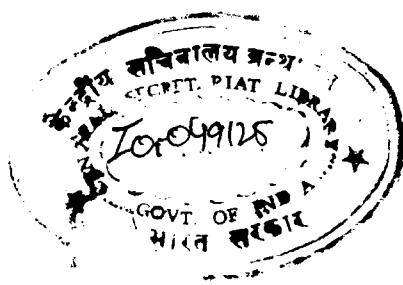




**EVALUATION REPORT
ON
ELEMENTARY EDUCATION
IN
NAGALAND**

**DIRECTORATE OF EVALUATION
GOVERNMENT OF NAGALAND
KOHIMA**



PREFACE

1. The rapid spread of education and multi-pronged development programmes in different spheres undertaken by the State Government have led the State on the road to progress within two decades. After the attainment of State-hood in December, 1963, the State Government is trying to fulfil the cherished goal of universalisation of Elementary Education and the achievement towards this objective have made phenomenal progress. In order to evaluate the impact of this, the Directorate of Evaluation conducted a study (i) to examine the State's programme of elementary education in the light of the directive principles of the Constitution and the educational policy of the State's Government, (ii) to study the conditions and arrangements under which this programme is being implemented, (iii) to assess the progress (both physical and financial) of elementary education in both quantitative and qualitative terms, (iv) to study the impact of the programme, (v) to study the problems and weak-spots and (vi) to recommend measures for more effective working of the programme.

2. The reference period for this study was from 1961-62 to 1978-79 (i.e. from the 3rd five year Plans upto the end of the fifth Five Year Plan). Even though the draft of the report was submitted in early part of 1981, the report could not be published till 1986 due to practical difficulties. However, the findings and suggestion made in the reports may still hold good which are expected to be useful to the concerned implementing agency for taking follow-up action.

3. Shri N. Zeliang, Deputy Director of Evaluation, not only conducted the study and his over-all supervision and guidance but also drafted this report. The useful work done by the field staff Directorate of Evaluation deserved much appreciation.

4. The Evaluation Directorate gratefully acknowledge the help and cooperation received from the officials of the Education Department, the Head-masters and teachers of the school, parents/guardian of students.

(T. C. K. LOTH)

Development Commissioner & Ex-Officio
Director of Evaluation

Dt. Kohima,
the 1st Aug./86.

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CHAPTER-I.

INTRODUCTION AND BACKGROUND.

General Background.

1.1. Education is an essential pre-requisite for a successful working of democracy and mass education is widely recognised as the crucial factor governing the social, economic and cultural development of any country. With due awareness to this important consideration the Indian Constitution prescribed free and compulsory education for all children until they complete the age of 14 years (Article 45 Directive Principle of State Policies). Being a state subject education is receiving the increasing attention of the State Government which is incurring an enormous expenditure on the implementation of various programme in this field.

1.2. The State of Nagaland came into being in December, 1963. This was the third year of the Third Five Year Plan which virtually marked the dawn of the Plan Scheme on Elementary Education launched by the State. Since then, the Government of Nagaland is striving hard to reach the goal of educating all children of School going age. Under the State's successive Five Year Plans 'Elementary Education' (i.e. Education at Primary and Middle School Level) is receiving priority treatment especially because of its inclusion in the Minimum Needs Programme.

1.3. A quick glance at the over-all development of Elementary Education in the State, is presented in the next page.

TABLE—1.1.

Precentage of Literacy of the total Population-
(District-wise, 1971 Census)

Sl. No.	Name of the District.	Literacy p.c. of male population.	Literacy p.c. of female population.	Literacy p.c. of total population
1	2	3	4	5
1	Kohima.	44.39	22.21	34.73
2	Mokokchung.	54.79	43.31	49.57
3	Tuensang.	21.95	9.48	15.97
4	Wokha.	39.10	17.30	28.31
5	Phek.	29.50	9.60	20.03
6.	Zunheboto.	33.82	18.20	26.08
7.	Mon.	12.54	4.56	8.80
Total :-		35.02	18.65	27.40

[Source :- Draft Annual Plan, 1980-81]

TABLE 1.2.

Position Regarding Number of Schools, Enrolment and Teacher in the Primary
and Middle Schools of Nagaland (From 1961-62 to 1978-79)

Sl. No.	To which the Position Relates	Nos. of Schools				Nos. of Enrolment		Nos. of teachers.	
		Primary Schools		Middle Schools		Primary Schools	Middle Schools	Primary Schools	Middle Schools
		Govt.	Prt.	Govt.	Prt.				
1	2	3	4	5	6	7	8	9	10
1.	Third Five Year Plan (1961-62 to 1965-66)	800★	NA	98	33	57,896	12,265	1,766	1,203
2.	Annual Plan (1966-67)	880★	NA	106	50	63,280	14,056	2,033	1,320
3.	Annual Plan (1967-68)	927★	NA	123	34	66,744	15,000	2,133	1,414
4.	Annual Plan (1968-69)	891	56	129	34	68,184	17,169	2,293	1,504
5.	Fourth Five Year Plan (1969-70 to 1973-74)	916	62	140	76	71,000	21,000	2,573	1,848
6.	Fifth Five Year Plan (1974-75 to 1978-79)	1041	68	191	94	97,330	37,700	4,665	2,490

★ Combined for Govt. and Private Primary Schools.

[Source :—Plan Documents]

1.4. The factual accounts presented in table-1.2 shows that of a total off 996 recognised villages in the State, there are 1041 Government Primary Schools, 68 Private Primary Schools, 191 Government Middle Schools, amd 94 Private Middle Schools at the end of 1978-79. To quote from the Plan document of Education Department "Every habitation has now a Primary School and no child need to go more than $1\frac{1}{2}$ Kms on foot to reach his Primary School, and on the average every $\frac{3}{4}$ Villages has a Middle School" Thus, quantitatively the coverage of educational institutions (i.e. Primary and Middle Schools) in Nagaland is not behind any advanced State of the Country. Hence, the need of the day is to stress the qualitative improvement of education and to spend less efforts on the quantitative expansion of elementary education. Realising this important consideration, efforts were directed towards the qualitative improvement of education during the Fifth Five Year Plan.

Objective of the Study.

1.5. With a view to finding out whether or not the progress of Elementary Education in Nagaland has been commensurate with the efforts and outlays devoted to it and to estimate what impact the programme has on its beneficiaries, it was necessary to undertake an unbiased evaluation study with the following as the main objectives :-

- (i) To examine the progress made in the field of Elementary Education.
- (ii) To study the conditions and arrangements under which this programme of Elementary Education is being implemented.
- (iii) To study the impact of the programme on the people ;
- (iv) To study the problems and weak spots; and
- (v) To recommend the measures necessary for the effective working of the programme.

Reference Period.

1.6. The study was initiated in the early part of 1975. But,due to pre-occupation with other studies, it could not be conducted during the stipulated time. It was on account of this fact that it became necessary to update the date by collecting additional information during 1980.

1.7. As Stated earlier, it was only after the formation of the State in 1963 that the process of bringing education in the state was begun in a systematic manner. Taking this fact into account the reference period for the purpose of this study was concentrated from 1971-72 to 1978-79 (i.e. a part of Fourth Five Year Plan period and Fifth Five Year Plan Period).

Scope of the Study.

1.8. The field of elementary education is indeed very vast and as such it is difficult to evaluate every aspect of it. Some of the main points of enquiry in this Study are innumerable below :-

- (i) The policy frame behind the concerned programme;
- (ii) Enrolment of the students;
- (iii) Attendance, Stagnation and Drop-out;
- (iv) Accommodation of Schools, facilities for teaching etc.;
- (v) Text books, and their standard;
- (vi) Number of teachers in Schools, as well as teacher-pupil ratio;
- (vii) Position of teachers, their qualification, training, service conditions etc.;
- (viii) Control and management of Schools;
- (ix) Expenditure incurred (cost per-pupil);
- (x) Views of the teaching staff as well as of parents/guardians on practical utility and impact of the programme of elementary education; and
- (xi) Miscellaneous inter-related issues.

Methodology And Sampling Design

1.9. Broadly speaking the methodology followed in this study includes- personal contacts, interviews and discussions with knowledgeable sources in the Directorate of Education as well as concerned School authorities and parents/guardians of Students. The background information was collected through a proforma and from Plan documents. The collection of primary data was made from field studies through structured Schedules, as follows; (1) Schedule 'A' for School level data; (2) Schedule 'B' for data on School Managing Committee/Board; (3) Schedule 'C' for data regarding Head Master/Teachers and (4) Schedule 'D' for data regarding parents/guardians.

I.10. Three Blocks out of the 21 (twenty one) existing C.D./T.D. blocks were selected for the purpose of this study by taking one block from each of the erstwhile three districts of Kohima, Mokokchung and Tuensang. This selection of blocks was made on sampling basis keeping in view that a representative picture of the developed, less developed and least developed areas of the State is selected. After selecting the blocks, namely Kohima (developed) Zunheboto (less developed) and Mon (least developed) coverage of an experimental number of 10% Schools for Primary and Middle Schools separately from each block, was tried. Further, the study of the respondents' reaction and the impact on the beneficiaries were made on the basis of random sampling of about 2% to 3% of the parents and guardians involved.

