important aspect which we tend to neglect most of the time. Though the present study found all the teachers to be satisfied with their profession; however, keeping the teachers happy, contented and motivated is something which should always be taken into account when planning about the education system. This can be done through providing at least the minimum facilities, devising some welfare measures, timely disbursement of salary, etc...

f.   Knowledge of and employing appropriate method of teaching is essential for any teacher especially at the primary level where there is full of young, impressionable and inquisitive minds. The present study reveals that the head-teachers are not satisfied with the methods of teaching used by teachers in their schools due to many reasons. It was also found that even the students complained about the methods of teaching used by the teachers. Hence, it is emphasized that mere knowledge of methods of teaching and skills is not enough. It requires practice/training and experience. Moreover, teaching the present generation of young minds is very challenging. Therefore, teacher-training institutions have a duty to devise a plan accordingly to help the teacher-trainees acquire the required skills to teach these young and smart minds without any hassle.

g.   According to the present study, most of the head-teachers responded that the evaluation system practiced in their schools is not effective in evaluating the overall potential of the students. Human personality is a complex aspect; hence real overall evaluation of students is very difficult or near to impossible. However, as far as possible, educationists agree that evaluation should be systematic and objective in its approach and away from subjective aspects which can bias the system.

h.   It is a proven fact that active participation of the parents and community in the functioning of the school is vital for its growth and efficiency. The present study shows a confusing picture as per the role played by these two essential components. The government primary schools of Kohima district dearly need the contribution of parents and the community for their proper functioning. The contribution may not be only in terms of monetary support or participation in the school activities but there are so many other effective means of contribution

like caring for their children, providing their children with a good family environment, encouraging their children to cultivate healthy habits, etc...

i.   Though the impact of programs and schemes launched and implemented by the government has been positive in many areas as per the present study, there are lots of rooms for improvement in this regard. Tackling with this situation requires sincerity, dedication, selflessness, good coordination and wise utilization of resources and implementation of the programs.

j.   According to the present study, majority of the students were undecided about up to which class they want to study, some of the students want to study up to college level, and others of want to go beyond college. Furthermore, majority of the students responded that they want to become doctors when they grow up, followed by teachers, singers, footballers, pilots, police officers, models, actors, dancers, martial artists, astronauts, cricketers, painters, and drivers.

The young children have their own needs and aspirations. Their mind is inquisitive, sensitive and sharp. It is the duty of not only the parents and teachers but all responsible adults to be role models and a source of inspiration for the young children and help them experience the joy of learning, achieve happiness in their lives, guide them in the right path and attain self-actualization.

6.4. SUGGESTIONS FOR FURTHER RESEARCH

a.   A critical study on the status and problems of primary education in the State of Nagaland.

b.   A study on the relationship between primary education and human resource development.

c.   A comparative study on quality and quantity in the primary education sector.

d.   NEP, 2020: A paradigm shift in primary education.

e.   A co-relational approach to teacher-training programmes and student learning outcomes in primary education sector.

f.   A study on the relevance of present-day primary education curriculum.

g.   A study on the status and problems of urban and rural government primary school teachers in Nagaland.

6.5. CONCLUSION

Primary education is appropriately regarded as the foundation stone for optimum development of an individual and the nation. Although this realization was taken into account by our country since the aftermath of its Independence followed by numerous programs and schemes targeted at improving the primary education sector; the sector still needs utmost

attention and revamping even as India celebrates its 75th year of Independence. Primary education still suffers from the usual diseases like poor enrolment, retention and infrastructure apart from many illnesses which our country has been trying for so many years to eradicate through its many measures under the umbrella of Universalization of Elementary Education and the recent Right to Education Act, 2009.

The present study "A study on the status and problems of primary education in the Government Primary Schools of Kohima District" attempted to bring out the picture by strictly adhering to its stated objectives specifically in regard to the status and problems of government primary schools of Kohima district. Considering the grim condition of primary education in the country, the situation in our own State of Nagaland specifically in Kohima district is no exception. In so far as the findings of the present study is concerned, it paints two pictures of government primary schools with regard to its multifaceted vital components like enrolment, retention, academic achievement, infrastructure, quality, financial and human resources, and its overall administration and management. Firstly, through the findings of the present Study, we can safely make out the areas which require more attention. Secondly, this reality also shows how far we have been successful and which areas have been on an improving trend.

The time has arrived for us to be optimistic and to look forward to the future with hope and relentless efforts towards continuous revamping of our primary education sector at the district level, State level and the National level; This is only possible when there exists dedication, hard work, creativity, and good coordination among all concerned and responsible citizens of the society.

