



**GOVERNMENT OF NAGALAND**

**EVALUATION REPORT ON SCHOOLS  
IN  
PHEK TOWN**

## **PREFACE**

The evaluation study of Schools in Phek Town is the twenty-ninth report brought out by the Evaluation Department. This study was undertaken at the instance of the District Planning & Development Board of Phek District with the object of (i) assessing the progress made in the field of education upto high School level and its impact on the people of Phek Town (ii) to identify problem areas and weak spots and to suggest remedial measures therefore in respect of both elementary and high school education in Phek Town.

It is hoped that the information contained in the present report, particularly the findings and suggestions will be found useful by the Planners, Administrators and Implementing Authorities of school education in Nagaland and particularly in Phek District as well as other areas of Nagaland where the situation is likely to be similar.

Shri Chiten Jamir, Evaluation Officer, Phek conducted the study and prepared the draft report which was scrutinized and given final shape in the present form by Shri N. Zeliang, Joint Director of Evaluation.

I thank all the officers and staff of Evaluation Department but for whose sincere and dedicated work, the field Investigation, preparation of draft report audits finalization would not have been possible. My thanks are also due to those officers, teachers and students who rendered their valuable assistance and cooperation in collecting the necessary information.

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Dt. Kohima the 31st. March/95.

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### OBJECTIVE OF THE STUDY

2.4 Phek Town is the district headquarter of Phek District. The importance of School particularly in a District Headquarter cannot be over emphasised. Moreover it is expected that all the necessary Study condition and arrangement are made available in all the Schools. However, due to complaints from the public regarding non-availability of facilities the District planning Board has entrusted the District Evaluation Office, Phek has, therefore undertook the study with the following as main objectives:-

- i. To examine the progress made in the field of education on various school at Phek Town.
- ii To study the condition and arrangement under which the programmer of Elementary Education Is being implemented.
- iii To study the impact of the programmer on the people.
- iv To study the problem and weak sports; and
- v To recommend the measures necessary for the effective working of the programmer.

### SCOPE OF THE STUDY

2.5. It is difficult to evaluate every aspects of education. Some of the main point of equity in this study are innumerate below:-

- i Enrolment of the students.
- ii Attendance, Stagnation and Drop—out.
- iii Accommodation of schools facilities for teaching etc.
- iv Number of teachers, in school as well as teachers pupil ratio.
- v position of teachers, their q1ualification, training, service conditions etc.
- vi Control and management of schools.
- vii Expenditure incurred.
- Viii Miscellaneous inter-related issues.

## **METHODOLOGY**

2.6 The methodology followed in this study includes personal contacts, interviews with the concerned school authorities as well as students. The collection of primary data was made for the concerned school authorities through a structured schedule '1' and structured schedule-II from students.

## **SAMPLING.**

2.7 A cent per cent study of schools at Phek Town was proposed to cover for the purpose of this study. However, under certain consideration and difficulties 2(two) school namely 14<sup>th</sup> Assam Rifle English school and Kiddies Corner English school, Phek were excluded from the present study. Inspite of the best effort of the Evaluation Team, the required information could not be obtained From the concerned school authorities in full and as such presentation of data in many cases are based on verbal information and personal observation of the Evaluation team and may therefore suffer certain set back.

### CHAPTER –III

#### PARTICULARS OF SCHOOLS AND ITS ACTIVITIES

3.1 At the outset, it is worth to present the name of school, year of establishment of the school, up to What classes the school are running and whether schools are sponsored by state Government central Government or by Non- Government organization or individual. The particulars of each school of Phek Town actually studied are presented in Table- 1 below :

**TABLE -1**  
**PARTICULARS OF SCHOOLS**

Sl. No.	Name of the school	Year of Estd	Classes taught	Sponsorship of school (Private/Stat Govt./ Central Govt.
(1)	(2)	(3)	(4)	(5)
1.	Govt. Higher Secondary school Phek.	1967	VII to X	State Govt.
2.	Christian English school, Phek	1969	A to X	Private
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	1976	A to VIII	Private
4.	Christian Home school, Phek	1988	A to VI	Private
5.	Govt. Upgraded Middle English school, Phek	1972	A to V	State govt.

