

# A COMPARATIVE STUDY OF PRIVATE AND GOVERNMENT ELEMENTARY SCHOOLS IN TULI TOWN UNDER MOKOKCHUNG DISTRICT OF NAGALAND (2016-2018)

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**Abstract:** The present study is basically an attempt to examine and analyse the status of Private and Government Elementary Education in Tuli Town through a proper comparative study. It is quite evident that there are vast differences among the institutions which have their own set of strengths and weaknesses.

A thorough study would help to understand the core issues better related to elementary education in an urban area like Tuli Town. This was an attempt to cover and consider all existing schools in Tuli Town and making a comparative study to find out the common problems and also to seek viable solutions to over-come the difficulties. The purpose of the study was to examine the quality education provided by the Private and Government Elementary Schools and their achievement and failure for effective improvement in elementary education. The study found that parents' involvement and participation were less in both the Private and Government Elementary Schools.

**Keywords:** Elementary, Education, Private and Government.

## 1. INTRODUCTION:

The present study is entitled "A Comparative Study of Private and Government Elementary Schools in Tuli Town under Mokokchung District of Nagaland (2016- 2018)". The study is undertaken at Tuli Town under Mokokchung District. Therefore to make the study better comprehensible, a brief description about the State of Nagaland is presented further.

### 1.1 The Formation of Nagaland:

Nagaland is the sixteen state of the Republic of India. The former hills district of Assam and the Tuensang Division of the North-East Frontier Agency were merged to form the State of Nagaland. The state was officially inaugurated on 1<sup>st</sup> December, 1963 at Kohima by the President of India Dr.S. Radhakrishnan.

### 1.2 Salient Geographical Features:

Nagaland is situated by the plains of Assam to the West, Trip Frontier of the North-east Frontier Agency to the North, Burma in the East, and Manipur in the South. The state lies between 25°6' and 27°4' latitudes North and between 92°20' and 95°15' latitudes East. It has an area of 16,579sq.km.

### 1.3 Landscape:

Nagaland is a beautiful state. It is a long narrow strip of hills with high rugged mountains some areas are hilly, slopes, narrow deep valleys, dense forest and rushing streams. In the word of Stracey, Nagaland is "One of the World's most inaccessible

corners" (1964:5). Most village stand at three or four thousand feet above sea level. The highest peak in Nagaland is Saramati (12,553 ft) in Tuensang district. Japfu comes next in Kohima district at 9890 feet about sea level.

### 1.4 Climate:

Nagaland has a very pleasant climate in summer, it is cold in winter, bracing especially in the interior places and higher hills. The annual average rainfall is 2000mm to 2500mm. The temperature ranges between mean maximum 31°C- mean minimum of 16°C in summer season and 24°C mean maximum, mean minimum 4°C in winter season.

### 1.5 The People:

The original inhabitants of Nagaland are known as Nagas. The origin of the word 'NAGA' is unknown and uncertain. Different scholars have different opinion about the word 'NAGA'. Some says that it is derived from the Burmese word 'NO-KA' which means 'People with pierced earlobes'. However, some think the word 'NAGA' is derived from the Assamese word 'NOGA' which means 'NAKED'. According to Verrier Elwin, the most likely derivation is that 'Naga is derived from the word 'NOK' which means 'PEOPLE' in some Tibeto-Burman languages

Naga are simple, hardworking, honest, courteous and hospitable in nature. Naga belongs to Mongoloid race. Some tribes are divided into sub-tribes. Each tribe speaks different dialects,

which varies from village to village. The official language is English. There are seventeen major tribes in Nagaland. They are:

1. Angami
2. Ao
3. Chakhesang
4. Chang
5. Khiamniungan
6. Kuki
7. Konyak
8. Kachari
9. Lotha
10. Phom
11. Pochury
12. Rengma
13. Sumi
14. Sangtam
15. Yimchunger
16. Zeliang

#### 1.6 Occupation:

In Nagaland, most of the people live in rural areas. The rural people are mainly engaged in agriculture which is the main stay of the economy of the state. The rest of the people engaged in teaching, business, industry, office work and so on.

#### 1.7 Population:

The population in Nagaland according to 2011 census was 1,978,502 with a density of population of 119 per sq.km.

#### 1.8 Literacy:

The present literacy rate in Nagaland is 80.11% with male 82.75% and female 70.01% according to 2011 Census.

#### 1.9 Morung:

Morung is a dormitory for unmarried men. It was one of the most important social institutions of Naga people. It was a place where the young people were trained, disciplined and given instruction. Morung was also a place of guarding and protecting the village from the attack of an enemy. Then a rapid expansion of education took place in all the districts of Nagaland.

#### 1.10 Education in Nagaland:

In Nagaland, education was introduced in the later part of the 19<sup>th</sup> century by the American Missionaries. In 1849, E.W.Clark established a school at Impur. Later on he established another eight schools in eight villages in Ao area. He also had a keen interest to work among other Naga tribes. Gradually, other missionaries were joined the effort of missionary work as well and imparting education in other parts of the state. The Government were also started to open school in different parts of the state which were under British Jurisdiction.

In 1903-1904, there were 22 primary schools, one secondary school and two special schools in Nagaland. However, it was only after Indian independence in 1947, that much attention was paid towards education. Now, there is a rapid expansion of education in all the districts of the state.

#### 1.11 Educational structure:

The education pattern in Nagaland is divided into the following stages.

1. Pre-primary school level - Classes A & B
2. Primary level - Classes i-iv
3. Middle/Elementary level - Classes v-viii
4. High school level - Classes ix-x
5. Higher Secondary School - Classes xi-xii
6. Degree level - The duration of the semester course with Honours or without Honours (subject) is of three years.
7. Post Graduate - The Post graduate course is of four semester of two years duration. Each semester consist of four courses under Nagaland University, Institute of Chartered Financial Analysts of India (ICFAI) University, Dimapur, Nagaland and St.Joseph University, Dimapur, Nagaland.