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Chapter-II

SCHOOL EDUCATION : SYSTEM AND ADMINISTRATION

Pattern of School Education.

2.1. The pattern of School Education in Nagaland as furnished by the Directorate of Education is given in table-2.1. as under.

TABLE—2.1.

Pattern of School Education.

Sl. No.	Stages.	Duration	Classes.
1	2	3	4
1.	Pre-primary	1 Year	—
2.	<u>Elementary.</u>		
	(a) Primary School-Course	4 Years.	I to IV.
	(b) Middle School-Course.	4 Years.	V to VIII.
3.	<u>Secondary.</u>		
	(a) Lower Secondary (High School course)	2 Years.	IX to X.
	(b) Higher Secondary +2.	2 Years.	Under NEHU.

2.2. The above pattern of School Education has not been followed in actual field operation. Presently, the pattern being followed in Nagaland is presented in table-2.2. as under :-

TABLE—2.2.

Patterns of School Education followed.

Sl. No.	Stages	Duration	Classes
1	2	3	4
1.	<u>Elementary.</u>		
	(a) Primary Schools Course.	4 Years.	A,B, I & II
	(b) Middle School-Course.	4 Years.	III,IV,V & VI
2.	<u>Secondary.</u>		
	(a) Lower Secondary. (High School-Course)	4 Years.	VII,VIII,IX & X.

2.3. There are some exceptional cases where Primary School have been upgraded to the Class- IV stage called Upper Primary School. Similarly some Middle Schools are upgraded to Class- VIII (eight) stage called Proceeding High Schools. Moreover, unlike Government Schools the duration and stages of education in some private schools begin from Nursery Class followed by Class 'A' Class 'B' Class I, Class-II and so on. But generally Elementary Education in the existing pattern is from Class 'A' to Class - VI.

Organisational Set-up.

2.4. In order to look after the affairs of education, the state has an administrative set-up. At the Directorate level, the Director of Education, Nagaland is over all in-charge of financial and administrative control of Primary and Middle School Education in the state. He is assisted by 4 (four) Deputy Directors of Education, 4 (four) Assistant Directors of Education, One Administrative Officer one officer for Educational Technology, 3 (three) Special Officers and many others Officers viz. Executive Engineers, 3 (three) Sub-Divisional Officers, One Accounts Officer etc. etc.

Field Level Offices.

2.5. For the purpose of implementing the Scheme of Education, the State is divided into three Zones headed by an Inspector of Schools in each Zone. Under each Zonal Office there are again a number of Divisional Unit Offices headed by a Deputy Inspector of Schools in each Unit. At the disposal of the Deputy Inspector of Schools, are a number of Sub-Inspectors of Schools to assist him in the day to day work. These Sub-Inspectors of Schools are again given the charge of looking after the Schools of a particular areas. The Officers at the Divisional Level Office are mostly responsible for Inspection and supervision of the working of Elementary Schools under their jurisdiction. Details of the field level offices in operating the Scheme of School Education are presented in the table at next page :—

TABLE - 2.3.
Field Level Offices in various Districts.

Sl. No.	Zonal Offices,		Divisional Offices.		
	Name	Head of Office.	Name	Head of Office.	Nos. of S.I.S. un- der each Div. Office.
1	2	3	4	5	6
1.	Kohima	Inspector of Schools	a) Kohima b) Peren c) Dimapur d) Phek	D. I. S. D. I. S. D. I. S. D. I. S.	5 3 3 5
2.	Mokokchung	Inspector of Schools	a) Mokokchung b) Zunheboto c) Wokha	D. I. S. D. I. S. D. I. S.	5 6 5
3.	Tuensang	Inspector of Schools	a) Tuensang b) Kiphire c) Longleng d) Mon	D. I. S. D. I. S. D. I. S. D. I. S.	7 3 2 6
Total:		3	11	11	50

[Source :—Directorate of Education]

Staffing Pattern of Schools.

2.6 The minimum pattern of teaching staff for Schools in Nagaland is fixed as under (table - 2.4).

TABLE - 2.4.
Staffing Pattern.

Sl. No.	Category of Schools.	Minimum pattern for teaching staff.	
		2	3
1.	Primary School.	i) Head Teacher ii) Asstt. Teacher	-1 -1
2.	Middle School.	i) Graduate Teacher ii) Under graduate/Matriculate Teacher iii) Hindi teacher iv) Voc. Sub-teacher v) Drawing teacher	-2 -3 -1 -1 -1
3.	High School	i) Head Master ii) Asstt. Head Master iii) Graduate Teacher iv) Under graduate teacher v) Hindi teacher vi) Voc. Sub-teacher vii) Physical Education teacher viii) Drawing teacher	-1 -1 -5 -3 -1 -1 -1 -1

[Source :—Directorate of Education]

School Managing Board/Committee.

2.7. Each School has a School Managing Board/Committee to see to the day to day working of the Schools and to report to the Government for any untoward action, as well as to give suggestions to the Government with regard to certain measures to be adopted for improvement of that particular School. Each Board/Committee is composed of a Chairman, a Secretary and a number of Members selected by the Village Community. Their tenure of office is left to the discretion of the Village Community.

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Chapter-III.

**A REVIEW ON THE ACTION PROGRAMME
AND ITS PROGRESS.**

On Land and Building.

3.1. A standard School Building plays an important role in imparting proper education to the Students. A good and properly maintained building may also indirectly help in raising the standard of education especially in primary and middle Schools in a number of ways. Keeping this important fact in view an attempt was made to collect information on land and building.

3.2. The ownership and types of School building of the Sampled Schools are presented in table-3.1. as below :-

TABLE—3.1.

Ownership And Types of Schools Building.

Sl. No.	Name of Schools.	Ownership.	Roof	Wall	Floor.
1	2	3	4	5	6
<u>Middle Schools.</u>					
1.	Kohima	Own.	C.G.I.S.	Cemented	Wooden plank.
2.	Keruma	Own.	„	Bamboomet	Ground
3.	Marumi	Own.	„	Wooden-Plank	Wooden-Plank.
4.	Lapa	Own.	„	Bamboomat.	Ground.
5.	Lizuka	Village Panchayat.	„	Bamboomat.	Ground.
<u>Primary-Schools.</u>					
1.	L. Khel, Kohima	Own.	C.G.I.S	C.G.I.S.	Ground.
2.	P. Khel, Kohima	„	„	„	Cemented
3.	Chotobostis	„	„	Bamboomat.	Ground.
4.	Metema	„	„	Tins	„
5.	Tizit	„	„	Bamboomat.	Ground
6.	Lempongsingha	„	„	„	„
7.	Totokchingnyu.	„	„	„	„
8.	Chui	„	„	„	„
9.	Zunheboto (old)	„	„	Wooden Plank.	Pucca
10.	Zunheboto (new)	„	„	Bamboomat.	Ground
11.	Avikato Lizu	„	„	Bamboomat.	Ground

[Source : Field Investigations]

3.3. The above information reveals that most of the Schools are being run in ordinary katcha houses. However, it is encouraging to see that all the Schools have their own School buildings excepting Lizuka Middle School which is run in the Village Panchayat Hall.

Government Assistance On Land and Building.

3.4. An attempt has been made to collect information on Government Assistance in cash for purchasing land and/or Constructing buildings or any other assistance as to measure the level of contribution made by the Govt. viz-a-viz Village Community. These results are presented in Table-3.2 below.

TABLE—3.2

Government Assistance on Land and Building

Name of the School.	In cash for purchasing land or construction of building	Supply of C.G.I.S. (bundles)	Any other assistance
1	2	3	4
Middle Schools.			
1. Kohima	—	—	—
2. Keruma	—	—	—
3. Marumi	—	—	—
4. Lapa	—	6	—
5. Lizuka	—	—	—
Primary Schools.			
1. Merema	—	5	—
2. Chotobosti	—	—	—
3. P. Khel, Kohima	—	—	—
4. L. Khel, Kohima	—	4	—
5. Tijit	—	8	—
6. Lempongsingha	—	6	—
7. Totokchingnyu	—	14	—
8. Chui	—	14	—
9. Zunheboto (old)	—	—	—
10. Zunheboto (new)	—	8	—
11. Lizu Avikato	—	4	—

[Source : Field Investigations]

3.5. It is gathered that the land site for the Schools are normally donated free by the Village Community and the acquiring of land for Schools does not seem to be a great problem, should the necessity arise.

As a matter of policy only C. G. I. Sheets are supplied to the Primary Schools and the rest of the work for the construction of Schools buildings are left to the Community. The C. G. I. Sheets were supplied to all the sampled Schools except P. Khel, Kohima and Zunheboto (old). Probably these two Schools were allotted Government quarters, constructed for other purposes.

3.6. The Construction of Middle School buildings are done by the Government. Out of the five sampled Middle Schools, two School buildings been constructed by the Government, (at the cost of Rs. 7/- lakhs for Kohima) one School was provided with C.G.I. Sheets another Schools was constructed by the Village Community and one more School is being run in a Village Pancayat Hall.