( Source:- Respected School Records)

3.2 A standard school building plays an important role in imparting proper education to the student. A good an properly maintained building may also indirectly help in raising the standard of education especially in primary and middle school in a number of ways keeping this important fact in view, an attempt was made to collect information in land and building.

3.3 The ownership and types of school building in Phek Town are presented in Table- II Below:-

**TABLE NO.II.  
OWNERSHIP AND TYPES OF SCHOOL BUILDINGS.**

Sl. No.	Name of the School	Ownership	Roof	Wall	Floor
1	2	3	4	5	6
1.	Govt. Higher Secondary school Phek.	Own	C-G.L.S.	Cemented.	Cemented.
2.	Christian English school, Phek	Own	C-G.L.S.	Bamboo mat.	Ground.
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	Own	C-G.L.S.	Cemented.	Cemented.
4.	Christian Home school, Phek	Own	Tin C G.L.S.	Cemented.	Cemented.
5.	Govt. Upgraded Middle English school, Phek	Own	C-G.L.S.	Bamboo mat.	Ground.

[ Source;- Field Investigation ]

3.4 The above information reveals that the schools have their own school Building through not up to the desired standard. However, the Govt. Up-graded Middle school building maintenance is very poor requires much to the improved.

3.5 The performances of school both in academic as well as other activities to a large extent depends on the knowledge of the teacher concerned for education and mostl/ on better qualification. An attempt has therefore been made to present the qualification of teachers in each school Table-III Below.

**TABLE NO .III.  
QUALIFICATION OF THE TEACHING STAFF.**

Sl. No .	Name of School.	Under Matri c	Matri- Culate	Und er Gra duat e	B.A	B.Sc.	B.Co m.	B.th	BA B.Ed.	B.Sc.B.Ed	M.A	M.A M .Ed	B.A. (Hindi)	B.A. B.Ed. (Hindi)	Total of Teaching Staff
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Govt. Higher Secondary school Phek.	-	2	-	3	3	-	-	2	1	2	1	1	1	16
2.	Christia n English school, Phek	-	3	4	4	4	-	1	-	-	-	-	1	-	17
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	1	1	4	3	3	-	-	-	-	1	-	-	-	22
4.	Christia n Home school, Phek	-	2	4	2	2	2	-	-	-	-	-	1	-	13
5.	Govt. Upgrade d Middle English school, Phek	4	3	-	2	1	-	-	-	-	-	-	-	-	10
	Total-	4	21	12	14	13	2	1	2	1	3	1	3	1	78

3.6 Since the above table clearly indicate the educational qualification of teachers in each school as well as the availability of teachings staff, further discussion on the availability and their qualification of teaching staff is avoided.

3.7 The other aspect of the efficiency of a School depend mostly on the availability of trained teachers. The availably of Physical Teacher is also an important aspect to be taken into account,( because the students are not only to learn the prescribed course; but they should keep fit physically as well. Keeping in view of the above, an attempt MBS to made collect information on availability of trained and physical education teachers which is presented in table-iv below :-



**TABLE – IV  
POSITION OF TEACHER.**

Sl. No.	Name of the school	Reported sufficient Teachers	Reported not sufficient Teachers	Total No. of Trained Teachers	Physical Education Teachers.	Total No. of Teachers.
1	2	3	4	5	6	7
1.	Govt. Higher Secondary school Phek.	-	Not Sufficient	5	1	16
2.	Christian English school, Phek	-	Not Sufficient	1	Nil	17
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	-	Not Sufficient	Nil	Nil	22
4.	Christian Home school, Phek	-	Not Sufficient	1	Nil	13
5.	Govt. Upgraded Middle English school, Phek	-	Not Sufficient	Nil	Nil	10

[ Source:- Field Investigation ]

38. The above table indicates that out of total of 78 teachers available in Phek Town only 7 teachers are trained and the remaining are all untrained teachers. Moreover, excepting Gs vi. Higher Secondary School, the other Schools are not having Physical Teachers.