**Table 1.1:** Number of Government and Private Schools in Nagaland

School	Private	Government	Total
Primary	128	1146	1274
Middle School	187	625	812
High School	303	253	556
Higher Secondary School	118	42	160

(Source: Directorate of economics & Statistics, Statistical Handbook of Nagaland, 2017)

### 1.12 The Age Specific Structure of Education in Nagaland is as below:

**Table 1.2:** Age Specific Structure of Education

Stage		Class	Age in Years
Higher Secondary		Xii	17
		Xi	16
Secondary Education		X	15
		Ix	14
Elementary	Middle	Viii	13
		Vii	12
		Vi	11
		V	10
	Primary	Iv	9
		Iii	8
		Ii	7
		I	6+
		B	5+
	Pre-Primary	A	4+

### 1.13 District wise Literacy Percentage in Nagaland As Per 2011 Census is Presented Under the Table

**Table 1.3:** District Wise Literacy Percentage

Districts	Literacy Percentage
Kohima	85.23%
Dimapur	84.79%
Zunheboto	85.26%
Mokokchung	91.62%
Wokha	87.69%
Mon	56.99%

Tuensang	73.08%
Phek	78.05%
Longleng	72.17%
Peren	77.97%
Noklak	83.00%
Kiphire	69.54%

Table reveals that Mokokchung has the highest average literacy rate with Mon the lowest in the state.

Today, in Nagaland, education has come a long way. The total number of schools according to the statistical handbook of Nagaland 2017 is recorded as:-

1. Primary School : 1274 (128Pvt/1146Govt)
2. Middle School : 813 (187Pvt/625Govt)
3. High School : 556 (303Pvt/253Govt)
4. Higher Secondary : 160 (118Pvt/42Govt)

### 2. A BRIEF PROFILE OF TULI TOWN:

The name Tuli is derived from a river called "Tuli Tsu" (Tuli River) which flows through the heart of Tuli Town.

With a population of approximately 10,456, it is an urban township under the district of Mokokchung Town in Nagaland, and is 74 km north of Mokokchung Town. It is bounded by the state of Assam to its North-West. The place is mainly inhabited by the Ao Naga tribe.

The Ao Naga dialect is the medium of communication. The town constitutes 9 (Nine) wards each with demarcated jurisdiction. Of the total population, 16% of the employed under the Central, State Government and other private sectors; 22% are self-employed in different business establishments; while 62% of the people are mainly engaged in farming such as tea, Agar wood and beetle nut plantation, cultivation of fruits and vegetables, and fish rearing (Fishery). In addition, the source of daily income ranges from timber cutting to stone crushing, sand trade and coal mining. Besides, private and small scale industries such as tea factories, saw mills and veneer factory also flourish profitably. Apart from the above mentioned small scale occupation, cement production and brick kilns can be seen thriving and emerging as successful ventures which cater to the needs of not only to the locals but also different far flung districts.

By virtue of its strategic geographical location, Tuli possesses one of the best roadway connectivity in the

state. The present channels of road connectivity in Tuli are enlisted as under:

Sl No.	From	To	Via	Distance (in Km)
1	Tuli	Mokokchung	Changtongya, Chuchuyimlang	74
2	Tuli	Mokokchung	Asangma, Impur	58
3	Tuli	Changki Junction	Alongkima	65
4	Tuli	Mon	Merangkong, Tamlu, Wakching	103
5	Tuli	Naginimora	Tzudikong, Kangtsung Yimsen	44
6	Tuli	Longjem	Yajang	54
7	Tuli	Dimapur	Jorhat	197
8	Tuli	Longleng	Changtongya	62
9	Tuli	Longleng	Kangching, Tangsa	72

(Source: Tuli Town Hon Jubilee Otsu katet)

## 2.1 Education in Tuli:

Formal education in Tuli began with the establishment of the first Lower Primary School on 4<sup>th</sup> February 1963 which was consequently taken up by the State Government on 17<sup>th</sup> February 1964. In 1971, a private school up to the 6<sup>th</sup> standard was established. As it was partially funded by the State Government, it later on came to be known as Government Aided M.E School. Gradually, in 1978, under the chairmanship of Shri. Lanutoba and Shri T.Tali, MLA, it was formally approved as a Government Middle School. On 5<sup>th</sup> June 1989, it was formally approved as a Government High School, and gradually on 2011, upgraded to Government Higher Secondary School which is functional till date.

With the understanding of the importance of education, the schools in Tuli has expand with much more better establishment and has broaden up to a large extend with better schools and colleges.

At present within Tuli Town the following are the schools and colleges along with their enrolment.

Sl No.	School and College	Enrolment
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1	Govt. Higher Secondary School a) High School Section	197
	b) Higher Secondary Section	137
2	Govt. Middle School (A)	155
3	Govt. Middle School (C)	136
4	Govt. Primary School (B)	42
5	Govt. Primary School (F)	60
6	Govt. Primary School Longli	49
7	Christian School Tuli	104
8	Logos Home Academy	117
9	Little Garden School	386
10	Don Bosco School	554
11	First Bloom Montessori School	86
12	Head Start Montessori	30
13	Tuli College Tuli	120
14	Valley View Academy	18
15	World Hope Baptist Bible College	16
		2207

(Source: Tuli Town Hon Jubilee Otsu katet)

## 2.2 Elementary Education:

Elementary education in Nagaland consists of Primary stage and Middle stage education.

- 1) Primary stage comprises of 5 or 6 classes i.e, Class A, B/KG Pre-Primary Level and Class 1 to 4.
- 2) Middle stage comprises of four classes i.e, Class 5 to Class 8.

## 2.3 Elementary Education-The Concept:

The main theme of this programme is to give elementary education of citizenship to fulfil their basic education needs and to start their socialization process. It is to train children for reading and play in groups and to develop social

attitudes in them in order to strengthened social relationships. It is to help in training the children in the utilization of leisure time, to develop in them the healthy habits of physical development and to impart knowledge to them about the importance of various activities carried on in the school. In these schools, students are trained in the proper observation of things to get acquainted with their description and placing them in such a way that they are in a position to think about them, formulate ideas about them and narrate the whole experience.

#### 2.4 Pattern of Elementary Education:

It is almost always given in elementary schools. At times Kinder-garden schools are attached with it. It is not uncommon that elementary schools and secondary schools are combined. There are two patterns in which elementary education is generally put in terms of duration. First is the traditional which is completed in 8 years i.e., of 6-14 years. The second pattern is 6 years school. The student gets into it at the age of 6 and is out of elementary education at the age of 12 years. In some states, it begins at seven.