With the grand entrance of the NEP (National Education Policy), 2020; either a layman or a clairvoyant can easily predict how this visionary and action-change oriented policy can alter our entire education sector positively if it is implemented sincerely and wisely. Our own State of Nagaland has another unique, dependable, renowned and one of the most effective weapons in its educational arsenal i.e., Communitization. It has been proven to be very efficient and effective judging from its implementation timeline and it has the power to cure the primary education sector if its full potential is unleashed. In addition to this, there are many schemes launched by the Government like the Samagra Shiksha Abhiyan and Mid-Day-Meal among many others which are aimed at benefitting the primary education sector and its stakeholders to the maximum if implemented effectively and wisely.

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APPENDIX- A

COVER LETTER FOR THE HEAD-TEACHERS AND TEACHERS

Dear Sir/Madam,

I am undergoing research for the completion of my Ph.D. under the Department of Education, Nagaland University on the topic entitled "A Study of the Status and Problems of Primary Education in the Government Primary Schools of Kohima District". Therefore, I request you to kindly answer the questions attached herewith and supply the information; as it is required for my thesis completion. I further assure you that the responses will be treated as confidential. Moreover, your name, and other private and sensitive information will not be highlighted in the thesis.

I also humbly request you to return the Questionnaire promptly.

Thanking you.

<div style="text-align: right;">

Yours sincerely,

Sd/-
(I. Temjentoshi Ozukum)
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema.

</div>

APPENDIX- B
QUESTIONNAIRE FOR HEAD-TEACHERS

➤ **PROFILE:**

1. Name:

2. Gender:

3. Age:

4. Trained/Untrained:

5. Educational Qualification:

6. Experience in the profession (In years):

7. Name of the School:

8. Name of the Village/Town where your school is located:

➤ **ENROLMENT:**

1. Please indicate the status of yearly enrollment in your school from the following:

a. Increasing   (   )

b. Remain the same   (   )

c. Decreasing   (   )

d. Other……………………………………………………………………………………………….

2. Please mention the procedure used for admitting students in your school?

……………………………………………………………………………………………….......

3. Does your school admit students in middle of the academic session?

   Yes (   )   No (   )

4. Are you satisfied with the enrollment of students in your school?

   Yes (   ) No (   ) To some extent (   )

• If no, give suggestions for increasing the enrollment of students in your school:

   ………………………………………………………………………………………………..

➤ **INFRASTRUCTURE:**

1. What type of building does your school have?

   RCC (   ) Thatched (   )   Other…………………

2. Are you satisfied with the infrastructure of your school?

   Yes   (   ) No (   ) To some extent (   )

• If no, give reasons…………………………………………………………………………

3. Does your school face problems with regard to proposal for new school building and

   renovation? Yes   (   ) No (   )

- If yes, please mention the problem/s…………………………………….......................

4. Is the school building located in a favorable location? Yes   ( )   No   ( )

5. Are the seating arrangements suited to the needs of the students? Yes ( ) No ( )

6. Do the classrooms have proper ventilation? Yes   ( )   No   ( )

7. Does your school have computers? Yes   ( )   No   ( )

8. Does your school have the required mechanism to properly maintain the available infrastructure facilities? Yes   ( )   No   ( )

- If yes, please mention how your school maintains the available infrastructure facilities…………………………………………………………………………...

9. Please mention the main problems relating to infrastructure in your school:

   ………………………………………………………………………………………….

10. Please suggest some measures to bring about an improvement in the infrastructure of your school……………………………………………………………………………

➢ **ACADEMIC ACHIEVEMENT/PERFORMANCE:**

1. Are you satisfied with the academic performance of the students?

   Yes   ( )   No   ( )   To some extent (   )

2. According to you, which gender of students has the best academic performance in your school over the years? Boys ( )   Girls ( )

3. Do you agree that the students' academic achievement is far behind their   potentials?

   Yes ( )   No ( )

- If you agree, please mention the causes for their under-achievement……………...................

4. Please give suggestions for bringing about an improvement in the academic achievement of your students:

   …………………………………………………………………………………………..

➢ **CURRICULAR ACTIVITIES:**

1. Does your school have committee/s for managing the curricular activities?

   Yes ( )   No   ( )

2. Are you satisfied with the curricular activities of your school? Yes   ( ) No   ( )

3. Do you encounter any problems in organizing curricular activities in your school?

   Yes ( )   No   ( )

- If yes, please mention the problems…………………………………………………………

4. Please suggest some measures for improving curricular activities in your school:

   …………………………………………………………………………………………..

CO-CURRICULAR ACTIVITIES:

1. Are you satisfied with the co-curricular activities of your school?

Yes ( )   No ( )

2. Does your school organize co-curricular activities? Yes   ( )   No   ( )

- If yes, indicate the type of co-curricular activities organized in your school from the following:

o Games and sports   ( )
o Quiz   ( )
o Project Work   ( )
o Essay   ( )
o Poem Writing   ( )
o Drawing   ( )
o Fancy Dress   ( )
o Celebration of Festivals   ( )
o Visit to places of cultural importance   ( )
o Variety shows   ( )
o Morning Assembly   ( )
o Celebration of National and International Days   ( )
o Any other_____

3. Does your school face difficulties in organizing co-curricular activities?

Yes ( )   No   ( )

- If yes, please mention the type of difficulties: ……………………………………………

MEDIUM OF INSTRUCTION/METHODS OF TEACHING:

1. Which medium of instruction is used by the teachers in your school?..................................

2. Are you satisfied with the methods of teaching used by the teachers in your school?

Yes ( )   No ( )

- If no, please indicate the reason/s…………………………………………………...............