3.9. Teachers Students ratio is also an important factor for imparting proper education to the students- The Evaluation Department to collect the teachers students ratio of each school which is presented in Table No. V.

**TABLE NO.V.  
TEACHERS STUDENTS RATIO.**

Sl. No.	Name of the school	Total No. of Teachers (on date of visit)	Total No. of students (on date of visit)	Ratio
1	2	3	4	5
1.	Govt. Higher Secondary school Phek.	16	450	1:28
2.	Christian English school, Phek	17	446	1:26
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	22	864	1:40
4.	Christian Home school, Phek	13	360	1:28
5.	Govt. Upgraded Middle English school, Phek	10	163	1:16

( Source:- Field Investigation)

3.10 Normally the ratio between Teachers students is 1:20-25. but from the above table except Govt. Up- graded Middle English school, the other schools are having less teachers compared with the total number of student of each school. The 5<sup>th</sup> Bn. N.A.P. Unit English school, the ratio between Teachers students is 1:40 which is much more than the prescribed ratio.

3.11 It is the common experience that expect in some rare cases, students admitted in school did not attend and complete the whole course up to the final examination due to various reasons. The reported obtained by the Evaluation Team on how many students admitted in school at the beginning of the year, how many students could appeared final examination and how many have passed and the percentage of pass is presented in Table-VI.

**TABLE- NO-VI**  
**POSITION AND PARTICULARS OF STUDENTS**

Sl. No.	Name of the school	Year	Name of Class	No. of Students Admitted	No. of Students appeared final exam.	No. of students passed.	Percentage
1	2	3	4	5	6	7	8
1.	Govt. Higher Secondary school Phek.	1969 1990	VII to X VII to X	432 435	415 420	207 274	62% 65%
2.	Christian English school, Phek	1989 1990	A to VIII A to IX	468 474	420 428	342 368	81.42% 85.90%
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	1989 1990	A to VIII A to VIII	890 793	890 771	837 642	94% 83.02%
4.	Christian Home school, Phek	1989 1990	A to V A to V	273 287	269 281	241 263	90% 93.60%
5.	Govt. Upgraded Middle English school, Phek	1989 1990	A to V A to V	104 131	120 81	102 81	100% 63.28%

(Source :- Field Investigation)

3.12. The above table shows that in all the Schools, a number o students admitted did not compete the course upto final examination As regard the percentage of students passed in final examination. all i hi Schools shows commendable pet for mace in the result though the Govt. run School? are much below the privately run School in passed percentage..

3.13. The test of knowledge of students through oorma.1 examination conducted 2-3 times a year appears to be insufficient. Testing of students through regain! Class test is important not only for inducing regular study but also to check the improvement of knowledge of each students in their day to day learning. The performance of each students through class test should be taken into account in the final result. Considering the importance of regular class test and other normal

examination the information has been collected from each school and presented in Table No. VII.

**TABLE- NO- VII  
TEST AND EXAMINATION**

Sl. No.	Name of school	No. of class test condition in a month	No. of examination conducted in a year
1	2	3	4
1.	Govt. Higher Secondary school Phek.	Monthly	Thrice
2.	Christian English school, Phek	Weekly	Thrice
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	Weekly	Thrice
4.	Christian Home school, Phek	Quarterly	Four Times
5.	Govt. Upgraded Middle English school, Phek	Monthly	Thrice

( Source :- Field Investigation )

3.1 :. The above tale shows that each Schools performs class test and examination differently depending on the programmers or the School concerned. It is felt that as far as practicable frequent Class Test should continue to be conducted at Least once in a week to enable the students to always keep in touch with their course of study.