#### 2.5 Communitisation of Elementary Education:

The Government of Nagaland has enacted the communitisation of public Institution and Services Acts 2002 in order to share with the communities the responsibilities for managing such institution and services in various sectors including education. The government has further notified the rules for communities of elementary education. It aims to create an Education Authority through the Village Education Committee which will be delegated administrative and financial power for the management of the elementary schools under its jurisdiction. This would create a sense of ownership and belongingness by way active participation of the community in the management of the school.

#### 2.6 Sarva Shiksha Abhiyan:

Sarva Shiksha Abhiyan is an effort to universalized elementary education by community ownership of the school system. It is in response to the demand for quality basic education all over the country. The Sarva Shiksha Abhiyan programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education is a mission mode. Sarva Shiksha Abhiyan State.

Mission Authority Nagaland (SSA) is a state level autonomous society registered under No.H/Rs-668date 5<sup>th</sup> June, 2000 sponsored by the

government in conformity with National policy with articulated frameworks and programmes towards fulfilment of the constitutional obligation of Universalization of Elementary Education (UEE) by 2010 with quality improvement. Under it are the District Mission Authorities with respective deputy commissioners as the chairman and the District Education Officer as the district Project Officer and member Secretary.

Communitisation is not a structure, but a system, a process by which involvement and participation of communities are facilitated by an Act creating Village Level Authorities (VEC) and by empowering them to manage the Elementary Education institution under respective jurisdictions.

### 3. STATEMENT OF THE STUDY:

The present study aims to study the status of teachers, profile of students, academic activities of the school, and their professional growth and satisfaction, involvement of the parents in schools, school management, infrastructure and facilities in Government and Private Elementary Schools.

The present study is stated as "Comparative study of Private and Government Elementary Schools in Tuli Town under Mokokchung District of Nagaland (2016-2018)".

#### 3.1 Objectives of the study:

1. To study the profile of students in Government and Private Elementary schools in Tuli Town.
2. To assess the teachers status in Government and Private Elementary Schools in Tuli Town.
3. To compare the infrastructure and facilities of Government and Private Elementary Schools.
4. To compare the achievements and attendance position of Government and Private Elementary Schools.
5. To compare the co-curricular activities of Government and Private Elementary Schools.
6. Problems faced by Government and Private Elementary Schools, and suggest remedial measures for the problems.

#### 3.2 Definition of the Term Used:

*3.2.1 Comparative:* The term comparative means to assess and analyze the study of students profile, teachers' status, parents involvement, infrastructure and facilities, performance of the students, co-curricular activities and problems



faced by Government and Private Elementary Schools.

**3.2.2 Government Elementary School:** Government Elementary Schools are those educational institutions that are completely financed and managed by Government itself.

**3.2.3 Private Elementary Schools:** Private Elementary Schools are those educational institutions that are entirely financed and managed by private individual or group under trust or community.

### 3.3 Delimitation of the Study:

The study was confined 3 (Three) to Government Elementary Schools and 4 (Four) Private Elementary Schools. The responses were given by 7 (Seven) Head of the institutions, and 100 (Hundred) teachers. They were included in the sample.

### 3.4 Methodology:

**3.4.1 Population:** Population includes the total number of the schools, Head of the institutions, and teachers in the present study. The study covers Government elementary schools and Private Elementary schools in Tuli Town. Name of the schools are given below:

1. Little Garden School
2. Don Bosco School
3. Logos Home Academy School
4. Christian School
5. Government Middle School, Tuli-A
6. Government Middle School, Tuli- C
7. Government Higher Secondary School, Tuli

**3.4.2 Sample:** The sample consists of randomly selected schools, which includes Government Elementary Schools and Private Elementary Schools in Tuli Town. The sample includes head of the institutions and the teachers.

**3.4.3 Tools:** The tools of the study include 2 sets of questionnaire, prepared by the investigator.

#### a) Questionnaires for the Head of the institutions:

The major components incorporated in this questionnaire were:

- Background information of the Head of the institution.

- The status of teachers of the school.
- Enrolment of the students.
- Programmes of co-curricular activities in school.
- Teachers training, teacher-student ratio, and cases of drop-outs.
- Co-operation and discussion among faculty members.
- Parents-teachers, association and community support.

#### b) Questionnaire for the teachers:

The major components incorporated in this questionnaire were:

- Teachers' opinion towards Government Elementary Schools and Private Elementary Schools.
- Teachers' attitude
- Performance of the students
- Availability of time/facilities for special students.
- Administration and management of the schools.

**3.4.4 Data collection:** Data was collected personally by the investigator. Relevant and the background of the purpose were explained to the respondents.

**3.4.5 Analysis of the data:** Simple statistical technique was used for analysing the data. Responses were calculated in the form of average and percentages. It shows comparison and contrast between the Private Elementary Schools (PES) and Government Elementary Schools (GES).

## 4. ANALYSIS AND INTERPRETATION:

This chapter deals with the presentation of analysis, and interpretation.

### Analysis:

The data collected through questionnaire were analyzed by counting the responses and converting it into percentage. The analyzed data is presented in tabular form. Contain tables formulated on the basis of responses given by Head of the institution and teachers of both Private Elementary Schools (PES) and Government

Elementary Schools (GES). This presented in two sections.

The table numbers 4.1-4.7 represents the analyzed data from the Head of the institutions.

**Section-I:** Responses from Head of the Institution

The table numbers 4.8-4.13 are the analyzed data collected from the teachers.

**Section-II:** Responses from Teachers

### Section-1

**Table 4.1:** Background Information of Head of the Institution

Sl. No.	Name of the school	Status of the school	Gender of the Head of the institution	Educational Qualification of Head of the institution	Year of Establishment of the institution	Teaching experience of the Head of the institution
1	Christian School	Private	Female	M.sc	1981	3 Years
2	Don Bosco School	Private	Male	MA B.Ed	1978	23 Years
3	Little Garden School	Private	Male	B.sc, B.Ed	1999	14 Years
4	Logos Home Academy	Private	Male	B.sc, B.Ed	1978	14 Years
5	Government Middle School, Tuli-A	Government	Female	BA	1963	19 Years
6	Government Middle School, Tuli-C	Government	Male	BA	1975	14 Years
7	Government Higher Secondary School	Government	Female	MA	1976	15 Years

Table 4.1 shows the status of the institutions, gender, educational qualification, and teaching experience of the Head of the institution and the year of establishment of the institutions.