3. Do you receive any complaints or reports from students with respect to the

method/s of teaching used by the teachers?   Yes ( )   No ( )

- If yes, indicate the type/s of complaint…………………………………………………………

4. Do the school provide essential teaching aids to the teachers?

Yes ( ) No ( ) To some extent ( )

5. Are the teachers able to effectively use teaching-learning materials during teaching?

Yes ( )　　No ( ) To some extent　( )

6. Do the teachers prepare lesson plans? Yes ( ) Only Sometimes　( )　No ( )

7. Are the students' individual educational needs diagnosed?

Yes ( ) No ( ) To some extent　( )

- If yes, what measures are undertaken by your school for those students being diagnosed? Please mention…………………………………………………………………………….

8. Does your school provide remedial teaching to the students?

Yes ( ) No ( )　If required　( )

9. Do you feel that it is essential for the teachers to follow certain techniques and method of teaching?　Yes ( )　　No ( )

10. Do you give feedback on the methods of teaching use by the teachers?

Yes ( ) No ( )

➢ **EVALUATION:**

1. Please indicate the type of evaluation system used in your school:

Marking ( )　Grading ( )　Both　( )

2. Do you think that the evaluation system practiced in your school is effective in evaluating the overall potential of the students? Yes ( ) No ( ) To some extent　( )

3. Are you satisfied with the evaluation system of your school?

Yes　( ) No　( )　To some extent　( )

4. Does your school maintain cumulative records for all the students?

Yes　( )　　No　( )

5. Mention the main problems with respect to the evaluation system in your school:

…………………………………………………………………………………………………..

6. Please suggest some measures to improve the evaluation system in your school:

…………………………………………………………………………………………………..

➢ **PARENTS AND COMMUNITY:**

1. According to your observation, do you feel that the parents and community actively participates in the activities of your school? Yes ( )　No ( )

2. Does your school inform the parents/guardians about their child's/wards' progress?

Yes ( ) No　( )　Occasionally　( )

3. Do you call for parents-teachers meeting? Yes ( )　No ( )

- If yes, is academic matter discussed in such meetings? Yes ( ) No ( )

4. Do the School Management Committee (SMC) or VEC (Village Education Committee) members visit your school? Yes ( ) No ( ) There is no VEC/SMC ( )

- If yes, what issues are discussed during those visits? Please tick (√)

o School Maintenance ( )
o School Environment ( )
o Students' Attendance ( )
o Teacher Punctuality ( )
o Teaching-Learning Materials ( )
o Textbook Distribution ( )
o Students' exam results ( )
o Students enrollment ( )
o Teachers' Welfare ( )
o Any other ( )

5. Do you get feedback from the parents and community about your school's performance? Yes ( ) No ( )

- If yes, do you take reformative measures based on the feedback? Yes ( ) No ( )

6. Are you satisfied with the cooperation of parents and community with your school? Yes ( ) No ( ) To some extent ( )

- If you are not satisfied, kindly mention the reason/s why:………………………………..

7. Please suggest some measures for more active participation and cooperation of parents and the community in your school activities:………………………………………..

➢ **SCHEMES/BENEFIT:**

1. Please indicate the source/s of benefit received by your school other than government…………………………………………………………………………………...

2. Is help provided by the Government sufficient to meet the requirements of your school? Yes ( ) No ( ) To some extent ( )

3. Do you think that the schemes launched by the Government is having a positive impact on your school? Yes ( ) No ( ) To some extent ( )

- If yes, indicate the areas of positive impact: ………………………………………..

4. Please suggest some measures for better implementation of the various schemes/programs launched by the Government for primary education:
…………………………………………………………………………………………..

➢ **CURRICULUM/SYLLABUS:**

1. Do you feel that the teachers are prepared to deal effectively with the existing curriculum? Yes ( ) No ( )

2. Are the teachers able to complete the syllabus on time? Yes ( ) No ( )

- If no, give reasons…………………………………………………………………………

3. Are you satisfied with the existing curriculum? Yes ( ) No ( )

- If no, please indicate the drawbacks of the present curriculum from the following:

a. It is not based on the needs and interests of the students   ( )

b. It is overloaded   ( )

c. It is outdated   ( )

d. It is bookish   ( )

e. It is boring   ( )

f. Any other…………………………………………………………………………..