3.15. The efficiency and effectiveness of a school is to be judge not only by the performances in the internal examination of the respective school concerned conducted by a Board like the Nagaland Board of school Education. The data on numbers on number of students who appeared in the Board Examination and the percentage passed has been collected and presented in table- VIII.

**TABLE NO. VIII.  
DATA ON PERFORMANCES IN THE BOARD OR OTHER  
EXAMINATION.**

Sl. No.	Name of school	Name of examination	Board of examination	Year	Total students appeared	Total students passed	percentage
1	2	3	4	5	6	7	8
1.	Govt. Higher Secondary school Phek	H.S.L.C. H.S.L.C.	N.B.S.E. N.B.S.E.	1989 1990	30 61	23 38	77% 62%
2.	Christian English school, Phek	E.S.L.C. E.S.L.C.	- -	1989 1990	16 21	14 19	87.50% 90.48%
3.	5 <sup>th</sup> Bn N.A.P. Unit English	E.S.L.C. E.S.L.C	- -	1989 1990	24 20	24 13	100% 65%

	school, Phek						
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3.16. The above Table indicates that the two years performance of students in the examination conducted through such Board has been quite encouraging.

3.17. Students participation in games and sports is important not only To keep physically fit, strong and healthy but also for inculcating a sense of discipline as well as to develop the mentality of the Students. The students participation in game and sport has therefore been collected from each school and the information obtained are presented in table No. IX.

**TABLE. NO. IX.**  
**REPORT ON GAMES AND SPORTS**

Sl. No.	Name of school	Name of events	Name of tournaments.	Level of trophy	Laurel Won	Year
1.	Govt. Higher Secondary school Phek.	Volley Ball ( Girls)	Inter- High school Tournament, Phek. Dist.	Phek Dist.	Champion Ship.	1990
		Basket Ball (Girls)	-Do-	-D0-	Runners up.	1990
		Football (Boys)	-Do-	-Do-	Runners up	1990
		Basket Ball (Boys).	-Do-	-Do-	Runners up	1990
2.	Christian English school, Phek	NIL	NIL	NIL	NIL	NIL
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	NIL	NIL	NIL	NIL	NIL
4.	Christian Home school, Phek	NIL	NIL	NIL	NIL	NIL
5.	Govt. Upgraded Middle English school, Phek	NIL	NIL	NIL	NIL	NIL

( Source:- Field Investigation)

3.18 From the information presented in table- IX above it is clear that except Government Higher Secondary School, all the other schools did not participate in any tournament of game and sport. It is reported that each school used to organized their game and sports once a year within their respective school only. Almost all the school are run by private bodies and participation in any tournament even within district level involves considerable amount of expenditure. Hence finance is considered as the main hindrance for participation in other tournament.

3.19 The expenditure involved in various activities of each school within the two year period i.e. 1989 and 1990 has been collected and presented in table No. X. The required information could not be collected from some schools inspite of the best efforts by the Evaluation team due to non-maintenance of proper records.

**TABLE. NO. X.**  
**EXPENDITURE STATEMENT ON SCHOOLS.**

Sl. No.	Name of school	Year	Salaries & wages	Procurement of books	Stationeries.	Repair of furniture etc.	Others
1	2	3	4	5	6	7	8
1.	Govt. Higher Secondary school Phek.	1989 1990	Rs. 7,68,000 Rs./- 7,34,000/-	NIL NIL	Rs. 6.312 RS, 5,907/-	NIL NIL	NIL NIL
2.	Christian English school, Phek	1989 1990	Rs, 30,000/- Rs,30,000/-	Rs. <u>18,000</u> (5+6) Rs. <u>18,457</u> (5+8)	- -	NIL NIL	Rs, 60,000 Rs, 12,000
3.	5 <sup>th</sup> Bn N.A.P. Unit English school, Phek	1989	- -	- -	- -	- -	- -
4.	Christian Home school, Phek	1989 1990	Rs. 96,000 Rs. 1,20,000	NIL NIL	Rs. 20,000 NIL	Rs, 10.000 NIL	Rs, 50,000 NIL
5.	Govt. Upgraded Middle English school, Phek	1989 1990	- -	- -	- -	- -	- -

( Source:- Field Investigation)

3.20 The account on salaries and wage of the 5<sup>th</sup> Bn. N.A.P. Unit English school and Government Up- Graded Middle English School are maintained by the 5<sup>th</sup> N.A.P. Bn. Office, Phek and Deputy Inspector of school, Phek respectively. Hence the expenditure on salaries and wages could not be presented in the present study report.