Amenities of the Schools.

3.7. As the amenities available to the students in the Schools play a vital role in encouraging students to continue in the School premises during teaching hour an attempt was made to collect information on provision of latrines, urinals, drinking water facilities etc. in the sampled Schools. Information on such amenities as collected from the field is presented in table-3.3.

TABLE—3.3.
Availability of Amenities.

Name of the School	Types of facilities				
	Urinal	Latrine	Drinking water	Play ground	Hostel
	2	3	4	5	6
Middle Schools.					
1. Kohima	Yes	Yes	Yes	Yes	No
2. Keruma	Yes	Yes	Yes	Yes	Yes
3. Marumi	No	No	No	"	"
4. Lizuka	No	No	No	"	"
5. Lapa	Yes	Yes	No	"	"
Primary Schools.					
1. Zunheboto (old)	No	No	No	Yes	No
2. Zunheboto (new)	Yes	Yes	No	No	"
3. Lizu Avikato	No	No	No	Yes	"
4. Chui	No				
5. Totokchinguyu	No	No	No	Yes	"
6. Lempongsingha	No	No	No	Yes	"
7. Tijit	Yes	Yes	No	Yes	"
8. L. Khel, Kohima	No	No	Yes	No	"
9. P. Khel, Kohima	No	No	No	No	"
10. Chotobostti	No	No	No	No	"
11. Merema	Yes	No	No	Yes	"

3.8. Out of the 16 (sixteen) sampled Schools only 6 (six) Schools are reported to have urinals 5 (five) Schools latrines, 3 (three) Schools drinking water facilities 11 (eleven) Schools a playground and 4 (four) Schools hostel facilities. Though provision of urinals and latrines in Village Schools may not be immediately necessary, the provision of a play-ground in each School is absolutely necessary. Drinking water facilities also have to be provided in each School. In this regard the Village Community has to take initiative and provide the necessary required amenities so that the children get attracted to attend Schools regularly.

Numbers of Teachers and Students in the State.

3.9. At the time of this enquiry the norm on teacher-pupil ratio is at 1:20. It has, however, been reported that the State Working Group on Plan Formulation in the Education Sector has recommended a ratio of around 1:17. The position at the end of the successive plan is reflected in table-3.4.

TABLE—3.4.

Teacher-Pupil Ratio in Nagaland.

Sl. No.	Period to which the position relates	Total No. of Teacher		Total No. of Students		Teacher-pupil Ratio	
		Primary	Middle	Primary	Middle	Primary	Middle
1	2	3	4	5	6	7	8
1.	Third Five Year Plan. (i.e. 1961-62 to 1965-66)	1,766	1,204	57,896	12,265	1:33	1:10
2.	Annual Plan (i.e. 1966-67)	2,033	1,320	63,280	14,656	1:31	1:11
3.	Annual Plan (i.e. 1967-68)	2,133	1,414	66,744	15,000	1:31	1:11
4.	Annual Plan (i.e. 1968-69)	2,293	1,504	68,184	17,194	1:30	1:11
5.	Fourth Five-Year Plan (i.e. 1969-70 to 1973-74)	2,573	1,848	71,000	21,000	1:28	1:11
6.	Fifth Five-Year Plan (i.e. 1974-75 to 1978-79)	4,665	2,490	97,330	37,700	1:21	1:15

[Source : Plan Documents]

3.10. By and large the ratio of teacher-pupil in the state from the Third Five Year Plan up-to the Fifth Five Year Plan has been consistently increasing and towards the Fifth Five Year Plan and it may be treated as conforming to the norm fixed by the State Government. It may also be observed from the data presented in table-3.4 that though the teacher-pupil ratio in middle School is better than that in the Primary Schools, it has decreased from 1:10 in 1965-66 to 1:15 in 1978-79. This is mainly due to the fact that the rise in students enrolment in middle School has been more than proportionate to the rise in teachers strength in these Schools. But this is not a happy situation and Govt. need look into this problems so that the ratio does not deteriorate any further.

TABLE—3.5.

Teacher-pupil Ratio in Sampled Schools.
(as on date of visit)

H. No.	Name of the School	Total No. of teachers	Total No. of Students	Teacher pupil ratio
1	2	3	4	5
<u>Middle Schools.</u>				
1.	Kohima	21	351	1:17
2.	Keruma	8	79	1:10
3.	Lapa	10	158	1:16
4.	Marumi	9	176	1:20
5.	Lizuka	14	144	1:10
<u>Primary Schools.</u>				
1.	P. Khel, Kohima	5	35	1: 8
2.	L. Khel, Kohima	12	222	1:18
3.	Tijit	5	53	1:11
4.	Lempongsingha	3	30	1:10
5.	Totokchingnyu	6	62	1:10
6.	Chui	5	75	1:15
7.	Lizu Avikato	4	70	1:18
8.	Zunheboto (new)	7	108	1:15
9.	Zunheboto (old)	8	120	1:15
10.	Merema	5	155	1:31
11.	Chotobosti	6	103	1:17

[Source : Field Investigation]

3.11. Due to the scattered nature of the Small Villages and the topographical conditions of the State it may not be possible to observe strictly the norm in all the Schools. However, in any Schools, at least one teacher for one class should be provided.

Attendance, Stagnation and Drop-outs.

Attendance.

3.12. The main hindrance to the rapid expansion of education are stagnation and drop-outs. There are a number of reasons for the cause of such hindrances e.g. irregular attendances, due to ill-health, indifferent attitudes of students, domestic work such as baby-sitting utilisation of Children in Kheti works, poverty, quality of teaching, interest taken by the teachers, etc.

3.13. As mentioned above, regular attendance of students is a vital factor in the development and improvement of education both in terms of quantity and quality. An attempt is made here to present the position of attendance in the sampled schools as on date of visit in table-3.6.

TABLE—3.6.
Attendance of Students.

Sl. No.	Name of the institution	Total strength of students in the School	Total No. of student present	Percentage of students present to total enrolment
1	2	3	4	5
Middle Schools.				
1.	Kohima	351	235	66.95
2.	Keruma	79	67	84.81
3.	Marumi	176	149	84.65
4.	Lapa	158	118	74.68
5.	Lizuka	144	110	76.38
Primary Schools.				
1.	Chotobasti	103	76	73.78
2.	Merema	155	110	70.99
3.	L. Khel, Kohima	222	155	69.81
4.	P. Khel, Kohima	35	NA	—
5.	Zunheboto (old)	120	81	67.50
6.	Zunheboto (new)	108	81	75.00
7.	Lizu Avikato	70	65	92.85
8.	Chui	75	60	80.00
9.	Totokchinguyu	67	62	92.54
10.	Lempongsingha	30	25	83.33
11.	Tijit	53	37	69.80
Total		1,911	1,431	74.88

[Source : Field Investigation]

3.14. The above statistics show that the average attendance of the students is roughly 75%. At the present rate of about one fourth of the students absenting classes every-day there is plenty of room for improvement. (This calculation has not taken into account P. Khel, Kohima Primary School where the actual figures of the number of students present could not be collected).

Stagnation.

3.15. The data on stagnation or failure is an important criteria in judging the performance of the teachers, effective functioning of the schools and the quality of the students that they turn out. Failure not only results in wastage of time of the Child and the money of the parents but also makes the child a potential misfit and is the cause of the development of an inferiority complex. The figures on stagnation or wastage due to failure, in the sampled schools, in the previous year of the actual visit by the field staff, are presented in the table 3.7 & 3.8.

TABLE—3.7.

Stagnation Data In Middle Schools.

Name of the School	Class-III		Class-IV		Class-V		Class-VI	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
1. Kohima.	3	3	1	1	6	9	6	6
2. Keruma.	NR	NR	NR	NR	NR	NR	NR	NR
3. Marumi.	3	1	1	3	1	1	7	3
4. Lizuka.	3	4	2	3	4	5	2	6
5. Lapa.	2	1	1	1	1	2	4	3

[Source : Field Investigation]

TABLE—3.8.
Stagnation Data In Primary Schools.

Name of the School.	Class A'		Class 'B'		Class-I		Class-II	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
	1	2	3	4	5	6	7	8
1. Zunheboto (old)	5	2	2	11	6	4	3	3
2. Zunheboto (new)	NR	NR	NR	NR	NR	NR	NR	NR
3. Lizu Avikato	3	2	1	1	1	1	NR	NR
4. Chui	7	4	10	2	5	—	6	—
5. Totokchinguyu	2	—	NR	NR	NR	NR	NR	NR
6. Lempongsingha	5	1	3	2	1	1	NR	NR
7. Tijit Town	2	2	3	2	1	—	NR	NR
8. L. Khel Kohima	4	4	3	1	12	7	1	—
9. P. Khel, Kohima	—	1	1	2	2	—	NR	NR
10. Chotobasti	14	38	4	4	4	3	5	5
11. Merema	1	1	NR	NR	NR	NR	NR	NR

i. [Source : Field Investigation]
ii. [NR : Not Reported]

Drop-out.