4. Kindly suggest some measures to bring about an improvement in the existing curriculum:…………………………………………………………………………..

➢ **TEXTBOOKS:**

1. Are you content with the existing textbooks in your school?

   Yes ( ) No ( ) To some extent ( )

- If no, please cite the reasons………………………………………………….................

2. Do the contents of the textbooks cater to the needs of the students?

   Yes ( ) No ( ) To some extent ( )

- If no, please suggest some measures to improve it:…………………………………………

➢ **TEACHERS:**

1. Are teachers performing well in the school?

   Yes ( ) No ( ) To some extent ( )

- If you are not satisfied with their performance, do you think the teachers need orientation/refresher training? Yes ( ) No ( )

2. Do you encourage teachers to go for orientation/refresher training programmes?

   Yes ( ) No ( )

3. Do the teachers come regularly to the school?

   Yes ( )   No ( ) Sometimes ( )

4. Are the teachers punctual?

   Yes ( ) No ( ) Sometimes ( )

- Please mention how can you make the teachers better and punctual? Please choose from the options given below:

o By making them feel more secure and comfortable about their job ( )

o By taking strong action ( )

o By making the VEC/SMC more effective in supervision ( )

o Any other:………………………………………………………………………………………

5. Do you get teachers' support in academic and administrative works?

Yes ( ) No ( )

6. Does your school have the required number of teachers? Yes ( ) No ( )

7. Is the recruitment of teachers done through competitive/departmental exams?

Yes ( ) No ( )   Sometimes   ( )

8. Do you think that the academic program of your school is adversely affected due to the existing staffing pattern?   Yes ( ) No ( )

- If yes, suggest some remedial measures to improve the situation:

………………………………………………………………………………………………….

9. Do all your teaching staff qualified in the subject they are teaching?

Yes ( )   No ( )

- If no, then are the students facing any problem? Yes ( ) No ( )

- If yes, please mention the problems..

10. Does your school send the teachers to in-service training programmes?

Yes ( )   No ( )

11. Do you face problems in sending the teachers to in-service programmes?

Yes ( )   No ( )

- If yes, please mention the problems…………………………………………....................

12. Are your teaching staff cooperative with you?

Yes ( ) No ( ) To some extent ( )

13. Do the teachers come to share their problems with you? Yes ( ) No ( )

- If yes, please specify the problems……………………………………………………….

➢ **ADMINISTRATION & MANAGEMENT:**

1. Do you take help of the SMC/VEC in your school management?

Yes ( ) No ( )

2. How often do you convene meetings with the SMC/VEC in a year?

Please mention:…………………………………………………………………………………

3. Do you involve teachers in the management of your school? Yes ( ) No ( )

4. What is your opinion regarding your work load?

   (a) Heavy ( ) (b) Light ( ) (c) Moderate ( )

5. How often do you supervise the performance of the teachers?

a. Daily   ( )

b. Weekly   ( )

c. Monthly   ( )

d. From time to time   ( )

e. Never   ( )

6. Do you encounter any problems when supervising the performance of teachers?

   Yes ( ) No ( )

7. Do you think that there is cordial relationship between you and the teachers?

   Yes ( )   No ( )

• If no, please mention the reasons…………………………………………………...............

8. How often do you give constructive feedback/suggestion to the teachers?

a. Always   ( )

b. Sometimes   ( )

c. Whenever it is needed   ( )

d. Never   ( )

9. Does your school have parents-teachers association? Yes ( ) No ( )

• If yes, please indicate the purpose of such association:

a. Advising the school   ( )

b. Pointing out weaknesses of the school   ( )

c. Suggest measures for improvement   ( )

d. Any other……………………………………………………………………………..

10. Do you convene parents-teachers association meetings? Yes ( ) No ( )

• If yes, how often do you convene such meetings per year?

a. Weekly   ( )

b. Monthly   ( )

c. When needed   ( )

d. Any other…………………………………………………………………………..

11. Do you take the help of teachers for solving students' problems in the school?

Yes ( )   No ( )

12. Do you convene staff meetings? Yes ( ) No ( )

13. If yes, how often do you convene such meetings per year?

a. Weekly   ( )

b. Monthly   ( )

c. When needed   ( )

14. Do you maintain the following registers/records? Please indicate:

a. Teachers' Attendance   ( )

b. Students' Register   ( )

c. Administration Record   ( )

d. Salary Record   ( )

e. Co-Curricular Activities Record   ( )

f. Parents-Teachers Meetings Record   ( )

g. Staff Meetings Record   ( )

h. Record of Meetings with the VEC/SMC   ( )

i. Any other, please mention……………………………………………………………………

15. Please indicate the problems you face in the management and administration of your school?

a. Work overload   ( )

b. Lack of co-operation from parents ( )

c. Lack of competent teachers   ( )

d. Financial constraints   ( )

e. Any other……………………………………………………………………………………………

f. Do not face any problems   ( )

16. Please suggest measures for improving the management and administration of your school:……………………………………………………………………………………………

➢ **ATTENDANCE:**

1. How is the attendance of students in your school?

Excellent ( ) Good ( ) Average ( ) Poor ( )

2. Please cite some suggestions to improve the attendance of students in your school:

…………………………………………………………………………………………………..