3.21 On procurement of books, stationeries, repair of furniture and other expenditure, all the schools could furnished the information. The expenditure on these item are mostly not of recurring nature and as such need no further explanation.

**CHAPTER – IV**  
**STUDENTS REACTION OF THE ACTIVITIES OF SCHOOLS**  
**AND THEIR TEACHERS.**

4.1. The students being the ultimate beneficiaries it is felt necessary to ascertain their views and reaction relating to the functioning and working of the schools. The Evaluation Team has therefore, collected some basic information on the school activities and other related issues by interviewing selected students from 3(three) schools through a questionnaire. The out- come of this study is discussed point- wise in this chapter.

4.2. The location of the school and proper maintenance in around the school compound play an proper for the infective working of the school. Unhygienic location and improper maintenance may bring adverse effect. The school should be ideally scatted and always keep neat and clean. The view expressed by the students on this aspects are presented in Table- XI.

**Table No. X1**

**STUDENTS VIEWS ON LOCATION AND MAINTAINANCE OF THEIR RESPECTIVE SCHOOLS.**

SL. NO.	Name of the schools.	Total No. students interviews	ON LOCATION			ON MAITAINANCE		
			No. of students responding as ideal	No. of students responding as not ideal.	Percentage of students responding as ideal.	No. of students responding as maintained properly	No. of students : responding as not maintained properly	Percenta ge of response as properly maintain ed.
1	2	3	4	5	6	7	8	9
1.	Govt. Higher & Secondary school	5	5	Nil	100%	1	4	20%
2.	Christians English School,	11	11	Nil	100%	9	2	81.82%
3.	5 <sup>th</sup> Bn. N.A.P, Unit English school.	6	6	Nil	100%	6	Nil	100%

( source :- Field Investigation)



4.3. From the above table it is seen that on location of school, all the students from all the three school reported ideal. On maintenance of their school, only 20% of the students reported their satisfaction from Government Higher secondary school. The students from Christian English school and the Bn. N.A.P. school reported 82% and 100% satisfaction on proper maintenance of school.

4.4. In order to impact education to the students, regular and punctual attendance of teachers is one of the most important factor. Irregular and unpunctual attendance on the part of the teachers bring various undesirable effects on their students. An attempt has been made to ascertain the attendance and punctuality of the teachers by interviewing the students and the reports obtained thereby are presented in Table-XII.

4.5. Efficiency of teachers in teaching is the key to success of education. The view expressed by the students regarding the efficiency of the teaching staff are tabulated and presented in Col. 7-9 Table-XII.

4.6. An attempt was also made to elicit the view of the students regarding the suitability of the course contents as well as the method of teaching followed at presented in the state. The compiled data arrived out of this interview are presented here below. However, it is observed that the students have not reached the stage to give constructive suggestion on opinion on this issue.