3.17. Dropping out or discontinuing studies without completing a certain desirable stage of education, particularly at the elementary stage of education, is the real wastage in respect of both physical and financial resources of the State. It may be of interest for the education department in particular, and the planner and policy maker in general, to know the number of drop-outs in the sampled School in order to frame ideas on how to take future course of action for improving this situation. The data on drop-outs is, therefore, presented here as under (table-3.9.).

TABLE—3.9.
Information On Drop-out.

Name of the Institution	Total numbers discontinuing studies									
	1971	1972	1973	1974	1975	1976	1977	1978	1979	
1	2	3	4	5	6	7	8	9	10	
<u>Middle Schools.</u>										
1. Keruma	4	1	2	1	NR	NR	1	NR	NR	
2. Marumi	38	31	56	20	25	27	28	21	24	
3. Lizuka	38	18	41	31	29	26	27	23	14	
4. Lapa	NR	NR	NR	NR	NR	NR	NR	NR	NR	
5. Kohima	6	10	9	10	8	9	8	4	NR	

	1	2	3	4	5	6	7	8	9	10
<u>Primary School.</u>										
1. Zunheboto (old)	7	7	2	4	1	11	12	7	12	
2. Zunheboto (new)	9	5	8	8	3	11	11	21	14	
3. Lizu Avikato	3	3	4	2	2	8	3	9	7	
4. Chui	NR									
5. Totokchinguyu	NR	63	NR	15	26	NR	NR	NR	NR	
6. Lempongsingha	NR									
7. Tijit	NR									
8. L. Khel, Kohima,	9	30	32	8	40	18	20	12	NR	
9. P. Khel, Kohima,	NR	40	35	8	29	24	38	20	NR	
10. Chotobosti	NR									
11. Merema.	NR									

A

(N.R. Not Reported)
[Source : Field Investigation]

3.18. The figures as presented in table-3.9 reveal an abnormal rate of drop-outs in P. Khel, Kohima Primary School and Totokchinugyu Primary School where the percentage of drop-outs is worked out to 52% and 48% respectively. The percentage of drop-outs in other sampled Schools range from 2% to 15% of the enrolments. These figures do not take into account those discontinuing studies in the middle of the year without completing the course.

3.19. It is felt that the drop-out figures may be even more than the ones presented in table-3.9 above. This may be due to the fact that the information presented in table-3.9 is from the reports furnished by the teachers to Education Directorate and may not be quite correct as the teachers treat only those students as drop-outs who after failing at a particular class do not turn up next year. To illustrate further a few schools were selected randomly collecting the enrolment figures at the beginning of the year and at the close of the year. The following table (table-3.10) presents these figures :-

TABLE—3.10.

Enrolment Data at the Begining and End of the Year.

Name of the Schools. 1	Enrolment figures at the begining of the year. 2	Enrolment figures at the end of the year 3	No. of student discontinuing studies end in the middle of the year. 4
1. Merema Primary School.	148	80	68
2. Chotobosti- Primary School.	103	73	30
3. Chui Primary School.	75	51	24
4. Lapa Middle School.	158	148	10

[Source : Field Investigation]

3.20. The teachers claimed that the number of students discontinuing studies in the middle of the year without completing a course-class as presented in table-3.10 can not be taken as examples of drop-outs as they normally rejoin school in the next year or at times they also join some other Schools. Even if it is believed that the above statement is true it can only reduce the gravity of the situation a little. Nevertheless, the problem of dropouts and consequent wastage of resources is enormous and need special attention of the Govt. Proper education of the parents with a view to impressing upon them the importance of education and the need to continue their children with studies may help to some extent.

Supervision and Inspection.

3.21. Supervision of Schools is regarded as the back bone of educational improvement. If there is no proper arrangement for supervision of Schools, laxity and slackness of teachers will creep in. This is a most dangerous factor to the development of education. Thus the role of supervision in the development and improvement of education hardly needs any emphasis.

3.22. Inspection being one of the most important part of Supervision, it needs a special mention. The number of visits and inspections done in the sampled Schools by the higher authorities are reflected in Table-3.11 in the next page :-

TABLE-3.11.

Inspection in a year and the Teachers Opinion on it.

Names of the School.	Nos. of times visited/inspected by Supervisor Officer.		No. of teachers reporting whether or not Inspections were adequate.	
	Inspection	Visit	Adequate	Not adequate
1	2	3	4	5
<u>Middle School.</u>				
1. Keruma	1	—	7	1
2. Kohima	1	—	3	3
3. Lapa	1	1	4	2
4. Kizuka	1	—	8	4
5. Marumi	1	—	11	—
<u>Primary Schools.</u>				
1. L. Khel, Kohima	1	—	7	1
2. Chotobosti	1	—	1	3
3. Merema	1	—	—	4
4. P. Khel, Kohima	1	—	—	1
5. Totokchingnyu	1	—	2	3
6. Lempongsingha	2	2	3	0
7. Tijit	1	1	4	0
8. Chui	2	—	3	1
9. Lizu Avikato	1	—	2	0
10. Zunheboto (old)	1	—	5	0
11. Zunheboto (new)	1	—	5	0

[Source : Field Investigation]

3.23. The data as presented in table-3.11 reveal that the supervisory officer inspected each School (except Lempongsingha and Cai) once in a year which is very inadequate. The Evaluation team after making field enquiries is of the view that in most cases inspection by higher authorities were done only for inspection sake. Inspection should not be a formality but should be constructive, purposeful and with a view to improving the working of the School. There is a lot of scope for improving the supervision of the work of teachers of Elementary Schools in terms of frequency and quality.

School Managing Committee.

3.24. It has been observed by the Evaluation team that the members of the School Managing Committee/Boards are mostly, if not all, illiterate as educated persons are normally not available in villages. Hence, these School Managing Committee/Boards, in most cases, exist merely in name, without having any control over the School or teachers. Even if a qualified person or persons or Government officials are included as Member/Members of the School Managing Committee/Board, they normally stay outside the Village with the result that they are unaware of the day to day functioning of the School and consequently these Boards are mostly defunct.

3.25. An attempt was made during the study to elicit the views of member of School Management Committees. But as these Committees were mostly defunct, no useful information could be collected. Further the dual control of Schools by the Department of Education as well as by the School Managing Committee/Board without proper bifurcating/delegating powers to the Committee/Board is creating confusion both in the minds of teachers as well as in the minds of members of the Committee/Board. The Evaluation team observed that the Education Department is expecting the Village School Committee/Board to control and watch the day to day functioning of their School. On the other hand, the members of the School Committee/Board rest content that there is the Departmental officers to check, supervise and control the working of the Schools and its teachers and hence they feel they have little role to play in controlling Schools. It needs, therefore, clarified by the Government as to what are the specific powers and duties of the Management Boards/Committees and ensure their effective participation as School Management.

3.26. Table-3.11 also reveals that out of 88 teachers interviewed 65 reported satisfaction on inspection once a year. However, some teachers were of the opinion that the type of inspection being carried out was not adequate for the present. Further teachers mostly do not welcome inspections for various measures does not benefit/profit the School or the teachers. This may perhaps be one of the reasons why the majority of the teachers interviewed do not favour frequent inspections by the higher authorities. But frequent inspection are essential.

Tribal Dialects and Problems of Education.

3.27. Nagaland, though, small in size and population is a multilingual State. There are 16(sixteen) tribal dialects spoken by the respective tribal groups. Each tribal dialect is completely and distinctly different from other. As the mother tongue is the best medium through which a child can acquire knowledge in different subjects, the State Government is educating the children of each of these tribal groups through the medium of their mother tongue. The text books as well the medium of instructions for students upto Class-IV is in their mother tongue and after passing the Class-IV stage, the text books are in English except for the subject which teaches their mother tongue. However, the general practice is that the medium of instruction continues to their mother tongue upto the middle School level.

3.28. The different tribal dialects pose rather a very difficult problem before the Administration. It is not possible to get teachers who could impart instructions in a particular dialect to which the children belong very easily. The teacher belonging to one tribe cannot teach in another area due to the language barrier. This problem is further accentuated by the difficulties presented in getting qualified teachers (their minimum educational qualification for a primary teacher is matriculation), particularly in the backward areas of the State. The Government is, therefore, compelled to appoint unqualified teachers in backward areas which ultimately bring the standard of education much below the expected level resulting stagnation and dropouts. There appears to be no immediate solution to this problem. The Government, however, may take further steps to train teachers from various tribal areas enabling them to take up teaching jobs in rural areas.

Working Days.

3.29 If one carefully examines the causes of the low standard of education in the State, one will find that inadequate working days and hours in the educational institutions is one of the important factors. The State Government needs to review the present system of total working days and hours Out of 365 days of the year, approximately 90 days (i.e. 1 month for Summer Vacation and 2 months for winter Vacations) are spent on vacation. Approximately 100 days are lost as Sundays and other holiday, 30 days are spent on examinations (excluding preparatory holidays) and some 20 days on Celebrations of School foundation day, annual functions, annual sports, etc. Thus, a total of 240 days are lost leaving the possible instructional working days in a year to 126 days, as against the recommended norm of 234 days recommended by the Report of the Education Commiss headed by Prof. D.S. Kothari.