➤ FINANCE:

1. Do you get your salary on time?

   Yes ( ) No ( ) Sometimes ( )

- If no, kindly cite reasons for the delay/irregularity in salary…………………………………...

2. Are you satisfied with your present emoluments?

   Yes ( ) No ( ) To some extent ( )

- If no, please mention why you are not satisfied you're your present emoluments…

…………………………………………………………………………………………………..

3. Is your salary sufficient to meet your requirements?

   Yes ( ) No ( ) To some extent ( )

4. How do you manage the school in the absence of any source of income? Please

   mention:…………………………………………………………………………………………

5. Are you satisfied with the grants given to your school?

   Yes ( ) No ( ) To some extent ( )

6. Is there any attempt on part of the authorities concerned to enhance the salary of

   the staff? Yes ( ) No ( )

7. Please mention the main financial problems face by your school:………………………..

8. Suggest measures for improving the financial problems of your school:

   …………………………………………………………………………………………………..

➤ MISCELLANEOUS:

1. Mention the main problems of primary education in your school?

…………………………………………………………………………………………………..

2. Suggest measures for improving primary education in Kohima District:

…………………………………………………………………………………………………..

APPENDIX- C
QUESTIONNAIRE FOR TEACHERS

➢ **PROFILE:**

1. Name:

2. Gender:

3. Age:

4. Trained/Untrained:

5. Educational Qualification:

6. Experience in the profession (In years):

7. Name of the School:

8. Name of the Village/Town where your school is located:

➢ **ENROLMENT:**

1. Are you satisfied with the enrollment of students in your school?

   Yes   ( )   No   ( ) To some extent ( )

- If no, please mention the possible causes for poor enrollment……………………………

2. Please give your suggestions for improving the poor enrollment of students in your

   school:…………………………………………………………………………………..

➢ **INFRASTRUCTURE:**

1. Are you satisfied with the infrastructure of your school? Yes   ( )   No   ( )

   To some extent   ( )

- If no, give reasons………………………………………………………………………

2. Does your school have sufficient classrooms to accommodate the students?

   Yes   ( )   No   ( )

3. How many classrooms does your school have?…………………………………………..

4. How do you manage to accommodate the students?

o Combining classes in one classroom   ( )

o Conducting class in open air   ( )

o Any other…………………………………………………………………………….

5. Indicate the facilities available in your school from the following:

o Fencing/Wall   ( )

o Drinking Water   ( )

o Electricity   ( )

o Toilet   ( )

- o Separate toilet for girls ( )
- o Separate toilet for faculty ( )
- o Library ( )
- o Staff room ( )
- o Fans ( )
- o Reading room ( )
- o Play ground ( )
- o Desks ( )
- o Benches ( )
- o Chairs ( )
- o Black Board ( )
- o Hostel ( )
- o Science Laboratory ( )

6. Is the furniture in your school sufficient? Yes   ( )   No   ( )

7. Indicate the type/s of furniture provided in the classrooms of your school:

- o Wooden desks and benches for the students ( )
- o Wooden chairs and tables for the teachers ( )
- o Blackboard ( )
- o Whiteboard ( )
- o Any other……………………………………………………………………………….

8. Please mention the main problems relating to infrastructure in your school:

…………………………………………………………………………………………………..

9. Please suggest some measures to bring about an improvement in the infrastructure

of your school…………………………………………………………………………………...

➢ **ACADEMIC ACHIEVEMENT/PERFORMANCE:**

1. Are you satisfied with the students' academic achievement? Yes   ( )   No   ( )

To some extent   ( )

2. According to you, which gender of students has the best academic performance in

your school over the years?   Boys ( )   Girls ( )

- • Please give your reasons why the other opposite gender is performing better than the

other:………………………………………………………………………………………

3. Do you give special attention to those students with poor academic achievement?

Yes ( )   No ( )

- If yes, what mechanism/s do you use to teach those students? Please mention:

   …………………………………………………………………………………………

4. What are the main problems regarding the poor academic achievement of the students in your school? Please mention:………………………………………………………….

5. Please give suggestions for bringing about an improvement in the academic achievement of your students…………………………………………………….........................

➢ **CURRICULAR ACTIVITIES:**

1. Are you satisfied with the curricular activities in your school?

   Yes ( )   No ( )   To some extent   ( )

2. Are you a member of any committee/s for managing and organizing curricular activities in your school? Yes   ( ) No   ( )

- If yes, please mention those committees in which you are a member…………………….