**Table 4.2:** Table Showing the Status of Teacher of the School

School	No. Of Trained Teacher (%)	Adequacy of trained Teachers (%)	
		Yes	No
GES	90%	89.56%	10.44%
PES	62.46%	72.36%	27.64%

The above table shows that 90% of the Government Elementary School (GES) are trained where as in Private Elementary School it was 62.46% teachers. The adequacy of trained teachers in Government Elementary School is only 89.56% as compared to Private Elementary School with 72.36%.

**Tables 4.3:** Tables Showing the Enrolment of the Students

School	Years	No. Of Enrolment of students		No. Of Enrolment of the students (Class-wise)			
		Male	Female	Class V	Class VI	Class VII	Class VIII
PES	2016	212	242	121	82	83	100
	2017	218	260	110	89	86	105
	2018	212	247	100	86	92	101
GES	2016	312	278	140	130	120	89
	2017	290	270	105	101	106	108
	2018	200	198	96	100	76	90

The above table shows the number of enrolment of students at elementary level of 4 private schools and 3 Government schools from 2016-2018.

**Table 4.4:** Programmes of Co-Curricular Activities in School

School	School organizing Co-curricular Activities (%)		Inclusion of Co-curricular Activities (%)		Conduct of Morning Assembly (%)		Vocational courses (%)	
	Yes	No	Yes	No	Yes	No	Yes	No
PES	100%	NIL	75%	25%	100	NIL	25%	75%
GES	100%	NIL	100%	NIL	100	NIL	25%	75%

The table shows that both Government as well as Private Elementary Schools organize and conduct co-curricular activities.

It has been found that 25% of Government Elementary School (GES) and 25 % of Private Elementary School (PES) provides vocational courses to the students, while 75% of Government Elementary School (GES) and 75% of Private Elementary School (PES) do not provide vocational courses.

**Table 4.5:** Teacher Training, Teacher-Student Ratio and Cases of Drop-Outs

School	Facilities for teacher training (%)		Satisfied with Teacher-student ratio (%)		Cases of drop-out	
	Yes	No	Yes	No	Yes	No
PES	25%	75%	75%	25%	75%	25%
GES	100%	NIL	25%	75%	75%	25%

The table indicates that Government Elementary School (GES) provides better facilities for teachers training than the Private Elementary School (PES).

In respect of teachers-students ratio, 75% of Government Elementary School (GES) are not satisfied as compared to that of Private Elementary School (PES).

The data clearly indicates that drop-outs of students were similar in Government Elementary School (GES) with 75 %, whereas in Private Elementary School (PES) it was 75%.

**Table 4.6:** Co-Operation and Discussion among Faculty Members

School	Co-operation among faculty members (%)		Discussion related to educational matters (%)	
	Yes	No	Yes	No
PES	100%	NIL	100%	NIL
GES	100%	NIL	100%	NIL

The question indicates that all the students of both Private Elementary School (PES) and Government Elementary School (GES) have co-operation among the faculty.

In regard to the discussion to the latest education matters Private Elementary School (PES) shows 100% and Government Elementary School (GES) with 100%.

**Table 4.7:** Parents-Teachers Association and Community Support

School	Parents-teacher meeting (%)		School Managing Board (%)		Contribution of community (%)	
	Yes	No	Yes	No	Yes	No
PES	100%	NIL	100%	NIL	75%	25%
GES	100%	NIL	100%	NIL	75%	25%

Table 4.7 indicates that in all the schools of Private Elementary School (PES) and Government Elementary School (GES) parents-teachers meeting had been conducted.



The second question, regarding school managing board both Private and Government Elementary Schools are found to be 100%.

In regard to the contribution of community towards the school were found to be only 75% participation in both the Private and Government Elementary School.

## Section-II

**Table 4.8:** Teachers' Opinion towards Government Elementary School (Ges) and Private Elementary School (Pes)

Teachers	Crucial stage in student's life is elementary (%)		Compatibility between GES and PES (%)	
	Yes	No	Yes	No
PES	83.48%	16.52%	27.02%	72.98%
GES	100%	NIL	75.86%	24.14%

It is found that both Government Elementary School (GES) and Private Elementary School (PES) face cent percent crucial stage in the students' life during elementary stage.

Whereas student's performance of Private Elementary School (PES) was only 27.02% while Government Elementary School (GES) student's performance was better showing 75.86 %.

**Table 4.9:** Teachers' Attitude

Teachers	Training programmes helpful in professional growth (%)		Satisfied with teaching (%)		Course is relevant to student's growth (%)	
	Yes	No	Yes	No	Yes	No
PES	76.31%	23.69%	100%	NIL	76.31%	23.69%
GES	89.65%	10.35%	100%	NIL	79.31%	20.69%

Table 4.9 indicates that Private Elementary School (PES) teachers attending training programmes help in their professional growths showing with 76.31%, whereas in Government Elementary School (GES) it is found to be 89.65% respectively.

It is found that both Government Elementary School (GES) and Private Elementary School (PES) teachers were satisfied in their teaching profession.

Only 76.31% of Private Elementary School (PES) teachers mentioned that the existing course is relevant for the student's growth while 20.69% of the Government Elementary School (GES) teachers mentioned the course needs improvement to be up-dated.

**Table 4.10:** Performance of the Students

Teachers	Students' behaviour		Students' co-operation (%)		Students' attend the school regularly (%)		Sincerity of students (%)	
	Well-behaved	Not manageable	Yes	No	Yes	No	Yes	No
PES	73.68%	26.32%	94.74%	5.26%	84.21%	15.79%	94.73%	5.27%
GES	82.75%	17.25%	75%	25%	86.21%	13.79%	6.21%	13.79%

The table shows that the elementary students' behaviour were quite manageable with 73.68% of Private Elementary School (PES) and 17.25% of Government Elementary School (GES) under problem level.

It is found that 5.26% of Private Elementary School (PES) are dissatisfied with the student's co-operation while 75% of Government Elementary School (GES) teachers are satisfied with student's co-operation.

The third question present that 84.21% of Private Elementary School (PES) are comparatively lower than that of Government Elementary School (GES) in respect of student attending school.

In respect of students sincerity in doing class-works, assignments, projects, class-test etc, Private Elementary School (PES) with 94.73% and Government Elementary School (GES) with 86.21% which indicates that Private Elementary School (PES) is better than Government Elementary School (GES).