Teachers and Other Assignments.

3.30 In addition to the above, more teaching hours are lost due to engagement of teachers in other jobs such as Census work and many other surveys conducted by other departments from time to time. Though the teachers help in these programmes may become inescapable at times it is to the detriment of education. The teachers in villages use this excuse to spend approximately 30-40 days for Census work or Surveys without properly attending to their primary duty towards Schools. A good number of working days are further lost due to a variety of other reasons. Thus the actual possible working days in a year come to even less than 3 months. With such a low number of working days it will not be possible to impart the desired minimum standard of education even if the best teachers having all the necessary qualities are employed. Thus there is an immediate need to look into this problem and eventually increase the number of working days in Schools.

School Hours.

3.31. Regarding the full working hours of the School per day from Monday to Friday, it appears that different Schools are following different timings according to the local need and conditions. This difference in timing, however, should not effect the total working hours per day but it is indeed strange that the teachers interviewed by the Evaluation team do not have a clear idea of what the actual approved working hours (per day) for elementary Schools in the State are. It is more surprising to see that different teachers of the same School reported different working hours of the same School. If this is the efficiency of the teachers, the pitiful condition of the School prevailing needs no elaboration.

3.32. It can be seen from Table-3.12 in the next page that the Schools are not observing any fixed and approved working hours and they appear to be running at the whims of the teachers in-charge. The shortest full working hours are reported to be $3\frac{1}{2}$ hrs. whereas the longest full working hours are reported to be $7\frac{1}{2}$ hours per day. It seems each School authority is the sole body in deciding the working hours for their School. This defect is mainly due to the poor method of supervision and inspection. The full working hours of the Schools per day as reported by the teachers interviewed are presented in table-3.12.

TABLE - 3.12.

Working Hours of the School.

Name of the School.	Nos. of teacher reporting the working hours of the School as												Total Nos. of teacher interviewed.
	3.30	4.00	4.10	4.15	4.30	4.45	5.00	5.20	5.25	5.30	6.30	7.30	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<u>Middle School</u>													
1. Lapa	—	—	—	—	6	—	—	—	—	—	—	—	6
2. Marumi	—	—	—	—	—	—	9	1	—	—	—	—	10
3. Lizuka	—	—	—	—	—	—	—	—	—	3	7	1	11
4. Kohima	—	—	—	—	—	1	—	—	3	2	—	—	6
5. Keruma	—	—	—	—	—	—	6	—	—	—	—	—	6
<u>Primary School</u>													
1. Tijit	—	—	—	1	—	3	—	—	—	—	—	—	4
2. Totokchingnyu	—	—	—	—	1	—	3	—	—	1	—	—	5
3. Lempong singha	—	—	—	—	3	—	—	—	—	—	—	—	3
4. Chui	3	—	—	—	1	—	—	—	—	—	—	—	4
5. Zunheboto (old)	—	—	6	—	—	—	—	—	—	—	—	—	6
6. Zunheboto (new)	—	6	—	—	—	—	—	—	—	—	—	—	6
7. Lizu Avikato	—	—	—	1	—	—	—	—	—	1	—	—	2
8. Chotobasti	—	—	—	—	4	—	—	—	—	—	—	—	4
9. Merema	—	3	4	—	—	—	—	—	—	—	—	—	4
10. P. Khel, Kohima	3	—	—	—	—	—	—	—	—	—	—	—	3
11. L. Khel, Kohima	5	—	—	—	1	—	2	—	—	—	—	—	8

TABLE - 3.13 (A)

Data on Equipment for Instruction/Studies.
(Primary Schools)

Types of Equipments	Quantity Available.										
	Tijit	Totokchingnyu	Lempong singha	Chui	Zunheboto	Zunheboto (new)	Lizu Avikato	Choto-bosti	Merema	P.Khel Kohima	L. Khel Kohima.
1	2	3	4	5	6	7	8	9	10	11	12
1. Tables	3	7	3	4	3	X	2	X	6	1	6
2. Chairs	2	7	3	4	2	X	X	2	7	4	12
3. Desks/Benches	16	36	19	14	19	18	11	58	41	14	60
4. Map/Charts	1	X	X	3	X	1	1	3	7	7	5
5. Black board	3	6	4	2	5	2	4	2	6	4	9
6. Chalk/Duster	X	8	2	X	5	5	4	10	13	X	4
7. Science Kit Box	X	X	X	X	X	X	X	X	X	X	X
8. Craft equipment	X	X	X	X	X	X	X	X	X	X	X
9. Raw Material for Craft	X	X	X	X	X	X	X	X	X	X	X
10. Library Books	X	X	X	X	X	X	X	X	X	X	X
11. Radio	X	X	X	X	X	X	X	X	X	X	X
12. Time Piece	X	X	X	X	X	X	X	X	X	X	X
13. Globe	X	X	X	X	X	X	X	X	X	X	X

TABLE - 3.15 (B)

Data on Equipments for Instruction/Studies.
(Middle Schools)

Types of Equipments.	Quantity Available.				
	Lapa	Marumi	Lizuka	Kohima	Keruma
1	2	3	4	5	6
1. Tables	5	51	6	20	5
2. Chairs	5	29	6	30	8
3. Desks/Benches	18	58	40	200	21
4. Maps & Charts	3	2	4	30	2
5. Black-Board	5	8	8	15	4
6. Chalk/Duster	10	2	15	20	Sufficient
7. Science Kit Box	X	2	X	2	X
8. Craft Equipment	X	X	X	yes	yes
9. Raw material for Craft	X	X	yes	yes	yes
10. Library Books	X	9.80	X	600	589
11. Radio	X	X	X	X	X
12. Time Piece	1	X	X	X	X
13. Globe	X	X	X	X	X

25

[Source : Field Investigation]

TABLE - 3.14 (A)

Data on Miscellaneous other Equipments.Primary Schools

Types of equipments.	Quantity Available										
	Tijit	Totokch-ingnyu	Lempong singha	Chui	Zun. (old)	Zun. (new)	Lizu Avikato	Choto- bosti	Merema	P. Khel Kohima	L. Khel Kohima
1	2	3	4	5	6	7	8	9	10	11	12
1. Drinking Water Utensila (Drums, pitcher, tumblers etc.)	—	—	—	—	—	—	—	—	—	—	—
2. Equipment for Games/ Sports	—	1	1	—	1	1	1	2	1	2	3
3. Foot-ball	—	1	—	—	—	—	—	—	—	—	1
4. Volley ball	—	—	—	—	—	—	—	—	—	—	—
5. Carrom-Board	—	—	—	—	—	—	—	—	—	—	—
6. Equipment for physical exercise	—	—	—	—	—	—	—	—	—	—	—
7. Equipment for music	—	—	—	—	—	—	—	—	—	—	—
8. Almirah	—	—	—	—	—	—	—	—	—	—	—
9. Skipping rope	—	—	—	—	—	—	—	—	2	—	—
10. Others	—	—	—	—	—	—	1	—	—	—	—

[Source : Field Investigation]

TABLE - 3.14 (B)

Data on Miscellaneous other Equipments
(Middle School)

Type of Equipments	Quantity Available				
	Lapa	Marumi	Lizuka	Kohima	Keruma
1	2	3	4	6	7
1. Drinking Water Utensils (Drum, pitcher etc.)	X	1	X	X	1
2. Equipment for Games/Sports	X	X	X	X	X
3. Foot-ball	X	X	2	X	X
4. Volley-ball	X	X	1	X	X
5. Carrom Board	X	X	X	X	1
6. Equipment for physical exercise	X	X	X	X	X
7. Equipment for music	X	X	X	X	X
8. Almirah	X	X	X	X	X
9. Skipping rope	X	X	X	X	X
10. Others	X	X	1	2	X

[Source : Field Investigation]

Equipments And Teaching Materials.

3.33. Equipments including teaching materials play no less an important role in the implementation of education. As such, an attempt is made to assess the position on this aspect through this study by collecting information from the sampled schools.

3.34. Data relating to equipments for studies/ instruction are presented in Tables-3.13 (A&B) 'next page'. It will be seen from these data that the Schools are very ill equipped. In one of the sampled Primary Schools even tables and chairs were not supplied. In three of the Schools surveyed for the study chalks and dusters were not available. Some of these deficiencies, need to be removed immediately.

3.35. The position of middle School is slightly better than that of primary Schools in matters of equipment. But even in middle Schools much is left to be desired. Out of 5 Schools selected, 2 did not have library books. This presents a very dismal picture as even some of the middle Schools does not have library books. Similarly globe was not available in any of the selected Schools.

3.36. Information was also collected on availability of sports and other miscellaneous equipments and this is presented in Table-3.14(A&B). It will be seen from these tables that excepting few sports and games equipment most of the items on which information was collected, as presented in these table were not available in any School. Thus in these respect Schools are completely ignored. The situation warrants immediate improvement in matters of supply of indoor and outdoor games and other accessories for keeping students fit and attracted for continuing their studies.