3. Do you think the present curricular activities cater to the needs of the students?

   Yes ( )   No ( )   To some extent   ( )

4. Please suggest some measures for bringing about an improvement in the curricular activities of your school:…………………………………………………………………..

➢ **CO-CURRICULAR ACTIVITIES:**

1. Are you satisfied with the co-curricular activities of your school?

   Yes ( )   No ( ) To some extent   ( )

2. Does your students participate in the co-curricular activities?

   Yes ( )   No   ( )

➢ **METHODS OF TEACHING:**

1. Are you free to practice your own method of teaching? Yes ( ) No ( )

2. Does your school provide the necessary teaching aids? Yes ( ) No ( )

   To some extent   ( )

- If yes, please indicate the type/s of teaching aids provided in your school:

a. Blackboard   ( )

b. Whiteboard   ( )

c. Duster   ( )

d. Chalk   ( )

e. Marker   ( )

f. Printed Charts   ( )

g. Plain Charts   ( )

h. Any other…………………………………………………………………………………..

3. What type/s of teaching methods/skills do you use during your teaching? Please

    mention:…………………………………………………………………………………

4. Do you incorporate audio-visual aids in your teaching? Yes ( ) No ( )

- If yes, please mention the audio-visual aids you use during teaching:

    …………………………………...…………………………………………………………..

5. Do you provide remedial teaching to the students? Yes ( )   No ( )

6. Do you feel that it is essential for the teachers to follow certain techniques and

    methods of teaching? Yes ( ) No ( ) To some extent ( )

7. Is the head-teacher supportive in implementing your own method/s of teaching in

    the school? Yes ( )No ( )

8. Do you face any problems with regard to your teaching? Yes ( ) No ( )

- If yes, please mention the problems:…………………………………………………...

➢ **EVALUATION:**

1. Indicate the type/types of measurement tools and techniques for evaluating the

    students in your school from the following:

o Homework/Assignment   ( )
o Teachers' Observation   ( )
o Oral/Written reports from teachers   ( )
o Quiz   ( )
o Class Tests   ( )
o Weekly tests   ( )
o Unit Tests   ( )
o Project Work   ( )
o Terminal Examinations   ( )
o Standardized Tests   ( )
o Any Other…………………………………………………………………..

2. Do you think that the evaluation system practiced in your school is effective in

    evaluating the overall skills of the students? Yes ( ) No ( )   To some extent ( )

3. Are you satisfied with the evaluation system of your school? Yes ( )   No ( )

    To some extent ( )

4. Do you face any problems while evaluating the students' performance?

Yes ( )   No ( )

- If yes, please indicate the type/s of problem/s from the following:

a. Time constraints   ( )

b. No proper training regarding evaluation   ( )

c. Subjectivity   ( )

d. Large number of students   ( )

e. Pass mandatory/no detention policy   ( )

f. Any other……………………………………………………………………………..

5. Please suggest some measures to further improve the evaluation system in your

school…………………………………………………………………………………...

➢ **PARENTS AND COMMUNITY:**

1. According to your observation, do you feel that the parents and community actively

participates in the activities of your school? Yes ( )   No ( )

2. Do you inform the parents about their child's progress?

Yes ( ) No ( ) Sometimes ( )

3. Do you attend parents-teacher meetings? Yes ( ) No ( ) Sometimes ( )

- If yes, is academic matter discussed in such meetings?

Yes ( ) No ( ) Sometimes ( )

4. Are you satisfied with the cooperation of parents and community with your school?

Yes ( ) No ( ) To some extent ( )

- If you are not satisfied, kindly mention the reason/s why:………………………………..

5. Please suggest some measures for more active participation and cooperation of

parents and the community in your school activities:………………………………………..

➢ **SCHEMES/BENEFIT:**

1. Do you think that the launched by the Government is having a positive impact on your

school? Yes ( )   No ( ) To some extent ( )

- If yes, indicate the areas of positive impact:

o To avoid malnutrition   ( )

o To avoid gender gap   ( )

o Curriculum   ( )

o Financial   ( )

o Administration   ( )

o Improvement in infrastructure ( )

o Student Achievement ( )

o Student Attendance ( )

o Student Enrollment ( )

o Effective Teaching-Learning Process ( )

o More Participation of Parents and Community in school activities ( )

o Any other……………………………………………………………………………….

2. Please suggest some measures for better implementation of the various
schemes/programs launched by the Government for primary education:
………………………………………………………………………………………..

➢ **CURRICULUM/SYLLABUS:**

1. Are you satisfied with the existing curriculum? Yes ( ) No ( )
To some extent ( )

• If not satisfied, please mention the drawbacks of the present curriculum
……………………………………………………………………………………….