**Table 4.11:** Classroom Teaching

Teacher	Use Teaching Aid (%)		Provide Extra Class (%)		Conduct Class-test (%)		Provide Additional Study Materials (%)	
	Yes	No	Yes	No	Yes	No	Yes	No
PES	73.68%	26.32%	52.64%	47.36%	100	NIL	44.73%	55.27%
GES	65.51%	34.49%	79.31%	20.69%	100	NIL	41.38%	58.62%

Table 4.11 indicates that Private Elementary School (PES) used more teaching aids with 73.68% as against Private Elementary School (PES) with 34.49%.

The second question shows that 52.64% of Private Elementary School (PES) teachers and 79.31% of Government Elementary School (GES) provide extra classes.

It is found that both Private Elementary School (PES) and Government Elementary School (GES) teachers conducted class-test.

With regard to providing additional study materials the Private Elementary School (PES) is comparatively higher (44.73%) than Government Elementary School (GES) with 41.38%.

**Table 4.12:** Availability of Time/Facilities for Special Students

Teacher	Provide extra time to slow learner (%)		Private tuition in school (%)	
	Yes	No	Yes	No
PES	50%	50%	28.95%	71.05%
GES	93.11%	6.89%	75.86%	24.14%

Table 4.12 shows that 50% of Private Elementary School (PES) and 93.11% of Government Elementary School (GES) provides extra time and attention to slow learners. 71.05% of Private Elementary School (PES) do not provide private tuition while in Government Elementary School (GES) 75.86% provides private tuition.

**Table 4.13:** Administration and Management of the School

Teacher	Classroom were adequate for students (%)		Problem with students in classroom (%)		Teacher were adequately paid (%)		Satisfied with administration and management (%)		Co-operation among faculty member (%)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
PES	78.94	21.06	36.84	63.16	71.06	28.94	97.36	2.68	89.47	10.53
GES	89.65	10.35	55.18	44.82	96.55	3.45	96.55	3.45	100	NIL

Majority of the Private Elementary School (PES) teacher were satisfied with the salary whereas 3.45% of the Government Elementary School (GES) shows dissatisfaction.

The table shows that the administration and management were satisfactory by 97.36% of Private Elementary School (PES) and 96.55% of Government Elementary School (GES). 89.47% of Private Elementary School (PES) teachers were found to be co-operated among faculty member whereas in Government Elementary School (GES) it is found to be 100%.

## 5. FINDINGS AND SUGGESTIONS:

### 5.1 Findings of the study:

- 1) The Head of the institutes were mostly graduates in the Government Elementary School (GES) and Private Elementary School (PES) whereas almost all of them were found to be with PSTE, D.Ed, B.Ed.
- 2) Majority of the school buildings in both the cases of Government Elementary School (GES) and the Private Elementary School (PES) are well constructed.
- 3) For further improvement and development of the schools, it was assessed that 75% of the Private

Elementary School (PES) has enough infrastructure and financial assistance, whereas it was nil for Government Elementary School (GES).

- 4) The Government Elementary School (GES) as well as Private Elementary School (PES) provide co-curricular activities, such as annual picnic, annual sport, literary competition, cultural day, observation of Teacher's day, etc.
- 5) All the Government Elementary School (GES) and the Private Elementary School (PES) conduct morning assembly.
- 6) The Government Elementary School (GES) do not initiate or organize any seminars, workshop, etc, whereas 100% of Private Elementary School (PES) organized such activities.
- 7) The opportunities and facilities for teachers were provided by both Government Elementary School (GES) and Private Elementary School (PES).
- 8) Only few schools of both Government Elementary School (GES) and Private Elementary School (PES) provided vocational courses in the school.
- 9) For teachers to be effective enough, steps such as, sending them training, orientation was taken up by Government Elementary School (GES) whereas Private Elementary School (PES) takes the step of organizing orientation, workshop/seminars and demonstration of lesson.
- 10) The teacher-student ratio was surveyed to be more adequate in Private Elementary School (PES) as compared to Government Elementary School (GES).
- 11) The drop-out cases in both Government Elementary School (GES) and Private Elementary School (PES) are somehow similar and the likely reasons for drop-out are: Health issues, family problems, employment opportunities or vocational trainings.
- 12) Staff meeting were conducted during the re-opening day, middle of the year and end of the academic session or by the Government Elementary School (GES) whereas in Private Elementary School (PES) they conducted staff meeting every month for once or twice such as for monthly review meeting, special orientation programme, based on student assessment evaluation.
- 13) Co-operation amongst the faculty members and the conduct of parents-teachers meeting in the school was cent percent in both Government Elementary

School (GES) and Private Elementary School (PES).

- 14) Both the Government Elementary School (GES) and Private Elementary School (PES) they had managing board in the school.
- 15) Financial aid in the form of Government aid and Sarva Shiksha Abhiyan (SSA) is being provided to Government Elementary School (GES). However, in the Private Elementary School (PES) no aid as such is being provided.
- 16) The teachers of Private Elementary School (PES) teachers were mostly Graduates whereas some of the Government Elementary School (PES) teachers were even Post Graduates.
- 17) The Government Elementary School (GES) and the Private Elementary School (PES) teachers agreed that elementary level of education is the most crucial stage of students' life.
- 18) Programmes such as: In-service training, refresher course and orientation, etc were attended by some of the Government Elementary School (GES) teachers in comparison to Private Elementary School (PES) teachers were participated in such programmes.
- 19) The teachers from both the Government Elementary School (GES) and the Private Elementary School (PES) were found to be satisfied with their teachings.
- 20) With respect to course prescribed in the school, both the teachers of Government Elementary School (GES) and Private Elementary School (PES) were found it more up-dated and relevant for students' growth.
- 21) Majority of the teachers of Government Elementary School (GES) were got three to four periods in a day, whereas, the teachers of Private Elementary School (PES) they got six to seven periods in a day.
- 22) The students of Private Elementary School (PES) were found to be more well-behaved and manageable.
- 23) The teachers of both Government Elementary School (GES) and the Private Elementary School (PES) thought that the class-rooms were adequate for the students.
- 24) Majority of both the Government School (GES) and the Private Elementary School (PES) teachers were provided with adequate teaching aids/materials.