Financial Performances :

3.37. The total expenditure incurred on Education by the State Government excluding the expenditure of privately run institutions are as under :—

TABLE - 3.15
Total Educational Expenditure.

(Rs. in lakhs)

Sl. No.	Years	Plan	Non - plan
1	2	3	4
1.	1977-78	177.815	577.798
2.	1978-79	242.510	940.669
3.	1979-80	127.921	899.459
4.	1980-81	237.264	1,070.519

[Source : Directorate of Education]

TABLE - 3.16.

Pattern of Educational Expenditure.

(Rs. in lakhs)

Sectors	1977-78		1978-79		1979-80		1980-81 (Estimated)	
	Plan	Non-Plan	Plan	Non-Plan	Plan	Non-Plan	Plan	Non-Plan
1	2	3	4	5	6	7	8	9
1. Primary	14.938	277.301	42.988	420.635	12.518	418.990	77.770	437.910
2. Middle	47.920	95.350	77.630	203.173	26.138	160.921	52.281	267.120
3. Secondary	45.986	147.943	78.659	222.196	38.949	239.739	51.270	269.820
4. College	22.631	29.138	12.077	49.662	15.654	38.714	17.590	40.818
5. Technical	11.893	13.454	14.998	18.426	13.418	20.040	12.271	23.460
6. Others	8.447	14.612	16.158	26.277	21.244	25.055	26.082	31.390

[Source : Directorate of Education]

Pattern of Educational Expenditure :

3.38. It may be of interest to see how the available financial resources are utilised for the different sectors of educational programmes. The expenditure on different sectors of education are presented in the Table - 3.16.

Average Annual Expenditure Per Pupil.

3.39. Average annual expenditure incurred per pupil in Primary and Middle Schools is an important indicator in judging the development of education. These average expenditure for the year 1977-78 to 1980-81 for Nagaland are presented in table-3.17 as follows :

TABLE—3.17.

Average Annual Expenditure Per Pupil in Primary and Middle Schools.

(Rs. in lakhs)

Years	Primary			Middle			Average Annual Expdr. per pupil of Element-ary School
	Total recu-rring expdr. (Rs. in lakhs)	Total Nos. of Students	Average annual ex-pdr. per pupil	Total recu-rring expen-diture (Rs. in lakhs)	Total Nos. of students	Average annual expdr. per pupil	
1	2	3	4	5	6	7	8
1977-78	316.835	94,300	335.99	99.838	35,300	282.83	309.41
1978-79	461.058	97,330	473.71	233.557	37,700	619.51	546.61
1979-80	418.013	101,500	411.84	161.142	40,700	395.93	353.89
1980-81	439.798	105,000	418.86	277.243	43,700	634.42	526.64

(Source : Directorate of Education)

3.40. The Statistical and Planning Cells of the Directorate of Education Nagaland have furnished separate data on total enrollment of students in the State. The figures maintained by the Statistical Cell is slightly higher than the figures maintained by the Planning Cell. However, the data collected from the Statistical Cell raise doubts about the correctness of the figures in view of the fact that it shows a decline in the figures of enrollment which normally may not be the case. The data maintained by the Planning Cell show a reasonable increase in the total enrollment. Hence, the data maintained by the Planning Cell are presented in Table-XVII.

3.41. The expenditure as presented above does not include expenditure incurred by the Physical Education Department of the Govt. If this is included, the per pupil expenditure will work out to be much more than the above figures. The per pupil expenditure may be the highest in Nagaland. In this connection, it may also be mentioned here that the peculiar Physiographical conditions of the State, with small and scattered villages in very extensive areas, may necessitate the need to raise the per pupil expenditure, if the constitutional provision of providing free and compulsory education for all children is to be fulfilled.

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Chapter-IV.

Teachers.

4.1. A School is considered to be the temple of learning in which the role played by teachers may virtually be viewed as the single factor influencing the standard and quality of educations. As such, information on various aspects of teachers and their role in Elementary Schools was collected and is, discussed in some detail in this Chapter.

Educational Status of Teachers.

4.2. The quantitative and qualitative improvement of education depends on capable and sincere teachers. A capable teacher contributes a lot in proper development of children who are the potential wealth of the nation. On the other hand, an incapable and an in sincere teacher is the root cause of many evils. A teacher, in order to be capable must have adequate educational background.

4.3. As stated earlier, the minimum educational qualification required for a Primary teacher in the State, is matriculation, excepting for declared backward areas of the State where the minimum educational qualification is Class-X. The General educational qualification of teachers in the sampled Schools are presented in table-4.-4.1 on the next page.

4.4. From the figures in Table-4.1 it can be seen that only a very small proportion of teachers are matriculate and above. In fact, out of the 129 teachers in the sampled schools only 9 are graduates, 4 Pre-university passed, 15 Matriculates, 34 have read upto Class-X, 41 have education in between Class- IX-VIII and 26 having read upto Class-VII and below. Qualified teachers position in Primary Schools is still worse than that of middle Schools inasmuch as only 10 teachers out of total of 66 in sampled Schools are matriculate and above. It is surprising that in Chotobosti, Tijit Lempongsingha, Chui, Lizu Avikato, Zunheboto (new) Schools, not even one teacher is matriculate and above. This shows the standard of teaching being received by our students. It needs no elaboration that quality teaching can not be expected from unqualified teachers.

TABLE-4.1.

General Educational Qualification of Teachers in the Sampled Schools.

Name of the, Institution	Graduate.	Pre-Uni-versity.	Matri-culate.	Read upto Class-X.	Between Class-IX & Class-VIII	Class-VII & below	Total
1	2	3	4	5	6	7	8
<u>Middle Schools.</u>							
1. Lizuka	1	X	1	3	6	1	12
2. Kohima	4	X	2	10	2	2	20
3. Lapa	1	2	X	2	2	3	10
4. Marumi	1	1	4	1	5	1	13
5. Keruma	1	X	X	3	3	1	8
Total for Middle Schools.	8	3	7	19	18	8	63
<u>Primary Schools.</u>							
1. Merema	X	X	1	2	2	X	5
2. Chotobosti	X	X	X	1	5	1	7
3. P. Khel, Kohima	X	1	1	2	2	X	6
4. L. Khel, Kohima	1	X	2	4	4	1	12
5. Tijit Town	X	X	X	2	1	1	4
6. Lempongsingha	X	X	X	X	1	2	3
7. Totokchingnyu	X	X	1	X	2	3	6
8. Chui	X	X	X	X	2	3	5
9. Lizu Avikato	X	X	X	1	1	1	3
10. Zunheboto (new)	X	X	X	3	1	3	7
11. Zunheboto (old)	X	X	3	X	2	3	8
Total for Primary Schools	1	1	8	15	23	18	66
Grand Total :-	9	4	15	34	41	26	129

4.5. It is true that the Government might have been compelled to recruit even unqualified and untrained teachers due to rapid expansion of educational facilities in the State and less availability of qualified teachers after attaining State-hood in 1963. However, under the circumstances intensive teachers training has become an inescapable part of our educational programme which will be discussed next.

Teachers Training.

4.6. A teacher can be good and competent only when his theoretical and book knowledge is supplemented by practical training in teaching methods. In fact, successful and effective functioning of a School depends largely on the trained teachers they possess. Viewed in the above context and because of the early need of tackling the problem of low standard of teaching due to the poor educational back-ground of teachers, the importance of teachers training need no emphasis. The table 4.2 presents the data on trained teachers in the Sampled Schools.

TABLE - 4.2.

Percentage of Trained Teachers out of teachers Interviewed.

Name of the Institution 1	Total teachers interviewed 2	Reported trained teachers 3	Reported untrained teachers 4	Percentage of trained teacher to total 5
1. Lapa	6	—	6	—
2. Marumi	10	6	4	60
3. Lizuka	12	9	3	75
4. Kohima	6	6	—	100
5. Keruma	6	4	2	67
Total for Middle Schools	40	25	15	62

	1	2	3	4	5
<u>Primary Schools</u>					
1. Chui	4	1	3	25	
2. Lempongsingha	3	—	3	—	
3. Totokchinguyu	5	4	1	80	
4. Tijit	4	—	4	—	
5. Zunheboto (old)	6	3	3	50	
6. Zunheboto (new)	6	4	2	67	
7. Lizu Avikato	2	2	—	100	
8. Chotobosti	4	1	3	25	
9. Merema	4	3	1	75	
10. P. Khel, Kohima	3	1	2	33	
11. L. Khel, Kohima	8	4	4	50	
Total for Primary Schools	49	23	26	47	
Grand total :-	89	48	41	54	

(Source : Field Investigation)

4.7. Out of the total teachers interviewed, about 54% are reported to have undergone training. In Middle Schools the percentage of trained teachers being higher (i.e. 66) than that in primary Schools which is 47 only. The above information on trained teachers include training in Para-medical, Village level worker, Bible training, Bharat Scout, N.C.C Certificate Course in Angami dialect etc. It also includes teachers who have undergone training but failed or who leave the training half way without completing the course. Even though the overall figures show the percentage of trained teachers at more than 50, the actual number of trained teachers who are really trained in teaching methods and who utilise the training knowledge in Schools is very small. Therefore, training of the untrained teachers as well as those teachers who could not fully avail of the training facilities, should be speeded up so that not only quality teachers are made available but a uniform standard of quality in various Schools could be achieved through out the State.