2. Are you able to complete the syllabus on time? Yes ( ) No ( ) Sometimes ( )

• If no, give reasons……………………………………………………………………

3. Do you feel competent to deal effectively with the curriculum of your school?
Yes ( ) No ( ) To some extent ( )

4. Do you think that the curriculum facilitates the development of concepts and skills
in the students? Yes ( ) No ( ) To some extent ( )

5. Kindly suggest some measures to bring about an improvement in the existing
curriculum:…………………………………………………………………………...

➢ **TEXTBOOKS:**

1. Are you satisfied with the existing textbooks in your school? Yes ( ) No ( )
To some extent ( )

2. Do you feel that the contents of the textbooks cater to the needs of the students?
Yes ( )   No ( ) To some extent ( )

3. Please suggest some measures to improve the existing textbooks: ………………………..

➢ **TEACHERS:**

1. Please mention the number of classes you take in a week: ……………………………….

2. Kindly mention the time allotted for a period in your school:……………………………….

3. Are you satisfied with your current teaching profession? Yes (　) No (　)

   To some extent　(　)

4. Please indicate your current workload from the following:

a. Very heavy   (　)

b. Heavy   (　)

c. Average/Manageable   (　)

d. Light   (　)

e. Very Light   (　)

5. Do you feel that teacher-training programs are essential for the teachers?

   Yes (　)   No (　)

6. Do you feel that your present profession and work environment is motivating and

   challenging for you? Yes (　) No (　) To some extent (　)

7. Do you get other fellow teachers' support in academic works?

   Yes (　) No (　) Sometimes (　)

8. Do you think that the present number of teachers is sufficient to cater to the needs

   of the students? Yes (　) No (　) To some extent (　)

9. Do you feel that the academic program of your school is adversely affected due

   to the existing staffing pattern? Yes (　) No (　) To some extent (　)

• If yes, suggest some remedial measures to improve the situation:

   …………………………………………………………………………………………

10. Please specify the main problems face by you at present as a teacher:

   …………………………………………………………………………………………

11. Kindly suggest some measures to alleviate the problems face by teachers of government

   primary school in Kohima District: …………………………………………………...

➢ **ADMINISTRATION & MANAGEMENT:**

1. Does the head teacher interfere with the work of the teachers? Yes (　) No (　)

   To some extent (　)

2. Does your school provide leave facilities? Yes (　) No (　)

• If yes, please indicate the type/s of leave: ………………

3. Does the head-teacher ask for your help in matters relating to administration and

   management of your school? Yes (　) No (　) Sometimes (　)

• If yes, do you offer help to the head teacher? Yes (　)   No (　) Sometimes (　)

4. Do you think that there is cordial relationship between you and the head-teacher?

   Yes ( ) No ( ) To some extent ( )

5. In your observation, what are the main administrative and managerial problems face by your school at present? Please mention:…………………………………………………………...

6. Kindly suggest measures for improving the management and administration of your school:………………………………………………………………………………..

➢ **ATTENDANCE:**

1. How is the attendance of students in your school?

   Excellent ( ) Good ( ) Average ( ) Poor ( )

2. Please cite some suggestions to improve the attendance of students in your school:

   ……………………………………………………………………………………..

➢ **FINANCE:**

1. Do you get your salary on time? Yes ( ) No ( ) Sometimes ( )

2. Are you satisfied with your present salary? Yes ( ) No ( ) To some extent ( )

3. Is your salary sufficient to meet your requirements? Yes ( ) No ( )

   To some extent ( )

4. Are the students provided any free-ships in your school? Yes ( ) No ( )

• If yes, please indicate the type/s of free-ship from the following:

a. Government   ( )

b. Private Sponsor   ( )

c. Solely sponsored by your school ( )

d. Other……………………………………………………………………………….

5. Please mention the main financial problems face by your school…………………………...

6. Suggest measures for improving the financial problems of your school:

   ……………………………………………………………………………………..

➢ **MISCELLANEOUS:**

1. Mention the main problems of primary education in your school?

   ……………………………………………………………………………………..

2. Suggest measures for improving primary education in Kohima District:

   ……………………………………………………………………………………..