- 25) The students were more sincere in doing class/home-work, assignments, projects, class-test etc in Private Elementary School (PES) than in Government Elementary School (GES).
- 26) 90% of the teachers of Private Elementary School (PES) and 85% of the Government Elementary School (GES) teachers were provided extra classes or remedial teaching for the students.
- 27) Majority of the Private Elementary School (PES) teachers faced problem with children in the class-room.
- 28) All the Government Elementary School (GES) and the Private Elementary School (PES) teachers conduct weekly class-test.
- 29) The students co-operated with the teachers of both Government Elementary School (GES) and the Private Elementary School (PES).
- 30) Attendance in Private Elementary School (PES) was good whereas, the Government Elementary School (GES) were comparatively poor.
- 31) Majority of Government Elementary School (GES) and the Private Elementary School (PES) teachers conduct parents-teachers meeting twice a year.
- 32) In general, majority of both the Government Elementary School (GES) and Private Elementary School (PES) teachers provide extra time and attention to slow-learners. Moreover, private tuition is practiced more in Private Elementary School (PES).
- 33) Apart from the prescribed syllabus, additional study materials were provided to the students of both Government Elementary School (GES) and Private Elementary School (PES).
- 34) Some basic facilities such as, drinking water, stationary, teacher's room, teacher's toilet etc were available in both kinds of school.
- 35) Co-operation of faculty members with the school is cent percent in case of Government Elementary School (GES) as well as Private Elementary School (PES).
- 36) Most of the private Elementary school (PES) teachers are not paid adequately.

#### 4.2 Suggestion of the study:

##### 1) Areas that Need Improvement in the School:

##### a) Areas that need improvement in Government Elementary School (GES)

- 1) Library
- 2) Science and computer laboratory
- 3) Chapel hall
- 4) Infrastructure.
- 5) More teachers are needed.
- 6) Sports equipments/materials.
- 7) School boundary/compound wall need to be exists.
- 8) Need adequate space for playground.

##### b) Areas that need improvement in Private Elementary School (PES)

- 1) Classroom infrastructure and classroom aids.
- 2) Teaching aids.
- 3) Need library and laboratory for practical.

#### 2) The Major Problems Faced By The Head Of The Institution:

##### a) The major problems faced by the Head of the Institution of Government Elementary School (GES)

##### 1) Administration:

- i) Need uniformity/ punctuality among teachers.
- ii) Poor attendance of the students.

##### 2) Academic:

- i) When text books and uniforms are not receive in time.
- ii) There are three levels: Elementary, Secondary and Higher Secondary, with different academic timing and needs. This cause problem in the academic management.
- iii) Language problem exist and creates students/learners were from Eastern Tribes of Naga. basically in the lower classes as most of the

##### 3) Management:

- i) Less income, vast to manage.
  - ii) The usability is high, but few class-rooms are crowded with insufficient furniture.
  - iii) No separate room for Head- Teacher.
- 4) Financial:
- i) Accurate grants for maintenance.
  - ii) No aid from Government
  - iii) Restriction on admission fees.
  - iv) Insufficient funds allocated from the Government to maintain office and to repair and maintenance of the school.
- 5) Social:
- i) Public has a very poor opinion of Government Schools.
- 6) Institution:
- i) Needs protection wall/ fencing.
- b) *The major problems faced by the Head of the Institution of Private Elementary School (PES)*
- 1) Administration:
- i) Salary is less, unable to provide the salary as expected.
  - ii) Distance from the board, transportation, travel.
- 2) Academic:
- i) Lack of trained teacher.
  - ii) Lack of enthusiasm among students in terms of studies.
  - iii) Lack of interest from students in learning.
  - iv) Lack of initiatives and enthusiasm from teachers.
- 3) Management:
- i) Lack of staff (IV Grade).
  - ii) Lack of finance for providing some urgent facilities needed
- 4) Financial:
- i) Salary is less, unable to provide the salary as expected.
  - ii) Constraint of funds for school co-curricular activities.
  - iii) Financial constraint.
- 5) Social:
- i) Lack of support for innovative ideas.
  - ii) Non-co-operation of parents for co-curricular activities.
  - iii) Society does not have pressure on the students to persuade them to make them study hard.
- 6) Institution:
- i) Lack of basic amenities such as library, laboratory, class aids, teaching aids, etc.
  - ii) It lacks some infrastructures/facilities for the students. It lacks finance.
- 7) **Areas that Needs Improvement in the School:**
- a) *Areas that the Government Elementary School (GES) teachers feel needs improvement in the school*
- 1) School library is an important source of knowledge. It develops the important habits of reading among the students.
  - 2) Punctuality among the teachers.
  - 3) To speak English among the school campus.
  - 4) Recreational facility both outdoor and indoor, co-curricular activities.
  - 5) Student's study habits.
  - 6) Need more secured walls for the school.
  - 7) Separate table and chair for every child/student, MIL (AO) language teacher, Physical teacher, Computer teacher, Carpenter instructor, and an assembly hall.
  - 8) School compound should be spacious.
  - 9) Proper infrastructure.
  - 10) Need an auditorium.

11) Overcrowded students in some class.

12) Teaching learning materials.

13) Lack of classroom.

14) Smoke and tobacco free zone.

15) Disciplinary system.

16) Separate toilet for the male students.

17) Need stationary and more teaching learning materials.

*b) Areas that the Private Elementary School (PES) teachers feel needs improvement in the school*

1) Student's library.

2) Science laboratory.

3) Sports facilities

4) One important problem that needs to be addressed is the medium of communication, especially among the teaching staffs.

5) Playground and medical facilities.

6) Toilet and water facilities.

7) Infrastructure and extra co-curricular activities.

8) Computer up-gradation.

9) Beautify the school, start a garden and lead a campaign to make the school grounds healthier, make school more engaging in activities, go green and encourage healthy eating.

10) Backgrounds are not properly constructed, using bamboo wall so it will be better to construct side wall building.

11) Need adequate classroom.

12) Raise standards for teachers.

13) Computer class for students.

14) Creating a strong foundation for academic.

15) Needs orientation or Teacher's training.

16) Need more sincerity, put more efforts and need more active.

17) Body language should be improve, also transportation of students and teachers should be managed properly by the school.

18) Establish ongoing, open communication, conduct meaningful evaluation, offer constructive feedback/suggestions, provides adequate resources.

19) It would be better if the government provides financial/material assistance for the upgradation of the infrastructure as well as teaching-learning materials.