Attitude and Reaction of Teachers.

4.8. Information has also bee collected under this study, by interviewing teachers, about their attitude and reaction to their profession, their present job, working hours etc. which is presented in tabular form in table 4.3 on the next page.

TABLE — 4.3.

Teachers' Attitude and Reaction.

Items	Kohima			Mon			Zunheboto		
	Total teachers interviewed.	Positive (Nos)	Negative (Nos)	Total teachers Interviewed.	Positive (Nos)	Negative (Nos)	Total teachers Interviewed.	Positive (Nos)	Negative (Nos)
1	2	3	4	5	6	7	8	9	10
1. Teaching as profession	31	31	0	22	21	1	36	36	0
2. Attitude on present Job	31	28	3	22	21	1	36	36	0
3. On regular receipt of salary	31	30	1	22	20	2	36	11	25
4. Teaching method followed.	31	27	4	22	22	0	36	32	4
5. Suitability and adequacy of working hours of the School.	31	26	5	22	22	0	36	36	0

[Source : Field Investigation]

Teaching as a Profession and Job.

4.9. Job efficiency is the outcome of job satisfaction. Out of the teachers interviewed, all the teachers (excepting one in Mon) like teaching as a profession. However, on further probe and investigation it was gathered from teachers that they like teaching only because they could not get any other job due to their low educational background and not because of any inspired ideal to serve the society for its improvement and upliftment. The scheme of Elementary Education in the State cannot be implemented effectively and successfully unless we have teachers whose educational background is sound, trained professionally and above all who consider their task of imparting education as a sacred mission to serve the society.

Teaching Method and working Hours.

4.10. On the question of suitability and adequacy of the present working hours of the School, none of the teachers interviewed seem to have given a serious thought to this aspect. The data as presented in table-4.3 are on the impression of teachers whether or not the hours were adequate. The teachers could not adduce any reason in support of their attitude excepting that the working hours were fixed by the Government and as such must be adequate enough for the purpose of teaching. They were not aware whether the School hours were actually sufficient to impart education or these were too long to affect concentration of children and even may affect their health and need reduction. Similarly they could not even true whether the hours were not sufficient and needed extension for proper education.

On Text Book.

4.11. The importance of quality text books in determining the qualitative development of education needs no emphasis. Presented here below are the teachers views on selection and availability of text books in the State.

TABLE—4.4.

Selection and Availability of Text-Books

Total	KOHIMA			MON			ZUN.		
	Total teacher intervie- wed	Teachers having positive opinion	Teachers having negative opinion	Total Teachers intervie- wed	Teachers having prositive opinion	Teachers having negative opinion	Total teachers intervie- wed	Teachers having positive opinion	Teachers having negative opinion
1	2	3	4	5	6	7	8	9	10
1. Selection fo text books	31	16	15	22	18	4	36	24	12
2. Availability of text books	31	17	14	22	18	4	36	9	27
3. Price of text books	31	22	9	22	21	1	36	9	27

[Source : Field Investigation]

4.12. About 34% of teachers interviewed reported their dissatisfaction on the selection of text books mostly on the ground that it is too difficult for the students to follow the contents of the books as these are not interesting and that they will not help in the development of personality future for good citizens etc.

4.13. Frequent changes of text books are not favoured by many teachers. Some teachers are frank enough to report that the majority of the teachers in Nagaland will not be able to understand the new text books well enough to teach the students without restudying the new course through a training course or at least taught to them by a qualified personnel of the area. However, the problem here, is that no facilities for teachers are available nor is it easy to get qualified personnels in the interior areas. These facts on the problems and difficulties of teachers need the attention of the Government.

4.14. The difficulties in getting School Text Books are expressed by many School teachers especially in the interior areas. In some Schools, it is actually found that till October, the date the Evaluation personnel visited the Schools some students were continuing classes without text books due to its non-availability.

Teachers Contribution to Social Relation and Development.

4.15. To achieve any desirable goal and objective especially in Elementary Education, peoples love, affection and cooperation is of vital importance. A teacher in-charge of an education institution can influence the attitude of the people of the locality towards educational and other progressive social activities only when he maintains a cordial and good relationship with the people of the community. This can be attained only by the frequent contacts with the villages and the contributions he makes towards developmental activities in the area.

TABLE—4.5.
Teachers Participation' in Village Welfare Activities.

Items	Kohima		Mon		Zunheboto		Total teachers interviewed
	No. of teachers reporting taking part	No. of teachers not taking part	No. of teachers reporting taking part	No. of teachers not taking part	No. of teachers reporting taking part	No. of teachers not taking part	
1	2	3	4	5	6	7	8
1. For Development (e. g. campaign on Agri. Production	3	28	4	18	2	3489	
2. Taking part in Welfare Institution	8	23	1	21	4	32	89
3. Taking part in literacy	15	16	5	17	9	27	89
4. Participation in community activities	1	30	1	21	0	36	89

[Source : Feild Investigation]

4.16. The data as presented in table 4.5 shows that the majority of the teachers remain aloof and out of touch with the people of the Community in which he/she serves without taking any interest in the general developmental activities. They feel satisfied only with the class room teaching. Unless the teachers prove themselves as useful tools for social reconstruction by actually participating along with the people in their activities, they will not earn the confidence, sympathy and co-operation of the people, which is the most vital factor in the development of education-quantitatively and qualitatively.

Parents/Guardians View on Contact.

4.17. With proper understanding of the prevailing local situations and day to day contact through sympathetic approach to the guardian/parents the teachers can create favourable conditions for the growth of the school and education. Unless these conditions are created, parents are usually reluctant to send their boys and girls to the School. This is felt more in Mon District of Nagaland where the rural people hardly recognise the importance of education. The frequency of parent/teacher contact as reported by the parents interviewed is presented in Table-4.6 on the next page.

Information on Frequency of Teachers-Parent Contact.

Names of the Schools	Parents/Guardians view on teachers initiative for contacting parents for discussing the progress and problem of their children.		Teachers Contact to parents.		Parents contact to teachers.	
	Positive (Nos)	Negative (Nos)	Nos. reporting contacted by teachers	Nos. reporting teachers never contact parents	Nos. reporting that they contacted teachers,	Nos. reporting that they never contact teachers
1	2	2	4	5	6	7
<u>Middle Schools.</u>						
1. Lapa	4	1	4	1	5	0
2. Marumi	3	3	3	3	5	1
3. Lizuka	2	4	2	4	5	1
4. Kohima	X	X	X	X	X	X
5. Keruma	X	X	X	X	X	X
<u>Primary Schools.</u>						
1. Tijit	2	0	2	0	1	1
2. Totokchinguyu	2	2	2	2	3	1
3. Lempong singha	2	1	2	1	3	0
4. Chui	2	0	2	0	1	1
5. Zunheboto (new)	4	2	4	2	6	0
6. Zunheboto (old)	2	4	2	4	4	2
7. Lizu Avikato	5	1	4	2	6	0
8. Merema	0	2	0	2	1	1
9. L. Khel, Kohima	0	5	0	5	0	5
10. P. Khel, Kohima	0	5	0	5	1	4
11. Chotobosti	0	12	0	12	0	12

[Source : Field Investigation]

TABLE - 4.7.

Reaction of the Parents/Guardians towards the School and Teachers.

Sl. No.	Items	Kohima		Zunheboto		Mon	
		No. having positive reac- tion.	No. having negative reac- tion.	No. having positive reac- tion.	No. having negative reac- tion.	No. having positive reac- tion.	No. having negative reac- tion.
1	2	3	4	5	6	7	8
1.	Maintenance of proper discipline, punctuality and regularity of holding classes.	20	6	27	3	15	0
2.	Satisfactory management of the School.	24	2	23	7	11	4
3.	Attendance of teachers.	21	5	26	4	15	0
4.	Teachers taking care in making the lessons interesting to students.	21	5	30	0	14	1
5.	Giving home-work and check up on regular basis.	19	7	30	0	14	1
6.	Proper conduct of examination	25	1	30	0	15	0
7.	Conduct of examination impartially by teachers.	18	8	30	0	15	0

[Source : Field Investigation.]

Chapter-V.

MAIN FINDINGS AND SUGGESTIONS.

Supervision and Inspection

5.1. Supervision and Inspection of Schools which is regarded as the back bone of educational improvement is very poor. Visiting a Schools by the higher authority without inspection is defeating the very concept and idea of supervisory work. Such inspection should be purposeful. Constructive and intelligent and not merely an administrative requirement. The mechanical system of inspection should no longer be allowed to continue as such type of inspections/visits will bring no fruitful result either for the improvement of the School or for the teachers. It is essential to inspect each School at least twice or thrice a year, not only to remove laxity and slackness prevailing in the Schools but also to give parents/students the psychological satisfaction that the Government is aware of their well being. The notes taken on a surprise visit and inspection should be properly regulated by a Cell in the Education Directorate for follow up action.