**TABLE- NO – XII.**

**STUDENTS VIEWS ON ATTENDANCE AND EFFICIENCY OF THEIR TEACHERS  
AND METHOD OF TEACHING ADOPTED BY THEIR TEACHERS.**

Sl. No.	Name of the school.	Regularity & Punctuality				On efficiency of teachers			Suitability of teaching method.		
		Total No. interviewed	No. of students stating regular & punctual	No. of students stating not regular & punctual	Percentage of students responding as regular & punctual	No. of students responding efficient.	No. of students responding not efficient	Percentage of students responding efficient	No. of students responding suitable.	No. of students responding not suitable.	Percentage of students responding suitable.
1	2	3	4	5	6	7	8	9	10	11	12
1.	Govt. Higher & Secondary school	5	5	nil	100%	5	Nil	100%	5	Nil	100%
2.	Christians English School,	11	11	Nil	100%	11	Nil	100%	11	Nil	100%
3.	5 <sup>th</sup> Bn. N.A.P, Unit English school.	6	5	Nil	100%	6	Nil	100%	6	Nil	100%

( Source:- Field Investigation)

4.7 From the above table it appears that the students are satisfied with their teachers in regard to regularity and punctuality in attendance as well as the teaching method followed by their teachers.

4.8. The students are not only suppose, to confine themselves to the courses prescribed for a particular class but should also fully participate in other activities like games and sports etc. engaging themselves in such activities refreshes their mind and help them to fore provide sports goods to the students as the present availability are not up to the minimum desired level.

4.9. Providing science laboratory in the school having the standard of class- VIII onwards is another very important aspect particularly in science subject. Without science laboratory such subject cannot be fully taught by the teachers as the students will learn only theoretical side without practical knowledge.

4.10. Library facility is another important aspect that need to be looked into very seriously. Learning the prescribed course alone is not enough in the present days. Reading newspapers and other books are very essential for updating of one's knowledge and to broaden one's outlook. The school authority should see that this facility is available to the students.

**TABLE- NO- XIII**  
**STUDENTS RESPONSE TO THE AVAILABILITY/ PROVISION OF RECREATIONAL**  
**AMENITES SCIENCE LABORATORY AND LIBRARY IN THEIR RESPECTIVE**  
**SCHOOLS.**

Sl. No.	Name of the school	Total no. of students interviewed	Recreational Amenities		Science Laboratory		Library	
			Provided	Not provided	Provided	Not provided	Provided	Not provided
1	2	3	4	5	6	7	8	9
1.	Govt. Higher & Secondary school	5	5	Nil	5	Nil	5	Nil
2.	Christians English School,	11	11	Nil	Nil	11	Nil	11
3.	5 <sup>th</sup> Bn. N.A.P, Unit English school.	6	6	Nil	Nil	Nil	Nil	6

( Source:- Field Investigation )

4.11. The views expressed by the students on such information like recreational amenities, science laboratory and library facilities are presented in Table No XIII. All the students reported satisfaction in regard to recreational amenities. Regarding science Laboratory facilities except the Government Higher Secondary school no other school have provided science laboratory. Library facilities were also provided only in Government Higher secondary school. But it is reported by the students that the availability of books in the library and its maintenance are far from satisfactory.

4.12. The views as expressed by the students on completion of the syllabus, proper observation of rules and regulation and the school administration and presented in Table No- XIV.

**TABLE- NO- XIV**  
**STUDENTS RESPONSE AS TO WHETHER THEY COULD COMPLETED THE**  
**PRESCRIBED COURSE AND WHETHER THEY ARE SATISFIED WITH THE**  
**ENFORCEMENT OF RULES AND REGULATIONS IN THEIR RESPECTIVE.**  
**SCHOOLS.**

Sl. No.	Name of the school	Total NO of students interviewed	On completion of syllabus			On school rules & regulations.		
			NO. of students stating they could completed the prescribed course.	No. of students stating they not complete the prescribed course.	Percentage of those completed the course.	Satisfied	No Satisfied	Percentage of those satisfied.
1	2	3	4	5	6	7	8	9
1.	Govt. Higher & Secondary school	5	5	Nil	100%	5	Nil	100%
2.	Christians English School,	11	5	6	45%	11	Nil	100%
3.	5 <sup>th</sup> Bn. N.A.P, Unit English school.	6	6	Nil	100%	6	Nil	100%

( Source:- Field Investigation )

4.13. Since the table presented above speak for itself discussion is consider not necessary. Hence further elaboration is avoided.