20) Boost activities and clubs.

21) Use social media to gather support.

#### **8) The Major Problems Faced by the Teacher:**

*a) The major problems faced by the Government Elementary School (GES) teachers*

1) Balancing a wide range of students needs.

2) Dealing with the children from different background as well as characters.

3) Parents or guardians not guiding their child properly at home. Sending the child to school without having food, without doing home-work/project work and so forth.

4) Lack of involvement of most of the parents in their children's education.

5) Late arrival of textbooks.

6) To manage and teach each and every individual according to their differences.

7) Lack of teaching learning materials.

8) To maintain discipline in the classroom and prepare teaching learning materials.

9) Balancing the different needs of the students. To ensure that each student in class is learning and engaged.

10) Language problems for the students and less sincerity.

11) Irregular and weak students need to be balance with other students



- 12) To control the discipline of a pupils regarding uniforms, hairstyles and make-up.
  - 13) To balance between the slow learns and the fast learners.
  - 14) Every student is different. They learn at different speeds. Problem arises when teachers are expected to apply a fixed curriculum to students.
  - 15) Language problem since some students come from the backward area, they find difficult to understand the English language in the classroom.
  - 16) Insincere students and less respond from the parents and guardians.
  - 17) Indiscipline students and disobedient students.
  - 18) Many students are from weaker section of the society, and also domestic helpers, they lack the care of parents and guardians, so communication problem arises and moreover it effects in their studies.
  - 19) Dealing with weak and slow-learners becomes a problem.
- b) The major problems faced by the Private Elementary School (PES) teachers*
- 1) No proper library, no play-way methods in the lower class, and small classroom for students.
  - 2) Lack of communication between students and teachers.
  - 3) Lack of supports from schools.
  - 4) Some students are very weak in studies.
  - 5) Student's attitudes and behaviour, classroom size, balancing the different needs of students.
  - 6) Lack of parental supports, lacking of proper funding, overemphasis on standardized testing, and educational trends.
  - 7) Students are not co-operating, responding and some are very mischievous.
  - 8) Parent's involvement, and applying a prescribed curriculum to all types of students.
  - 9) Going for proxy classes and also applying a prescribed curriculum to all types of students.
  - 10) Sometimes facing difficulties managing the classroom.
  - 11) Work pressure is the foremost problem as a private school teacher and unexpected complains from the parents of indiscipline students.
  - 12) Inability to control a particular group of students who always disrupts classroom teaching with their undisciplined camaraderie.
  - 13) Incomplete home-work/assignment.
  - 14) Balancing between the slow learners and the bright students.
  - 15) Facing problems while instructing and despatching home-work.
  - 16) In bringing up the weak and slow-learners.
  - 17) Communication gap with students.
  - 18) Dealing with mal-adjusted students at times.
  - 19) Parent's guidance and attention are required.
  - 20) Delinquency among the learners
  - 21) Low salary.
  - 22) Lack of team-work
- 9) Suggestion Given by the Teachers for the Improvement or Teaching in the School:**
- a. Suggestion for the improvement or teaching in the school given by Government Elementary School (GES) teachers*
- 1) Increase the focus on evidence-based pedagogy.
  - 2) Proper guidance and support of parents and teaching with TLM is needed for the improvement of the students.
  - 3) It would be better if the school is visited weekly /daily by parents/guardians or WECs or TOTs or SDEO or any authorities that care for the school.

- 4) For improvement of teaching, it would be greatly benefit the students if the school have a library, science lab and a well maintained computer lab so that it would make the teaching-learning process more effective.
- 5) Orientation programs for teachers in the school from time to time.
- 6) Good relationship with parents and community, and proper teaching learning materials and activities are needed.
- 7) Support from parents and community, and maintain proper discipline.
- 8) Strict maintenance on English speaking inside the campus for both the teachers and students.
- 9) Teacher should be more sincere and dedicated.
- 10) Use different speeds to maintain concentration. Pause to make important points. Use movement to reinforce important points.
- 11) Additional Math and science teachers required.
- 12) Proper time management.
- 13) Need latest teaching learning aids
- 14) Developing a teacher's work with their peers to investigate their own teaching would improve in effective teaching.
- 15) Better co-operation from the parents.
- 16) Medium of teaching in English should be made compulsory.
- 17) Co-operation of teaching community.
- 6) Classroom should be technology friendly.
- 7) More time should be allotted for studies and less time should be invested on extra-curricular activities.
- 8) It will be better if the teaching method is converted to play-way method and the classrooms to smart classroom.
- 9) The school need to have a library, laboratory and a chapel hall.
- 10) Need trained teachers, school library for science students and teachers, and good infrastructures of school for teachers and the students.
- 11) To teach students in proper way.
- 12) The school require trained and skilled teachers.
- 13) Less homework, trained and skilled and more interaction with teachers.
- 14) To create attention and interest among the students.
- 15) Library room should be maintained.
- 16) Focus must be for the over- all development of the children.
- 17) Minimize co-curricular activities and give more importance in class-room teaching learning.

*b) Suggestions for the improvement or teaching in the school given by the Private Elementary School (PES) teachers*

- 1) Educational tour will help the students gain more knowledge.
- 2) Introduce technology
- 3) Use of technology will make learning easier.
- 4) Using of classroom technology to boost the learning skill of the students.
- 5) The use of technology should be implemented inside the classroom.

Education is considered as an important factor in the process of development and advancement. There has been a vast expansion of education in both the Government Elementary School (GES) and Private Elementary School (PES) in Tuli Town.

In the elementary or upper primary schools the situation could improve if more schools provide with the minimum required amenities such as sanitary fittings, well-equipped library, proper infrastructures, teaching aids/materials, hostel facilities, etc. These would help to minimize the number of drop-outs.

The major problem of the very great absence of inadequate supervision and inspection has been tackled to a great extend by having the administrative structure decentralized.

From the study it was found that parents/guardian involvement /interaction with the school authority were less in both the Government Elementary School (GES) and Private Elementary School (PES).

Balancing the different learning needs of students and lack of teaching learning materials were found to be the major problem in both the Government and Private Elementary Schools by the teacher.

In conclusion, the goal should be for all schools to have physical infrastructure and quality of teaching. The problem in the town is that there is no proper library, science laboratory for practical and required more trained teachers for quality education. Apart from imparting bookish knowledge only, the need of the hour is to provide vocational course to the students in the school as well, this would help the students to engage themselves more in learning.