APPENDIX- D
FOCUS GROUP DISCUSSION QUESTIONS

| Name of the School: | |
| Number of students: | |

Sl. No.	Questions
1	Do you like the building of your school?
2	Do you like your classroom?
3	Do you like the school toilet?
4	Is drinking water provided by your school?
5	Are you satisfied with the playground of your school?
6	Choose one subject which you like the most.
7	What do you do during break time/recess?
8	Are you satisfied with the duration of class taken per period?
9	Do you participate in co-curricular activities of the school?
10	Are you satisfied with how your teachers teach you?
11	Are you able to understand what your teachers teach you?
12	Do you like getting homework from your teachers?
13	Do you feel that the homework given by your teachers is too much?
14	Do your teachers check your homework on a regular basis?
15	Do your school conduct class tests often?
16	Do your parents tell you to study hard?
17	Do your parents send you for tuition class?
18	Do you seek help from your parents while studying?
19	Do your parents help you in your study?
20	Are you provided with school uniforms?
21	Do you like your school uniform?
22	Does your school provide mid-day meals?
23	Do you like the food provided by your school during mid-day meals?
24	Does your school provide cooked meal every working day?
25	Does your school distribute uncooked food items instead of cooked meals?
26	Do you think that the teachers are too strict?
27	Do your teachers tell you to obey the rules of the school?
28	Do your teachers come regularly to the school?
29	Are you happy studying in this school?
30	Do you like coming to school?
31	Is your school bag heavy or light?
32	Is your home nearby or far away?
33	Do you carry lunchbox and water bottle to school?
34	Do you like to study?
35	Up to which class do you want to study?
36	What do you want to become when you grow up?

APPENDIX- E
INTERVIEW SCHEDULE FOR PARENTS

Name:
Name of the village and EBRC:
Name of the School where child is studying:

Sl. No.	Questions
1	Are you satisfied with the enrolment of students in the school?
2	Are you satisfied with the school building?
3	Are you satisfied with the classrooms?
4	Are you satisfied with the playground of the school?
5	Are you satisfied with the toilet facilities in the school?
6	Are you satisfied with the curricular activities of the school?
7	Are you satisfied with the co-curricular activities of the school?
8	Do you participate in the activities of the school?
9	In your opinion, which medium of instruction should the teachers use for teaching your child?
10	Do you think that the school take good care of your child?
11	Do you think that the school have dedicated and hardworking teachers?
12	Do you feel that the school has sufficient number of teachers?
13	Are the school and teaching staff co-operative with you?
14	Does the school give information about your child's progress and weaknesses?
15	Does the school have Parent-Teacher Association?
	If yes, do you attend PTA meetings?
16	Do the parents and community participate in the activities of the school?
	If yes, are you satisfied with the cooperation of parents and community with the school?
17	Please cite some worth mentioning welfare measures undertaken by the parents and community for the school.
18	Do you assist your child in his/her studies?
19	Do you send your child to tuition class?
20	Are you satisfied with your child's academic performance so far?
21	Does your child face any problems in relation to his/her education?
	If yes, please mention the problems
22	In your observation, what problems do the school face currently?
23	Did you receive any complaint/s about your child from the school?
	If yes, what was the complaint/s about?
24	Do you encourage your child to study hard?
25	Does your child take interest in his/her studies?
26	Do you feel that the school have the required facilities for your child?
27	Are you satisfied with the evaluation system of your school?
28	Are you satisfied with the help provided to the school by the government through various schemes/programs?

APPENDIX- F
INTERVIEW SCHEDULE FOR GOVERNMENT OFFICIALS

Sl. No.	Questions
1	Are you satisfied with the enrolment of students in the Government Primary Schools?
2	Is the government taking any initiative to improve the enrolment of students?
	If yes, what initiatives do the government have taken so far to improve the enrolment of students?
3	Are you satisfied with the infrastructure condition of Government Primary Schools?
	What measures do the Government have employed so far to bring about an improvement in the infrastructure of Government Primary Schools?
4	Are you satisfied with the academic performance of the students?
	Are there any initiatives taken by the government to improve the academic performance of students?
	If yes, please describe the initiatives taken by the government to improve the academic performance of students
5	Do you think that co-curricular activities are important for the students?
6	Which medium of instruction would you prefer to be used in the schools?
7	Do the government supply teaching-learning materials to the schools? yes
	If yes, what kind of teaching-learning materials are being supplied to the schools?
8	Are you satisfied with the present evaluation system practiced by the schools?
9	Are you satisfied with the performance record of VEC/SMC?
10	Are there reports of student drop-outs in the Government Primary Schools?
	If yes, please cite reasons for the student drop-outs
11	Do you feel that communitization program is successful in improving the condition of Government Primary Schools?
	If no, why?
12	In your opinion, is the implementation of mid-day meal scheme been successful so far?
13	Do you think the new scheme Samagra Shiksha Abhiyan been effective in improving the status/condition of Government Primary Schools?
14	Are you satisfied with the existing curriculum practiced in the schools?
15	Do the Government provide free textbooks and uniforms for the students?
16	Do the Government provide free furniture and computers?
17	Do the government organize training programs for VEC/SMC members?
18	Do you feel that the present number of teachers is sufficient?
19	Should the teachers go for teacher-training programs?
	If yes, do the government organize/facilitate such programs?
20	Do the teachers get their salary on time?
21	Are you satisfied with the performance of supervisory and inspection staff?
	Basing on the reports of supervisory and inspection staff, do the government take measures?

22	Please highlight some areas where Government Primary Schools are facing problems.
23	Cite some measures taken by the government so far to bring about an improvement in the condition of Government Primary Schools.
24	Please highlight some positive outcomes through the initiative taken by the government for government primary schools.