School Managing Committee/Board

5.2. In every School there is a School Managing Committee/Board. But its existence is merely in name. The members of the Committee/Board do not really know their actual functions and powers. On the other hand, the Government has not done much to delegate the powers to be exercised by the Managing Committee/Board even though they claim to accept in principle, the Central pattern. Thus in many Schools the Committee/Boards are acting only as a reporting agency of the Directorate of Education. Remedial measures have to be taken to make managing Committee/Boards effective.

5.3. The supervisory Officers cannot be expected to watch the day to day workings of the School. As such, the School Managing Committee/Board for each School should be properly organised and certain powers be delegated to them for implementation. A small booklet containing the functions and powers of the Committee/Board so framed may be printed and circulated to all the Board Members and knowledgeable persons, or at least to the Chairman and Secretary of the Committee/Board for guidance and implementation.

Working Hours

5.4. The Education Department had neglected to see into the working hours of the school. The result is that schools follow their own working/instructional hours without observing any minimum or maximum working hours. The shortest and the longest working/instructional hours per day on a full working day in Middle School are 4.15 and 7.30 hours respectively. Similarly it is 3.30 and 5.30 hours per day in Primary School. This fact as discussed in detail in para 3.31 and 3.32 shows that the School authorities decide their own working/instructional hours independently. While there can be no objection to the different timings followed by different Schools according to the local needs and conditions, this should not effect the total working/instructional hours per day. The Government should, therefore, immediately fix the minimum per day full working/instructional hours in the State separately, for each stages of education and enforce it without loss of time. This should also apply to Privately run institutions within the State.

Working Days

5.5. The Report of the Education Commission headed by Prof. D.S. Kothari recommended the numbers of working/instructional days in a year to 234 days for Schools. As against this, the possible (approx) working/instructional days in Nagaland in worked out to be roughly about 120 days in a year (ref. para 3.29 & 3.30) Within these hopelessly low working days, it will not be possible to impart the desired minimum standard of education, even if the best teachers having all the necessary qualities are employed. Hence, the Government should see that the full working days in a year are increased by minimising the vacation period or by some other adjustments to make up for lost days. The teachers should also not be utilised for extra departmental work as far as possible so that their teaching time is not taken for other duties allowing schools/education to suffer.

Teachers and its Classes

5.6 At present, no procedure is laid down as to the minimum and the maximum classes a teacher is expected to take in a day. As such, some teachers are taking classes to the maximum where as some teachers are virtually enjoying a half holiday every day. The Government should fix the minimum and maximum classes/period to be taken by the teacher in a day. Unless this is done there may be

overstaffing in some Schools and vice versa. Moreover the postings of teachers should be done rationally without pressure from within or outside the Education Department as posting of teachers under pressure may not be in the interest of the department in particular and the State in general.

Teacher-Class Radio

5.7. Once the Government takes over a School, after considering all the aspects, it is and it should be the duty of the Government to see that at least a teacher for each class is provided. It is physically impossible for a teacher to take multiple classes at a time and even if compelling circumstances force him to do so, he cannot do justice to the students. Hence, the Government should see that in all the School there is always a teacher for each class even if more teachers can not be provided.

Other Assignment to Teachers.

5.8. It was gathered during the course of this study that the Government very often entrusted other departmental work such as census /survey etc. of various types to the elementary School teachers. Such work is time bound and teachers are compelled to concentrate on them without properly attending to their core activities in School. If we compare the loss incurred to the Students (by way of wastage of valuable days) to the gain that will accrue to the Govt. (by way of saving money in avoiding staff appointment either on work-charge/contract basis) the loss incurred to the students will be much more than the gain to the Government. Attention of the Education Department is invited to this important aspect. The Department of Education should see that such Work is not generally taken up by the teachers unless it becomes inescapable.

Departmental Examination of Teachers

5.9. A large majority of the teachers in Nagaland are very poor in their general educational background. As a result it is observed that many teachers are not capable of making themselves fully conversant with the prescribed books of different classes of education. Under the circumstances, how can we expect good teaching quality from such teachers and what types of students will they produce? On the other hand, the Education Department is emphasising on qualitative improvement

rather than quantitative expansion. It is, therefore, suggested that the Education Department may conduct Departmental Examination for under Matric primary teachers and below per-University passed Middle School teachers. The standard of such Departmental Examination may be Class-X for primary School teachers and pre-University standard for Middle School teachers. Those teachers who can not pass these Departmental Examinations in three attempts should be allowed to go on compulsory retirement. Those matriculate teachers and particularly under Matric teachers serving in Middle schools should be adjusted in Primary Schools though it may entail some financial burden on the Government.

Incentive to Teachers.

5.10. At present the Education Department is giving Selection Grade Scale of Pay to a certain percentage of teachers who have put in 15 years or more continuous service. But length of service is not the only criteria in judging the efficiency and capability of a teacher. It may happen that the laziest and the most inefficient teacher in the school enjoys the Selection Grade Scale of Pay, whereas capable and efficient teachers might be deprived of this facility, if length of service alone is considered while giving such incentives to teachers. In this case, the purpose of giving incentive to teachers in order to create conditions congenial to their willingness to work, be devoted workers and efficient teaching is defeated. Considering this fact, it is suggested that only those teachers who have passed a certain course of Departmental Examination as suggested in 5. and those who have been in continuous service for 15 years or more in the Education Department should be considered when giving this incentive. The teachers who fulfill the above conditions may be given the Selection Grade Scale of Pay.

On-the-Job Training Course

5.11. It is observed that a short refresher training course for teachers is very essential particularly when a course or curriculum is changed. The necessity of organising such on-the-job training course is discussed in 4.13. This training course of teachers may be a short one for instance, 3-4 weeks duration in which only the text books are taught and discussed so that the teachers can teach the students with confidence. A special mention be made here, that such training courses should be conducted only during vacation period so that the limited working/instructional days are not further effected.

Teachers Training

5.12. There is no gain saying the importance of teacher training. It is a fact that success of pupils depend upon the coordinated efforts of both parents and teachers. But, in a backward State like Nagaland where the rural people hardly recognise the importance of education, it cannot be expected that all the parents could send their wards for education. So it is for the teachers to spear-head a major break-through in Elementary Education. Great emphasis has therefore, to be laid on the quality of teachers. Quality being the outcome of training, training up the back log of untrained teachers should be speeded up.

5.13. Since the nature of teachers training conducting at the teachers Training Institute and its utility in the actual operational field are outside the scope of this study, the Evaluation Organisation does not make any comment on this aspect. However, teachers training courses should be useful and effective in the implementation of elementary education.

Amenities.

5.14 Amenities such as urinal, latrine, drinking water, playground etc. should be provided in Schools wherever such facilities are not available. Even in the few Schools having some of these facilities there is still such room for improvements.

Equipments.

5.15. Almost all the Schools are running without having the necessary equipments for instruction/studies as well as miscellaneous other equipments. To cite an example in concrete terms, some Schools are having only two black boards for the four Classes of A,B, I & II. The Government should see that the barest minimum requirements of equipment for studies/instruction such as Map, Charts, Science kit Box, Globe, Library books etc. and misscellaneous other equipments like drinking water utensils, equipments for games and sports, equipment for physical excercise, equipmeat for music, almirah etc. are provided.

Text books.

5.16. It is found that some students in the sampled Schools are running without text books even up to the date of visit of the Schools by the Evaluation team which was in October. The students are, thus under compelling circumstance, made to depend on the notes given by the teachers. This problem is more acute in rural areas where there is no agency for selling text books. The Education Department should ensure that the School text books for the students are made available well in time.

Carpentry Instructor and its Helper

5.17 At present each Middle School is provided with a Carpentry Instructor and Helper. Their duty in many Schools are only to repair the broken School furnitures, or at best, make benches whenever shortage is faced by the School. Thus their services are grossly under utilised. If their services can be properly utilised, it may not only be a teachers/ instructor but also a good source of revenue to the Department. Unless their services are fully utilised by adopting some other means, their present work-load-alone does not justify the posting of a Carpentry Instructor and a helper in each Middle School.

Parent Teachers Contact

5.18 It appears that neither the Department of Education nor the School authorities have given thought to the importance of parents teachers contact. There is virtually no parent-teacher contact in the Schools. Parents are kept in the dark regarding the progress of their wards. Parents, on the other hand leave every thing to the teachers. The progress of the child is made known to parents through the results of the examination held at the end of the year but never before that. Here, we should not forget that success of a child depends on the coordinated efforts of both parents and teachers. It is, therefore, suggested that a quarterly meeting of teachers and parents should be held in which the Chairman of the School Managing Committee/Board may play the Key role. The decision arrived at such meetings should be forwarded to the Directorate of Education. The Directorate of Education should have a Cell to scrutinise such decisions and action should be taken on the lines of recommendations of above meetings. Moreover, as in some private institutions, the progress of each students should be intimated to the parents regularly. The Education Department should see that this practice is strictly followed in all the Schools. The lack of discipline prevailing in many Schools today, are partly as a result of the absence of parent/ teacher contact. As such, the importance of this suggestion cannot be more emphasised on.

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