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#### APPENDIX-1

##### BACKGROUND INFORMATION FOR HEAD OF THE INSTITUTION

1. Name of the school .....
2. Is it a Government or Private School .....
3. Year of establishing of the school .....
4. Name of the Head of the school .....
5. Date of joining as the Head of the school.....
6. Educational Qualification.....
7. Tribe .....Age.....

8. Teaching experience ..... Years.

**QUESTIONNAIRE FOR HEAD OF THE INSTITUTION**

1. What is the type of your school building?  
.....

2. Please mention the faculty position and the staff of elementary teachers in your school.

Faculty position/ staff	No. Of teacher (s)
No. Of trained teacher(s) in your school	
No. Of trained teacher(s)	

3. Is the teaching strength adequate in your school? Yes/No.

4. Please mention the enrolment of students from the year 2016-2018 in your school.

Year	No. Of enrolment of students		No. Of enrolment of students (class wise)			
	Male	Female	Class-v	Class-vi	Class- vi	Class-viii
2016						
2017						
2018						

5. Are the classrooms adequate for the students? Yes/No.

6. What are the facilities that are provided by the school? Please mention.

- i).....  
.....
- ii).....  
.....
- iii).....  
.....
- iv).....  
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7. Does the school have enough infrastructure and financial assistance for further improvement and development?  
Yes/No.

8. Does your school provide co-curricular activities? Yes/No.

9. What are the co-curricular activities held in your school?

- a) Annual picnic
- b) Annual sport
- c) Literacy competition
- d) Observation of Teacher's Day
- e) Others

10. Are the co-curricular activities included in the academic calendar of the school? Yes/No.

11. Is the morning assembly conducted in your school? Yes/No.

12. Do you consider teacher's availabilities, interest and speciality while allocating responsibilities for the co-curricular activities? Yes/No.
13. Does the school organize seminars, workshop, etc? Yes/No.
14. Does the school provide opportunities and facilities for the training teachers? Yes/No.
15. Do you provide any vocational courses in the school? Yes/No.
16. What are the steps taken up by the school for teachers' effectiveness?
  - a) Send them training (in-service training)
  - b) Orientation
  - c) Refresher course
  - d) Workshop/ Seminars/Demonstrations lesson.
17. Do you feel that the teacher-student ration is adequate in your school? Yes/No.
18. Are there any cases of drop-out students in your school? Yes/No. If yes, please mention the reasons for the drop-outs.
  - i).....
  - ii).....
  - iii).....
19. How often you call staff meeting in your school?
  - i).....
  - ii).....
  - iii).....
20. Do you get co-operation from your faculty members? Yes/No.
21. Do you discuss with the staff the latest educational matters? Yes/No.
22. Do you conduct parents-teachers meeting in the school? Yes/No.
23. Please mention the reasons for conducting the parents-teachers meeting.
  - i).....
  - ii).....
  - iii).....

24. Do you have managing board in your school? Yes/No.

25. Does the community contribute to the working of the school? Yes/No. If yes, please tick from the following.

- a) Parents
- b) Wards
- c) Youth organization
- d) Students Union
- e) Others

26. Are there any developments in your school after communitisation. Please mention.

- i).....
- ii).....
- iii) .....

27. Please tick, if any financial aid is provided from the following:

- a) Public aids
- b) Charity
- c) Government aids
- d) School allocation
- e) Sarva Shiksha Abhiyan (SSA)

28. What are the areas that need improvement in your school?

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29. What are the major problems faced by you as the Head of the institution?

i) Administration:

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ii) Academic:

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iii) Management:

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iv) Financial:

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v) Social:

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vi) Institution:

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**APPENDIX- II**

**QUESTIONNAIRE FOR TEACHERS BACKGROUND**

- a) Name.....
- b) Name of the school .....
- c) Qualification.....
- d) Year of joining the school .....
- e) Teaching experience.....years.
- 1. The elementary level of education is the crucial stage of students' life. Yes/No.

2. Do you think that the Government school students and Private school students are compatible in terms of performance? Yes/No.
3. Have you attended any of the following training programmes?
  - a) In-service training
  - b) Refresher course
  - c) Orientation
  - d) Any other

.....

.....
4. If yes was it helpful for professional growth? Yes/No.
5. Are you satisfied with your teaching? Yes/No.
6. Do you think that the course prescribed is update and relevant for students growth? Yes/No.
7. How many periods do you get in a day? Please mention.

.....

.....
8. The students in Elementary level are generally.
  - a) Well-behaved
  - b) Not managed
9. Do you think that the class-rooms are adequate for the students? Yes/No.
10. Are you provided with adequate teaching aids for classroom teachings? Yes/No.
11. What method(S) of teaching do you employ? Please mention.

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12. Are the students sincere in doing class-work, home-works, assignments, projects, class-tests, etc? Yes/No.
13. Do you provide extra classes or remedial teaching for the students? Yes/No.
14. Do you face problem with children in your class-room? Yes/No. If yes, please give your reason.

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15. Do you conduct class-test?
  - a) Regularly
  - b) Weekly
  - c) Monthly
16. Do the student(S) co-operate with you in the class-room? Yes/No.
17. Do the students come regularly to school? Yes/No. If no what is the reason.

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.....  
.....

18. How often do you have parents-teachers meeting?

- a) Once a year
- b) Twice a year
- c) Trice a year
- d) More than thrice a year.

19. Do you provide extra time and attention to slow-learner? Yes/No.

20. Is private tuition allowed in your school? Yes/No.

- a) Weak and slow students
- b) Average students
- c) Bright students

21. Do you provide additional study materials to your students apart from the prescribed syllabus? Yes/No.

22. The following facilities are available to teacher in the school.

- a) Teacher's room
- b) Drinking water
- c) Teacher's toilet
- d) Stationary
- e) Any other

23. Do you think that the faculty members co-operate school? Yes/No.

24. Do you feel that the teachers are paid adequately in your school? Yes/No.

25. Do you think that the school should be managed privately or by the Government? Please specify.

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26. Are you satisfied with the administration and management of your school? Yes/No.

If no, please site some reasons:

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27. What are the areas you feel needs improvement in your school?

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28. What are the major problems faced by you as a teacher? Please specify

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29. Please share your suggestion for the improvement or teaching in your school.

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